

Wednesday, July 13, 2016

3:00 PM - 6:00 PM

Deaf and Hearing Interpreters Working as a Team in the Legal System

Presented by: Jessica Bentley-Sassaman and Kristin Lazor

Description: This workshop will focus on how deaf and hearing interpreters work together in the legal system. During that time, there will be a discussion on how to have the deaf interpreters present in the legal system with the hearing interpreters, and the importance of having both teams to be effective in working for the deaf consumer. Having deaf and hearing interpreters as a team, each member in the workshop will learn how to work together by practicing different ways to understand each other throughout the process. There will be activities for the members in the workshop regarding how to sign certain legal terminology, on pacing, on team practice, and on cues.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify when to request a Deaf Interpreter
2. Utilize communication techniques specific to the legal setting to explain the process between Deaf and Hearing Interpreters and understanding how to work together
3. Describe appropriate communication methods between all parties (deaf consumer, hearing client [judge, clerk, etc.], deaf and hearing interpreters) and demonstrate them through role playing activities, and in the real-world

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Some

CEUs: 0.3 PS



Image Description: Jessica Bentley-Sassaman's headshot is from the shoulders up, and she is wearing a black shirt and purple cardigan.

Jessica Bentley-Sassaman, Ed.D., is a graduate of Bloomsburg's ASL/English Interpreting program (B.S., 2001). In 2004, she attended Gallaudet University in Washington, D.C. earning her M.A. in Linguistics focusing on ASL (2006). Jessica also has an earned doctorate from Walden University (2011). The focus of her research was on Deaf-hearing interpreting teams. Jessica is currently the program coordinator and an assistant professor at Bloomsburg University of Pennsylvania. She has earned her CI, CT, and SC:L from RID and has her ED:K-12 certification. She interprets in a variety of settings such as legal, medical, government, educational, religious, and workforce.

Kristin Lazor, Ed.D., is a graduate of California State University, Fresno's Criminology and Victimology Program, (B.S., 1995). In 2000, she attended California State University of San

Diego earning her M.S. in Counseling focusing on how to counsel deaf people in a spectrum of different services. She is also a graduate of Lamar University's Deaf Education/Deaf Studies Program, where she earned her doctorate in December 2013. The focus of her research was on communication services between providers and deaf persons who have been incarcerated. She is currently an Assistant Professor at Bloomsburg University of Pennsylvania. She also is a Trainer for National Consortium of Interpreter Education Centers (NCIEC) teaching about Deaf Self-Advocacy. She has over 20 years of experience as a Deaf Interpreter in various States across the nation. She is currently working on her Certification for Deaf Interpreter.

5:00 PM - 6:30 PM

Interpreter Service Managers (ISM) Member Section Meeting

Presented by: Nancy Berlove

Description: Interpreting Service Managers business meeting

Language: Presented in ASL

Target Audience: Members of ISM (Interpreting Service Coordinators/Providers/Managers)

Prior Content Knowledge Required: N/A

CEUs: No CEUs Offered



Image Description: Head shot of Nancy Berlove from shoulders up, wearing blue/bluegreen top and purple Mardi Gras beads. She is looking into the camera, smiling.

Nancy Berlove is owner of Sign Language Connection, an interpreting company, established in 1990. She was chair of the Interpreting Service Manager Member Section for over 10 years until 2009. She was co-chair of the RATF, exploring the possibility of an accreditation for agencies. She has spearheaded ISM workshops aimed at clarifying the roles of independent contractors, teaching legal requirements of agencies, and examining business ethics as they apply to our work in the community.

5:00 PM - 6:30 PM

Pennsylvania Interpreter Laws

Presented by: Sharon Behun

Description: During this session, the Office for the Deaf & Hard of Hearing will summarize the three interpreter laws in Pennsylvania with an emphasis on the Sign Language Interpreter & Transliterator State Registration Act (Act 57). ODHH administers the Act. We

will discuss how the law came about, challenges we face, and the impacts on the Commonwealth.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Summarize the 3 interpreter laws in Pennsylvania
2. Identify challenges of administering the laws
3. List impacts of the laws on the deaf community, referral agencies, and businesses

Language: Presented in English

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 GS

Sharon Behun is the director of the Office for the Deaf & Hard of Hearing (ODHH). As Director of ODHH, Behun oversees the advocacy, information and referral services the commonwealth provides to all Pennsylvanians. In addition, Behun has oversight of the Sign Language Interpreter & Transliterator State Registration Act (Act 57). ODHH is the administrator of the act, enforces it and maintains a database of registered sign language interpreters. She established policies/procedures to implement the amendments to Act 57 which added the provisional registration category. Behun holds a Bachelor of Science degree in sign language interpreting from Bloomsburg University, and is certified in transliterating and interpreting (CI &CT) by the Registry of Interpreters for the Deaf (RID). In addition, she is a Pennsylvania state-registered interpreter. Prior to working at ODHH, Behun was an actively involved with PARID; she served on the board as district president, organized conferences, workshops, and fundraising activities.

5:00 PM - 6:30 PM

Professional Development Committee (PDC) Member Forum

Presented by: Mary Darragh MacLean and Nathan Fowler

Description: The PDC will host a member forum. This presentation is for RID certified and associate members in regard to changes and updates proposed to the current Certification Maintenance Program. The changes are intended to update the program to include the development of online educational programming, as well as general changes meant to guide Sponsors to improve the quality of the educational options available to RID members.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Describe changes and updates to the CMP and ACET programs
2. Identify how these proposed changes might help them to better plan their educational endeavors
3. Analyze their own educational goals and identify which educational programs best meet their educational goals

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) who are affiliated with RID

Prior Content Knowledge Required: Little/None

CEUs: 0.15 GS

Mary Darragh MacLean has been a certified interpreter for 30+ years and owns and manages an interpreter referral service, Sign Language Resources, in the tri-state area around New York City. SLR is also a CMP Sponsor. Mary teaches interpreting courses for the federally funded interpreter education program housed at LaGuardia Community College in Queens, NY and has been the CIT representative to the PDC since 2007. As a teacher, Mary is always interested in helping others learn new information so is happy to be able to share whatever she can at this Member Forum.



Image Description: An indoor close-up photo of Nathan Fowler, a white 30-year old man, with short spiky dark brown hair and brown eyes. He stands in front of a plain blue-gray wall, wearing a purple polo shirt and a black sweater, which is unzipped. He looks directly at the camera

Nathan Fowler is a certified ASL/English interpreter from Massachusetts. He has been a member of the PDC since 2011. He has served as the CMP Coordinator for MassRID since 2008, and regularly organizes educational opportunities in his local community. He is interested in the systemic review of the PDC's Certification Maintenance Program to fit the needs of the shifting educational trends of professional interpreters.

5:00 PM - 6:30 PM

DeafBlind Panel (DeafBlind Member Section)

Presented by: Regan Thibodeau, Christine "Coco" Roschaert, and Rene Pellerin

Description: DeafBlind panelists will provide their views on interpreting. They will elucidate the degree to which their needs are being met and how the field of interpreting to grow in a way that allows for their increasing participation in the world and, particularly, with autonomy over their own affairs.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify and describe a variety of needs and preferences held by Deafblind consumers when working with interpreters.
2. Identify areas for future personal professional development
3. Describe effective practices for working with Deafblind consumers that interpreters can bring back to their home communities.
4. Identify strategies for enhanced networking in interpreters' home communities, to create allyships and encourage systems-level changes.

Language: Presented in ASL

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 PS



Image Description: Regan Thibodeau is waving to the camera with an open smile.

Regan Thibodeau is a native of Maine. Before Regan graduated from USM's ITP she had attended AADB Conference, Seabeck Camp, and Napa Valley Retreat as an SSP. After working one year at Gallaudet as a DeafBlind interpreter and a program developer for DeafBlind Paraprofessionals, she currently teaches ASL at University of Southern Maine and freelances actively as a CDI and a national presenter.



Image Description: A headshot of Christine "Coco" Roschaert wearing a black and white scarf around her neck. She is angled away from the camera but her eyes meet the camera and she has a small smile.

Born in Canada, Christine "Coco" Roschaert is Deaf and has Usher Syndrome. She graduated from Gallaudet University in 2006 with a Bachelor's Degree in Communication Studies and currently works as an international advocate for DeafBlind rights. Coco is a motivational speaker, having presented over 200 presentations around the world. She presents on DeafBlind rights, DeafBlind issues and shares her personal life stories.



Image Description: This is a headshot of Rene Pellerin, from his shoulders and up. He is wearing a brown shirt and a black tie. He has grey hair and grey mustache that extends down the side of his lips. He has on wire rimmed glasses with orange tinted lens. In the background is a tree canopy with green and yellow tones.

Rene Pellerin is a graduate of Austine School and attended Gallaudet University. He obtained his RSC from RID. Rene spent most of his career as Vermont's State Coordinator for the Deaf. Now DeafBlind, Rene continues his lifelong work of educating, with a focus on DeafBlind issues. He has presented a myriad of training in Vermont and nationally: Remembering the US in Usher Syndrome (NAD, Deaf Senior America); Haptics, Deaf Blind People Want to be Cued In (Region V, Region II); Introduction to DeafBlindness (MCDHH); Enhancing Video Accessibility for Consumers Who are DeafBlind (TDI); Those of Us Left Behind (RSA).

5:00 PM to 6:30pm

Deaf Parented Interpreters (DPI) Member Section Meeting

Presented by: Kristin Miranda and Kelly Decker

Descriptipion: This meeting is for interpreters who have Deaf and/or Hard of Hearing parent(s). The goal of the meeting is to have a discussion with DPI members and see what they want DPI to work on for the coming year. There are also DPI Council updates that will be shared among the membership. This is the space where thoughts, ideas, questions, and suggestions for how to better collaborate and support Deaf-Parented Interpreters in the field.

Language: Presented in ASL

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge: N/A

CEUs: No CEUs Offered

Kristina Miranda, AAS, BS, NIC, EIPA. Originally from New Jersey, Kristina has been a freelance interpreter since 2007. She attended Union County College for her Associates in ASL-English Interpretation under the direction of Dr. Eileen Forestal and Dr. Cynthia Williams. She then proceeded to earn her Bachelors in Interpretation at Northeastern University, in Boston. She currently works as a part-time freelancer and a part-time staffer at an Arts Academy in their mainstream program. She also works for Sorenson VRS. Kristina's freelance community work primarily focuses on: post-secondary, mental health, DeafBlind, and conferences. She is a CODA of color, both of her parents are from the Philippines and they moved to the U.S. as adolescents, hoping to receive a better education and more career opportunities. Every day she is humbled to do the work she does, not because her parents are Deaf, but because the Deaf community is a community she loves to serve.



Image Description: Close up headshot of Kelly Decker smiling, looking up to the right at the camera, with a light grey background. She is white woman with long dark brown hair, green eyes, and wearing a black jacket with light blue blouse.

Kelly Decker, Certified Interpreter, New York. Kelly is highly invested in the development of the interpreting field. She is engaged in leadership at the local, regional and national level of the interpreting profession. She has coordinated and implemented countless community based projects and events primarily focusing on social justice and Deaf-parented interpreters. Kelly has been working throughout Region I in private practice since 2005, and in 2014 collaborated with seven other interpreting colleagues to establish a grassroots interpreting cooperative, Options. As an Integrated Model of Interpreting (IMI) practitioner, Kelly is involved in the dedicated practice of professional dialogue at the Etna Project.

7:00 PM - 9:00 PM

Keynote: Sharing Skills Globally will lead to Excellence!

Presented by Dr. Madan Vasishtha

This presentation will very briefly describe the interpreting situation in the United States at present as a prelude to comparing it with what is happening in the Third World countries using India as an example. It will also describe the struggles that deaf people and interpreters are facing in establishing interpreter training programs and having equal access to communication. In the end, the presentation will offer suggestions to the audience on how to be a part of the solution to this global problem.

Educational Objectives: At the conclusion of this seminar, participants should be able to:

1. Describe specific aspects of the current interpreting scenario in the United States.
2. Identify and explain efforts being made in India to establish interpreter training programs, as well as in other countries.
3. Identify and analyze the deplorable attitudes of hearing people in positions of power towards Deaf people in pursuit of equal access to communication, and towards interpreting services.
4. Identify personal skills ripe for development, and opportunities for enhancing those skills.
5. Describe the potential impact of personal skills development when those skills are shared communally.

Language: Presented in ASL

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 PS



Image Description: Dr. Madan Vasishtha is shown from the shoulders up, against a plain off-white background. He is of a man of East Indian descent in his 70s. He is bald, wears half-frame glasses, and a dark gray turtleneck with a black blazer.

Dr. Madan M. Vasishtha was born in a small village in India and became deaf at the age of 11. After working as a farmer for ten years, he moved to New Delhi and met deaf people for the first time. He worked as a photographer and became very active in the All India Federation of Deaf in New Delhi.

Vasishtha came to the United States in 1967 to study at Gallaudet University. After receiving his BA, MA, and Ph.D. degrees, he worked as a teacher, supervisor, principal, assistant superintendent and superintendent in several schools for the deaf. He worked in India during the summers and was involved in pioneering research on Indian Sign Language (ISL). He retired from NM School for the Deaf in 2000 and was an associate professor at Gallaudet University for ten years. He worked as the Chief Advisor to the Indian government for establishing Indian Sign Language Research and Training Centre in New Delhi.

Dr. Vasishta has authored four books on Indian Sign Language varieties. He has written over 40 articles for professional journals and books chapter and has made presentations in international conferences in the areas of education, deafness, linguistics, administration and curriculum development. Recently, he published two volumes of his memoirs, *Deaf in Delhi & Deaf in DC*.

He is on Fulbright Senior Research Fellowship at present and is working on two books—a history of deaf education in India and a textbook for use in teacher education.

He is married to Nirmala and has two children—Dheeraj and Neerja. However, he considers his greatest achievement to have two grandkids—Vivek and Ishani.

Thursday, July 14, 2016

8:00 AM - 12:00 PM

Trends in Working with DeafBlind People Part 1

Presented by: Regan Thibodeau and Christine "Coco" Roschaert

Description: This seminar will be co-presented through the lens of a CDI and a DeafBlind person into the world of current DeafBlind communication modalities, vision types, power dynamics, and effective options for language clarity. We will also discuss the role of the interpreter and the SSP so one can support these roles when the two intersect. For example, how does one recognize when an interpreter is needed versus an SSP? There will be basics of sitting, mobility, and tactile etiquette demonstrated and practiced during role plays that involve the SSP and/or the interpreter. Attendance is required at both Part 1 and Part 2 to earn CEUs for this Session.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify what non-linguistic information must be conveyed when working with Deafblind people
2. Identify effective teaming logistics (DI/DI with HI/HI, DI/HI, etc.), and describe how to use them efficiently
3. Identify the basic responsibilities of SSPs
4. Identify when to apply SSP protocols for the safety of the interpreting assignment.
5. Apply SSP protocols to guide a person to the bathroom and back
6. Identify critical information to collect and relay in regard to working effectively with Deafblind people
7. Identify strategies for working with colleagues who are new to working with Deafblind people
8. Identify strategies for service placement to ensure successful future assignments

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) with diverse backgrounds

Prior Content Knowledge Required: Some

CEUs: 0.75 PS – Attendance is required at both Part 1 and Part 2 to earn CEUs for this Session.



Image Description: Regan is waving to the camera with an open smile.

Regan Thibodeau is a native of Maine. Before Regan graduated from USM's ITP she had attended AADB Conference, Seabeck Camp, and Napa Valley Retreat as an SSP. After working one year at Gallaudet as a DeafBlind interpreter and a program developer for DeafBlind Paraprofessionals, she currently teaches ASL at University of Southern Maine and freelances actively as a CDI and a national presenter.



Image Description: A headshot of Coco wearing a black and white scarf around her neck. She is angled away from the camera but her eyes meet the camera and she has a small smile.

Born in Canada, Christine “Coco” Roschaert is Deaf and has Usher Syndrome. She graduated from Gallaudet University in 2006 with a Bachelor’s Degree in Communication Studies and currently works as an international advocate for DeafBlind rights. Coco is a motivational speaker, having presented over 200 presentations around the world. She presents on DeafBlind rights, DeafBlind issues and shares her personal life stories.

8:00 AM - 12:00 PM

Interpreting for Deaf People with Atypical Cognition

Presented by: Joshua Pennise

Description: Interpreting for Deaf people who have atypical cognition, such as Intellectual Disabilities, is a unique challenge. While this population of signers has grown dramatically, there has been little information available on how interpreters can successfully navigate these complex interpreting situations. This workshop relies heavily on real clips of complex narratives by Deaf people with Intellectual Disabilities and group work to provide participants with successful experience parsing meaning.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify various types of cognitive delays and describe how they affect thought and language processing.
2. Identify new techniques for interpreting for individuals with intellectual disabilities.
3. Discuss ethical considerations specific to working with this special population.

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) who work with people with atypical cognition

Prior Content Knowledge Required: Some

CEUs: 0.4 PS



Image Description: Close head shot of Josh Pennise with a plain beige background and a black shirt collar. Josh has dark brown hair and a matching beard. He is smiling and looking into the camera.

Joshua Pennise is a native of Virginia who calls New York City home. He learned ASL from Deaf friends as a teen and interpreting through mentoring with generous professionals in the field. Josh interpreted while attending college at Old Dominion University where he earned a bachelor’s degree in human communication and a master’s degree in

applied linguistics with an emphasis on sociolinguistics. During his graduate career, he focused on collecting and examining language samples of Deaf people using ASL who have intellectual disabilities. Since 2006, Josh has worked in management for Sorenson Communications in local, regional and national positions. He supplements this work with conference and freelance interpreting as well as teaching workshops around the United States. When not working, Josh enjoys traveling the country (47 states and counting), the world (only 16 countries so far), and hugging and squeezing his two nieces and two nephews.

8:30 AM - 10:00 AM

Revisiting Register

Presented by: Luce Aubry

Description: We're all familiar with Martin Joos' Five Clocks of linguistic register (frozen, formal, consultative, informal, intimate). But what is it that leads individuals in a given encounter to make the choice to use, say, formal vs informal register? Using Halliday and Hasan's framework of looking at the social factors inherent in all encounters, this seminar will show how this model very accurately predicts register usage as a function of social distance among speakers of American English. Questions will be raised as to whether this model holds for users ASL; is social distance a determining factor in register shift among users of ASL?

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify linguistic features of register in informal vs formal spoken American English.
2. Identify the reasons for register shift in two contrasting settings.
3. Predict the linguistic register in four or five scenarios based on the field, tenor and mode of those scenarios.
4. Identify linguistic features of informal vs formal register in ASL and identify when these registers are used.
5. Examine whether social distance is an adequate metric for register shift in ASL.

Language: Presented in ASL

Target Audience: Interpreting Students, Novice Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Some

CEUs: 0.15 PS



Image description: Image of Luce Aubry against a gray background. She is looking directly at the camera.

Luce Aubry, MA, CI/CT has taught at interpreting programs in Maine, New Hampshire and Massachusetts. She is currently Assistant Professor at Framingham State University in Massachusetts and coordinator of the ASL/English Interpreting Concentration. She is the daughter of Deaf, LSQ-using parents. She has also been a reviewer for

the Commission on Collegiate Interpreter Education, a member of the NH Interpreter Licensure Board, and a rater for the Sign Language Interpreter Screening under the Massachusetts Commission for the Deaf and Hard of Hearing. She does French-to-English translation work when she can find the time.

9:00 AM - 12:00 PM

Decisions, Decisions, Decisions: Unpacking Interpreting

Presented by: Lianne Moccia and Betty Colonomos

Description: Interpreting involves hundreds of decisions made before, during and after a job. How do interpreters understand these decisions and their repercussions? How do interpreters prepare to analyze and solve the problems that are often connected to these decisions? Many conventional approaches focus on rule-based answers such as the RID CPC, rubrics, or formulas. Practitioners often face problems when they deal with situations that don't conform to the options they have been taught. This highly interactive workshop will look at why people make the decisions they do. Using scenarios and role plays participants will identify various motivations and/or controlling elements behind their decisions. Through modeling, questioning and dialogue activities conscious and unconscious mechanisms will be uncovered. Participants will apply these cognitive tools to examine prior experiences.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Describe and discuss ethical and interpreting decisions presented in a series of scenarios.
2. Distinguish the various decision options.
3. Construct rationales for the various decisions.
4. Compare and contrast these options with regards to consequences.
5. Identify conscious and unconscious drivers of these decisions.
6. Apply these determinants to a real-life situation of their choosing.

Language: Presented in ASL and English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Some

CEUs: 0.3 PS



Image Description: This is a daytime photo of Lianne from the shoulders up, standing in front of a painting of orange mangoes, wearing a green scarf and green and amber earrings. She is smiling, looking forward, and has a pair of reading glasses on her head.

Lianne Moccia is originally from Boston, and her first sign class was at the Learning Center. Certified by RID in 1981 Lianne was fortunate that Vermont colleagues brought her to The Bicultural Center in Maryland. MJ Bienvenu and Betty Colonomos' influence turned her work on its head. Lianne's community practice extends

throughout VT and NH. Active in VTRID, as the Vermont Mentorship Project's founder and currently as the president of NHRID, she has taught workshops throughout New England and beyond and has coordinated the Etna Project NH since its inception in 2002.

Betty M. Colonomos, Director of the Bilingual Mediation Center, is 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. She was the second recipient of the Mary Stotler Award for excellence in Interpreter Education from CIT. Betty has chaired many national committees on standards and evaluation of interpreters. She currently serves on RID's Council of Elders and the PMGDS Review Committee. Ms. Colonomos is well known as an educator of interpreters and consultant. She has developed the most widely used model (Integrated Model of Interpreting (IMI) for teaching processes used in interpreting. She is the founder of the Etna Project in NH (since 2002) and MD (since 2009) working to develop collaborative communities of Reflective Practitioners. She co-authored a chapter (with Lianne Moccia) in RID's publication, Mentorship in Sign Language Interpreting.

9:00 AM - 12:00 PM

Young at Heart: Excellent Interpreting in Pediatric Healthcare Part 1

Presented by: Jackie Emmart

Description: Deaf youth and kudas deserve optimal access to quality healthcare and yet, they are often excluded from discussions about their bodies, development, and wellness until later in their childhoods. Still, at whatever point ASL and Deaf interpreters are brought into the picture, we are charged with the responsibility of ensuring all parties are on the same page. If we are to meet the varying expectations of stakeholders (regulatory bodies, providers, patients, caregivers, and interpreting colleagues), we must carefully examine those expectations, pediatric healthcare discourse, the various checklists used to measure patients, and other standard assessments administered in a given pediatric encounter. We must also commit, as a community of practitioners, to explore the benefits and feasibility of case conferencing as one way to hold ourselves accountable. Over the course of two highly interactive three-hour sessions, we will cover all of this and more. Attendance is required at both Part 1 and Part 2 to earn CEUs for this Session.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify content found in routine well-visits to analyze the implications of possible interpretations.
2. Examine the multiplicity of role that all pediatric healthcare interpreters must manage.
3. Identify and describe expectations from providers, patients, families, healthcare systems, and the interpreting field, and analyze how interpreters fit into pediatric healthcare interactions
4. Identify helpful tools in interpreter case conferencing
5. Create a personal case conferencing implementation plan

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) interested in pediatric healthcare

Prior Content Knowledge Required: Some

CEUs: 0.65 PS – Attendance is required at both Part 1 and Part 2 to earn CEUs for this Session.



Image Description: A high resolution photo of Jackie Emmart from the waist up, wearing a black blazer and blouse, black earrings, and standing outdoors while leaning against a tree. Her arms are folded and her left hand displays her wedding rings. She is smiling directly at the camera, which is positioned to her right.

Jackie Emmart, MS, NIC-A, works primarily in the healthcare sector in private practice and was a staff interpreter at Boston Children's Hospital from 2008 to 2015. Her work is guided by the belief that regardless of their age, all youth have the right to be fully informed about and participate in every aspect of their own care. Jackie has co-presented to providers, administrators, patients and their families, and interpreters about accessing quality healthcare, advocacy in the healthcare realm, and the nature of an interpreter's work in pediatric healthcare. She is most passionate about collaborating with the Deaf community with and for Deaf youth, to ensure they take advantage of all the tools, resources, and opportunities available to understand their own development and fully participate in the management of their wellness.

9:00 AM - 12:00 PM

Cultural and Linguistic Mismatches on the Front Line

Presented by: Marlene Elliott, Elizabeth Ballard and Will Hayes

Description: How often do we interpret all the words but know that the original meaning or intent was not clear? Can we feel confident to gear our output to recipients or does this somehow feel like going beyond the scope of our role? Is our duty as interpreters to the processing of words/sentences or to the people present? Understanding discourse structures, the level of organization of language above the sentences, gives us true insight into how meaning is embedded in communicative acts beyond the words. This deeper linguistic analysis allows us an important framework to process meaning in a way that our output more closely conveys the original intent. This highly interactive session will use real life examples from a variety of settings to describe discourse structures in both English and ASL and practice bridging the gap between them with a commitment to full equivalence.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Analyze utterances (spoken and signed) using discourse awareness
2. Recognize discourse structures that produce a gap between English and ASL

3. Apply discourse strategies to generate robust, equivalent renditions during seminar exercises
4. Develop strategies for on-going practice of discourse level analysis and application to their interpreting practice

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing), Interpreter Educators, Mentors

Prior Content Knowledge Required: Some

CEUs: 0.3 PS



Image Description: A picture of woman, Elizabeth Ballard, with black and grey hair with hazel eyes and metal glasses wearing black shirt.

Elizabeth Ballard CI/CT, M.S. is manager of Interpreter Services at the University of Rochester Medical Center (URMC), a department of over 50 ASL and Spanish Interpreters. Elizabeth is passionate about access and strives to eliminate barriers and health care disparities for patients and Deaf health care professionals. URMC is one of the few facilities in the United States that provides daily onsite Deaf interpreters who work as a team with hearing ASL interpreters.



Marlene Elliott, CI/CT, B.A. has specialized in addictions and psychiatric interpreting for over 27 years. For the past two years she has been designated interpreter to Dr. Wyatt Hall. Marlene is has also been an interpreter trainer for over 20 years focused primarily on working interpreters. For the past 7 years she has specialized in using Popular Education, a social justice approach to education, for all her training.



Image Description: A picture of gentleman, Will Hayes, with auburn hair and blue eyes, wearing navy blue shirt.

Will Hayes, Deaf Interpreter grew up in schools for the Deaf and attended the National Technical Institute for the Deaf. He has worked as a Deaf Interpreter for over 20 years in medical, mental health and legal settings. He began his work as a Deaf Interpreter with emotionally disturbed youth in a residential setting. He has extensive experience working with Deaf people who have experienced language deprivation, immigrants, cognitive impairments, and those who have been severely traumatized.

10:30 AM - 12:00 PM

Interpreting Advanced Mathematics

Presented by: Bryon Rowe

Description: Have you derived a derivative or integrated an integral? This workshop examines the unique language of Mathematics at the collegiate level. It will begin with some (seemingly basic yet) essential English words used in mathematics and how the meaning is different from the common usage as well as the specific ways ASL expresses mathematics. We will find that you can actually accurately interpret higher math without knowing how to do it yourself.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Use ASL to list signs for numbers and mathematic concepts
2. Identify mathematic nouns and verbs.
3. Describe how ASL depicts ASL nouns and verbs
4. Produce mathematic nouns and verbs accurately in ASL
5. Identify strategies to negotiate novel sign creation with consumers

Language: Presented in ASL and English

Target Audience: Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Some

CEUs: 0.15 PS



Bryon has been interpreting for 25 years and for most of that time has interpreted in higher education settings. He has interpreted mathematics from first grade through high school and into college levels. Some of the college level courses he has interpreted are; calculus, statistics, linear algebra, and multidimensional geometry. Courses range from undergraduate to post doctoral levels. All this while still not being able to calculate a second order differential equation.

1:30 PM - 3:00 PM

Everything You Always Wanted to Know about the RID Deaf Advisory Council But Were Afraid to Ask!

Presented by: Carol-lee Aquiline

Description: Following the theme of the conference, "When Excellence and Accountability Converge, We Become Stronger Together," members of RID's Deaf Advisory Council (DAC) will share how they are trying to bring excellence and accountability to RID. RID is going through an intense process of internal assessment with potential big changes: how does DAC fit into this process and what are DAC's views on some of the hottest topics? How can RID members make input into these views and the process of decision-making?

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Describe DAC and its role within the RID decision-making process

2. Describe RID as an organizational structure
3. Explain the role members can play in DAC and RID decision-making

Language: Presented in ASL

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 GS



Image Description: A head-and-shoulders photo of Carol-lee Aquiline, wearing a blue shirt. She has medium-long dark curly hair, wears glasses and is smiling directly at the camera.

Carol-lee Aquiline, CDI, WFD-WASLI Accredited International Sign Interpreter, was born in the USA but has lived internationally. She acted with the National Theatre of the Deaf and Australian Theatre of the Deaf (ATOD), moving on to become ATOD's first Deaf Artistic Director; Australian Association of the Deaf's (AAD) first National Advocacy Service Manager; and AAD's first Executive Director. As WFD General Secretary (ED), 1996-2005, she was instrumental in establishment of WASLI. She was WFD Congress Liaison Officer, XVII World Congress (Istanbul, 2015). Her voluntary work includes RID Deaf Advisory Council; RID ED Search Transition Team; Honorary Co-Chair, RID 50th Anniversary Conference; WFD/WASLI International Sign Task Group; and Discovering Deaf Worlds Board Member. Among her awards are WFD 1st Class International Social Merit Award and the 2015 RID President's Award. Carol-lee is in the induction phase of her legal interpreting training.

1:30 PM - 5:00 PM

Pragmatically Speaking: WHY Are We Doing This? Part 1

Presented by: Judy Cain and Carrie Moore

Description: Dr. Kevin Williams, and Dr. Brenda Schick, from Boystown Research Hospital identified three levels of processing as they developed the Educational Interpreter Performance Assessment (EIPA). These levels are sometimes referred to as Top-Down Processing and include: the Pragmatic (why), Prosodic (how), and the Lexical (what). Educational interpreters often struggle processing at a pragmatic level and easily become stuck in the lexical level. This does not serve the ASL using visually processing DHH students well and causes the students to work extra hard to figure out what the teacher intends. As interpreters strive for interpretations that mirror direct instruction, they need practice in this area. This one of a kind workshop breaks down step by step how to create an interpretation that looks like direct instruction and utilizes the pragmatic level of processing. Once interpreters can do this the DHH students can relax and focus on learning the classroom content. Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify the 3 different levels in “top-down” processing (Why? How? What?) and explain they matter in educational interpreting.
2. Recognize at which level of processing they typically operate and identify steps to gain proficiency to work at the “why” level.
3. Produce a consecutive interpretation using the pragmatic level of processing based on feedback from their small group/partner(s).
4. Identify specific feedback on specific elements of an interpretation, and be able to give and receive it in practice and in real-world scenarios.
5. Create a personal improvement plan based on feedback they receive about their work.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) interested in educational (K-12) settings

Prior Content Knowledge Required: Some

CEUs: 0.55 PS – Attendance at both Part 1 and Part 2 is required to earn CEUs for this session.



Image description: Judy Cain, blonde hair with glasses standing outside in front of a green palm tree; wearing a black suit coat. She is looking forward at the camera with the picture from just below the shoulders up.

Judy Cain, CI, Ed-K:12, MA: Judy, teacher of Deaf/Hard of Hearing for 32 years & RID certified since 2000, was recipient of Indiana’s first “Judith Carson Outstanding Educational Interpreter Award” and “2012 RID Region III Distinguished Educational Interpreter Award”; served on the RID

Educational Interpreter Task Force (EITF), Affiliate Chapter Relations Committee (ACRC), Indiana EITF and Indiana Deaf Education Committee; served as president, vice president & current secretary of Indiana RID; is passionate about quality interpreting services for Deaf/Hard of Hearing students; Co-owner of C & C Connection, LLC, focusing on educational interpreters (training, skills evaluations & improvement plans). Judy & her husband, Gary, live in Indianapolis.



Image description: Carrie Moore, brown hair just below the shoulder with bangs on the lefts side, has glasses, wearing a black suit coat with a teal shirt underneath. She is outside in front of a tree (maybe a palm) and is looking at the camera; the picture is from the upper chest and up.

Carrie Moore, CI, CT: Carrie currently works as a community interpreter with a variety of professional experiences: medical, mental health, legal, education, & performing arts. She graduated (1996) from St. Louis Community College, began her interpreting career in Missouri; nationally certified (2000); has an EIPA 4.4 (ASL/high school). She is currently serving as the secretary of Florida RID. She lives in Clearwater, Florida; the proud mom of two beautiful KODAs, Brooke and Ryan; Co-owner of C & C Connection, LLC, focusing on educational interpreters (training, skills evaluations & improvement plans); enjoys camping with her family and reading paranormal romances.

1:30 PM - 5:00 PM

"Tell Me About..." Interpreting in Hiring Settings

Presented by: Alice Harrigan and Matt Etemad-Gilbertson

Description: The Internet is full of blogs and vlogs offering insights into how candidates can effectively prepare themselves for a job interview. As the interpreter(s) assigned to such an interaction, what do we need to know to prepare? How can a Deaf person be assured of the best possible interview experience? Join us as we examine the many different ways that employers interact with prospective applicants, and the interpreting decisions that make a difference.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Analyze what makes an interview different from other settings
2. Examine current approaches to preparing applicants for interviews
3. Identify standard questions asked in most interviews
4. Distinguish new Interviewing Styles and Questions and where they are likely to be used
5. Explore options for translation of different types of questions
6. Describe the challenges of interpreting Behavioral Interviewing Questions
7. Discuss ways to work with Deaf applicants in preparation for interviews

Language: Presented in ASL and English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) with varying employment statuses (freelance, staff, etc.), as well as Interpreter Services Coordinators

Prior Content Knowledge Required: Some

CEUs: 0.35 PS



Image Description: Photo of Alice Harrigan, taken indoors in the evening, showing her head and neck, and a bookcase behind her.

Alice K Harrigan, MA, CI/CT has been on staff with the Massachusetts Rehabilitation Commission since 1990, as both an interpreter and supervisor of interpreters. When Deaf VR Counselors asked her to explain to Job Seekers how to use an interpreter at an interview, they began an exploration and collaboration which fuels the inquiry in this workshop. Her work is most strongly influenced by the practice of reflective dialogue with other interpreters. She continues to explore practices of inquiry, in conversations with colleagues and the community, and in the silence of mindfulness meditation.

Matt Etemad-Gilbertson CI/CT has been a freelance interpreter in the Boston area for the past 17 years. After having served 10 years as a contract interpreter with the Massachusetts Rehabilitation Commission, Matt took a position as the Trainer/Manager for the Boston Sorenson location. Now working freelance again, his professional interests

include the work of Dean & Pollard on the DC-S and its application to interpreting and more specifically to supervision. He has served as a Screening Evaluator with the Mass. Commission for the Deaf and Hard of Hearing for the past 8 years. Matt lives in the Boston area with his husband and daughter.

1:30 PM - 5:00 PM

Young at Heart: Excellent Interpreting in Pediatric Healthcare Part 2

Presented by: Jackie Emmart

Description: Deaf youth and kodas deserve optimal access to quality healthcare and yet, they are often excluded from discussions about their bodies, development, and wellness until later in their childhoods. Still, at whatever point ASL and Deaf interpreters are brought into the picture, we are charged with the responsibility of ensuring all parties are on the same page. If we are to meet the varying expectations of stakeholders (regulatory bodies, providers, patients, caregivers, and interpreting colleagues), we must carefully examine those expectations, pediatric healthcare discourse, the various checklists used to measure patients, and other standard assessments administered in a given pediatric encounter. We must also commit, as a community of practitioners, to explore the benefits and feasibility of case conferencing as one way to hold ourselves accountable. Over the course of two highly interactive three-hour sessions, we will cover all of this and more. Attendance at both Part 1 and Part 2 is required to earn CEUs for this session.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify content found in routine well-visits to analyze the implications of possible interpretations.
2. Examine the multiplicity of role that all pediatric healthcare interpreters must manage.
3. Identify and describe expectations from providers, patients, families, healthcare systems, and the interpreting field, and analyze how interpreters fit into pediatric healthcare interactions
4. Identify helpful tools in interpreter case conferencing
5. Create a personal case conferencing implementation plan

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) interested in pediatric healthcare

Prior Content Knowledge Required: Some

CEUs: 0.65 PS – Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.



Image Description: A high resolution photo of Jackie Emmart from the waist up, wearing a black blazer and blouse, black earrings, and standing outdoors while leaning against a tree. Her arms are folded and her left hand displays her wedding rings. She is smiling directly at the camera, which is positioned to her right.

Jackie Emmart, MS, NIC-A, works primarily in the healthcare sector in private practice and was a staff interpreter at Boston Children's Hospital from 2008 to 2015. Her work is guided by the belief that regardless of their age, all youth have the right to be fully informed about and participate in every aspect of their own care. Jackie has co-presented to providers, administrators, patients and their families, and interpreters about accessing quality healthcare, advocacy in the healthcare realm, and the nature of an interpreter's work in pediatric healthcare. She is most passionate about collaborating with the Deaf community with and for Deaf youth, to ensure they take advantage of all the tools, resources, and opportunities available to understand their own development and fully participate in the management of their wellness.

1:30 PM - 5:00 PM

The Contribution of Deaf Interpreters to Gatekeeping

Presented by: Carla Mathers

Description: The concept of gatekeeping within the interpreting profession has been mourned as the loss of a critical component in ensuring that practitioners enter the field by way of stakeholder induction. Historically, gatekeeping also served as a protective mechanism to ensure that the interpreters had a significant connection to the community. With the advent of legislation and interpreter education programs, the Deaf community's role in the selection of candidates to enter the field has diminished. We propose that one way in which the role of gatekeeping is currently evident is through the work of Deaf interpreters. This paper will provide an overview of data collected from the analysis of Deaf-hearing team interpretations. The data suggests that Deaf interpreters intervene in the interpreting process more frequently than their hearing counterparts in a number of ways. Ultimately, contributing to the gatekeeping function is an example of the unique role served by Deaf interpreters.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify the traditional role of the Deaf community in vetting interpreters
2. Explain how the traditional role has changed over time
3. Give examples of the role that Deaf interpreters play in certain gatekeeping functions from data collected in legal and VR settings
4. Describe how interaction management and contextualization contribute to gatekeeping

Language: Presented in ASL

Target Audience: Deaf interpreters and those who want to learn from them

Prior Content Knowledge Required: Some

CEUs: 0.35 PS



Image description: Carla is sitting in a dark grey suit with glasses and spiky short hair, smiling and looking directly into the camera. She is looking fabulous in her, now misplaced, long silver earrings! Behind her is a railing for steps up to a podium. The picture was taken at the LIMS preconference in NOLA 2015.

Carla M. Mathers, Esquire, SC: L has practiced law in Maryland and the District of Columbia for over twenty years. She currently serves as General Counsel for TCS Interpreting, a prominent sign language interpreting service in Maryland. Formerly she served as the Legal Program Coordinator for the MARIE/DOIT Center. Ms. Mathers sat on the Advisory Group for Language Access to develop standards for language access in courts for the American Bar Association. 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. She has served as an adjunct instructor for the Gallaudet University Department of Interpretation teaching legal interpreting. She is a former Vice President for the Conference of Interpreter Trainers. Ms. Mathers' textbook on legal interpreting, *Sign Language Interpreters in Court: Understanding Best Practices* is widely used in instruction for legal interpreters.

1:30 PM - 5:00 PM

Trends in Working with DeafBlind People Part 2

Presented by: Regan Thibodeau and Christine "Coco" Roschaert

Description: This seminar will be co-presented through the lens of a CDI and a DeafBlind person into the world of current DeafBlind communication modalities, vision types, power dynamics, and effective options for language clarity. We will also discuss the role of the interpreter and the SSP so one can support these roles when the two intersect. For example, how does one recognize when an interpreter is needed versus an SSP? There will be basics of sitting, mobility, and tactile etiquette demonstrated and practiced during role plays that involve the SSP and/or the interpreter. Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify what non-linguistic information must be conveyed when working with Deafblind people
2. Identify effective teaming logistics (DI/DI with HI/HI, DI/HI, etc.), and describe how to use them efficiently
3. Identify the basic responsibilities of SSPs
4. Identify when to apply SSP protocols for the safety of the interpreting assignment.
5. Apply SSP protocols to guide a person to the bathroom and back
6. Identify critical information to collect and relay in regard to working effectively with Deafblind people

7. Identify strategies for working with colleagues who are new to working with Deafblind people
8. Identify strategies for service placement to ensure successful future assignments

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) with diverse backgrounds

Prior Content Knowledge Required: Some

CEUs: 0.75 PS – Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.



Image Description: Regan is waving to the camera with an open smile.

Regan Thibodeau is a native of Maine. Before Regan graduated from USM's ITP she had attended AADB Conference, Seabeck Camp, and Napa Valley Retreat as an SSP. After working one year at Gallaudet as a DeafBlind interpreter and a program developer for DeafBlind Paraprofessionals, she currently teaches ASL at University of Southern Maine and freelances actively as a CDI and a national presenter.



Image Description: A headshot of Coco wearing a black and white scarf around her neck. She is angled away from the camera but her eyes meet the camera and she has a small smile.

Born in Canada, Christine "Coco" Roschaert is Deaf and has Usher Syndrome. She graduated from Gallaudet University in 2006 with a Bachelor's Degree in Communication Studies and currently works as an international advocate for DeafBlind rights. Coco is a motivational speaker, having presented over 200 presentations around the world. She presents on DeafBlind rights, DeafBlind issues and shares her personal life stories.

3:30 PM - 5:00 PM

Nuturing and strengthening the Interpreters and Translators of Color (ITOC) family Tree

Presented by: Jeannette "JO" Ocampo Welch

Description: "A people without the knowledge of their past history, origin and culture is like a tree without roots." -Marcus Garvey

As RID is revisiting many aspects of its charge, JO Welch, former ITOC Chair, will work with ITOC and ITOC's allies to will build active and efficient communication within its members, strengthening its roots. Former ITOC leadership over the years will share a personalized message to the membership, chronicling ITOC when it began, as a Special Interest Group, to current day ITOC Member Section. We'll find out where ITOC came from. To look to the

future, using speed dating , members will meet several new connections in Region 1. These connections along with a current updated "phone tree" and new resources, we will build a new network.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify how ITOC has changed over the years.
2. Recognize colleagues in region 1 to continue and build the ITOC communication and networking.

Language: Presented in ASL

Target Audience: All ITOC members and allies, Deaf, DPI/coda, hearing, at all levels

Prior Content Knowledge Required: Little/None

CEUs: 0.15 GS



Image Description: JO Welch, facing the camera smiling. She is wearing a red top, and her hair is pulled back. The background is blurry.

Jeannette Ocampo Welch, known to many as "JO", has been with ITOC for many years. A proud Latina of Colombian decent, she stands in line with many former ITOC chairs over the years. JO comes to us this year to strengthen communication within ITOC and ITOCs allies. JO is a mother, wife, photographer, singer and sous-chef. Professionally, she is a Reflective Practioner who has enjoyed over 20 years in the interpreting field. During the day, JO is the Coordinator of Deaf and Hard of Hearing Services and the Director for Boston University Center for Interpreter Education. Her experience includes interpreter work in education (k12 and post-secondary), arts and conference settings, and specialized work with the Deaf-Blind community. JO has also held leadership positions in the RID state, regional and National arenas, with a focus on Interpreters of Color (CDLIC, ITOC MS/ Mano a Mano), Education (IEIS MS) and on the National Task Force on Deaf-Blind Interpreting (NTDBI). Her aspirations are to include her Latina/tri-lingual experience into her interpreting work. On a personal note (aka Shameless Plug), she is married to Mike Welch, Blues musician who is nominated for the 2016 Blues Award in the Guitarist Category and the mother of an outstanding son.

6:30 PM - 8:00 PM

Charting a Path to Competency in Healthcare Interpreting: Using a Career Lattice to Define Entry to Specialized Practice

Presented by: Jackie Emmart and Madeleine Eames

Description: Deaf consumers report they find it most difficult to find interpreters in Healthcare; and when interpreters are located, they are often not qualified or ready to interpret the demands of the healthcare setting (Cokely, 2009). Research has identified that the better the communication between provider and patient, the better the healthcare

outcomes we see (Street, 2009). The Affordable Care Act (ACA) was designed to increase access to healthcare for patients through improved communication (ACA, 2010). More than ever providers are obligated to ensure their communication is effective. However, how do they know the interpreters they work with are ready for the task? Are you ready to interpret in healthcare, how do you know? This presentation will lead participants through the Healthcare Interpreting Career Lattice which is designed to help current and potential Deaf and hearing interpreters to better understand the progression toward competency in healthcare interpreting.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. identify the specific advantages of the Healthcare Interpreting Career Lattice for attracting qualified individuals to the specialty of healthcare interpreting.
2. explore how the Career Lattice will help guide members' professional development in healthcare interpreting.
3. discuss using the Lattice as a guide for educators, academic advisers, students and potential students in outlining careers and the critical experiences individuals should acquire to enter and progress through careers in healthcare interpreting.

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) interested in healthcare settings, Interpreter Educators, Interpreter Supervisors and Interpreter Services Coordinators

Prior Content Knowledge Required: Some

CEUs: 0.15 PS



Image Description: A high resolution photo of Jackie Emmart from the waist up, wearing a black blazer and blouse, black earrings, and standing outdoors while leaning against a tree. Her arms are folded and her left hand displays her wedding rings. She is smiling directly at the camera, which is positioned to her right.

Jackie Emmart, MS, NIC-A, works primarily in the healthcare sector in private practice and was a staff interpreter at Boston Children's Hospital from 2008 to 2015. Her work is guided by the belief that regardless of their age, all youth have the right to be fully informed about and participate in every aspect of their own care. Jackie has co-presented to providers, administrators, patients and their families, and interpreters about accessing quality healthcare, advocacy in the healthcare realm, and the nature of an interpreter's work in pediatric healthcare. She is most passionate about collaborating with the Deaf community with and for Deaf youth, to ensure they take advantage of all the tools, resources, and opportunities available to understand their own development and fully participate in the management of their wellness.



Image description: A photo of Madeleine from the waist up, standing inside a building in front of window through which green trees and grass are faintly visible. She is wearing a black blazer, a blue blouse, and glasses. Her arms are crossed as she smiles at the camera.

Madeleine Eames, MCDHH Approved: Interpretation, MBA Candidate, started working for the Regional Interpreter Education Center at Northeastern University (NURIEC) as Project Coordinator in October 2015. Before joining NURIEC, she worked as the Administrative Assistant for the National Interpreter Education Center (NIEC). Both centers are members of the National Consortium of Interpreter Education Centers (NCIEC). Madeleine completed the Sign Language Interpreting Certificate Program at Northern Essex Community College in 2013 after earning a BA in Psychology from American University in 2011. She is currently enrolled in the part-time MBA program at Northeastern University. In 2014, she passed the Massachusetts Interpreter Screening and now enjoys freelance interpreting on her days off.

6:30 PM - 8:00 PM

An Open Forum with the Deaf Caucus

Presented by: Eileen Forestal

Description: The Open Forum is an opportunity for Deaf Caucus to reach out to all members of RID and the Deaf Community. The Deaf community in the region is invited and welcome to attend for free. A brief lecture will be focused on Deaf Caucus and its objectives and the agenda for the Open Forum. The leaders of Deaf Caucus will begin with identifying issues and priorities with Deaf Caucus to promote a brief discussion in the Open Forum. In the remaining time, a Café style will be conducted to enable everyone to have a part in the discussion.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. List the objectives of Deaf Caucus (DC)
2. Identify current issues related to Deaf Caucus
3. Explain the purpose of such an open forum and plans for continued communication within DC and members of RID.
4. Discuss priorities for Deaf Caucus and opportunities for improving leadership, collegial interaction, and networking within Deaf Caucus and RID.

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Some

CEUs: 0.15 GS



Image Description: With a river running behind Eileen Forestal, she has short hair (a bit spiky) with glasses and is wearing a smile. She has on a light green blouse.

Eileen Forestal, Ph.D., RSC, teaches interpreter education to both Deaf and hearing persons and interprets primarily in legal and medical settings. Now a retired professor after 36 years, she still is an adjunct at a few colleges and universities. She is a nationwide and international educator and consultant on ASL, Deaf interpreters, legal interpreting, and interpreting topics. Some topics of numerous workshops and presentations include Deaf-Hearing Interpreter Teams, Interpreting Processes for Deaf Interpreters, Ethical Considerations for Deaf Interpreters. She is also a legal interpreter trainer. Her publications include "Deaf perspectives in interpretation research: A critical element long overdue" in Sign Language interpretation and translation research (2015), "Deaf interpreters: Exploring their processes of interpreting" in Deaf interpreters at work: International insights (2014), "Emerging professionals: Deaf interpreters and their views and experiences on training" in Interpreting and interpreter education: Directions for research and practice (2005), "Deaf interpreting: Team strategies", (DVD).

6:30 PM - 8:30 PM

Pragmatically Speaking: WHY Are We Doing This? Part 2

Presented by: Judy Cain and Carrie Moore

Description: Dr. Kevin Williams, and Dr. Brenda Schick, from Boystown Research Hospital identified three levels of processing as they developed the Educational Interpreter Performance Assessment (EIPA). These levels are sometimes referred to as Top-Down Processing and include: the Pragmatic (why), Prosodic (how), and the Lexical (what). Educational interpreters often struggle processing at a pragmatic level and easily become stuck in the lexical level. This does not serve the ASL using visually processing DHH students well and causes the students to work extra hard to figure out what the teacher intends. As interpreters strive for interpretations that mirror direct instruction, they need practice in this area. This one of a kind workshop breaks down step by step how to create an interpretation that looks like direct instruction and utilizes the pragmatic level of processing. Once interpreters can do this the DHH students can relax and focus on learning the classroom content. Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify the 3 different levels in "top-down" processing (Why? How? What?) and explain they matter in educational interpreting.
2. Recognize at which level of processing they typically operate and identify steps to gain proficiency to work at the "why" level.
3. Produce a consecutive interpretation using the pragmatic level of processing based on feedback from their small group/partner(s).

4. Identify specific feedback on specific elements of an interpretation, and be able to give and receive it in practice and in real-world scenarios.
5. Create a personal improvement plan based on feedback they receive about their work.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) interested in educational (K-12) settings

Prior Content Knowledge Required: Some

CEUs: 0.55 PS – Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.



Image description: Judy Cain, blonde hair with glasses standing outside in front of a green palm tree; wearing a black suit coat. She is looking forward at the camera with the picture from just below the shoulders up.

Judy Cain, CI, Ed-K:12, MA: Judy, teacher of Deaf/Hard of Hearing for 32 years & RID certified since 2000, was recipient of Indiana’s first “Judith Carson Outstanding Educational Interpreter Award” and “2012 RID Region III Distinguished Educational Interpreter Award”; served on the RID Educational Interpreter Task Force (EITF), Affiliate Chapter

Relations Committee (ACRC), Indiana EITF and Indiana Deaf Education Committee; served as president, vice president & current secretary of Indiana RID; is passionate about quality interpreting services for Deaf/ Hard of Hearing students; Co-owner of C & C Connection, LLC, focusing on educational interpreters (training, skills evaluations & improvement plans). Judy & her husband, Gary, live in Indianapolis.



Image description: Carrie Moore, brown hair just below the shoulder with bangs on the lefts side, has glasses, wearing a black suit coat with a teal shirt underneath. She is outside in front of a tree (maybe a palm) and is looking at the camera; the picture is from the upper chest and up.

Carrie Moore, CI, CT: Carrie currently works as a community interpreter with a variety of professional experiences: medical, mental health, legal, education, & performing arts. She graduated (1996) from St. Louis Community College, began her interpreting career in Missouri;

nationally certified (2000); has an EIPA 4.4 (ASL/high school). She is currently serving as the secretary of Florida RID. She lives in Clearwater, Florida; the proud mom of two beautiful KODAs, Brooke and Ryan; Co-owner of C & C Connection, LLC, focusing on educational interpreters (training, skills evaluations & improvement plans); enjoys camping with her family and reading paranormal romances.

6:30 PM - 9:30 PM

The Aided Community

Presented by: Andria Alefhi

Description: As ASL interpreters, our hearing affects all recipients in the communication relationship: our clients, Deaf team interpreters, hearing teams, and ourselves. Much of interpreter training and practice emphasizes language processing but little focus is given to the actual work of hearing. For Deaf clients, including Deaf interpreters, utilizing hearing and lipreading provides insight into preferences when dual language input is possible. This workshop explores basic principles of sound mechanics and how that knowledge benefits hearing interpreters, and understanding how various factors that affect our hearing affect our cognitive processing. Participants will learn techniques to identify and minimize 'false hearings', and insight into processing for Deaf interpreters and recipients of interpreting services who are multi-modal. Participants will identify how to tailor their interpreting to match those utilizing dual modalities.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Develop a checklist for various factors related to audiology, such as room acoustics, quality and distance of the speaker, and prior content knowledge affect their voice to sign processing and strategize solutions.
2. Distinguish the difference between 'false hearings', misheard words and misses by comparing and contrasting examples of each.
3. Identify specific strategies to tailor their interpreting to match teaming with Deaf interpreters utilizing dual modalities.
4. Identify specific strategies to tailor their interpreting to Deaf consumers utilizing dual modalities.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hard-of-hearing, and hearing)

Prior Content Knowledge Required: Little/None

CEUs: 0.3 PS

Andria Alefhi, CI/CT has a Bachelor's degree in Hearing and Speech Science, a Master's degree in Early Childhood Special Education, and graduate coursework in Speech, Language and Audiology. She has been a freelance ASL interpreter since 2001. She is also an adjunct professor at Long Island University, Brooklyn.

6:30 PM - 9:30 PM

International Interpreting...The Adventure of a Lifetime!

Presented by: Janice Wightman

Description: This workshop is a fun and exciting look at interpreting around the world and all the complexities, joys and challenges that come with the adventure. Interpreting can be stressful all on its own, the addition of travel will either make or break you. Do you

know what to pack? What immunizations do you need? How do you know what to ask for in a contract? Find ways to not only cope but to make this the experience of a lifetime!

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Describe what they consider important to include in negotiating a fair contract prior to accepting the assignment.
2. List strategies for dealing with the stress of travel.
3. Create a plan to advocate and prepare themselves to the fullest prior to departure.
4. Categorize the practical aspects of traveling and being away from home for an extended period of time.
5. Develop their own list of what/how to pack.
6. Identify resources presented in this workshop that apply to their situation.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) from diverse backgrounds

Prior Content Knowledge Required: Little/None

CEUs: 0.3 PS



Image Description: Janice Wightman is looking directly at the camera with a big smile, head is slightly down. She is wearing a blue striped scarf and a light blue fleece vest. She stands in a friend's kitchen.

Janice L. Wightman BA, CI, CT: She has been a freelance interpreter for the past 22 years. She was also the Interpreter Coordinator at Dartmouth College for four years for two Deaf undergraduate students. She works primarily in Vermont, New Hampshire and Massachusetts. She has also had experience around the world interpreting for various study-abroad post secondary programs that have taken her to four different countries. When she is not interpreting she loves to broaden her cultural horizons and she has traveled to an additional 12 countries. Janice lives in New Hampshire with her husband John and her feline friend, River. Janice has been a volunteer wish granter with the Make-A-Wish Foundation in Vermont for over 22 years. Her favorite place to be when not doing any of the above activities is on the back of a horse discovering the beautiful back roads and wooded areas around her home!

6:30 PM - 10:00 PM

Interpreting a Jewish Funeral

Presented by: Karen Staller

Description: The workshop will begin with an explanation of the rituals surrounding a Jewish funeral, including pre-funeral preparation, texts used and specialized vocabulary

and move on to an analysis of the Jewish funeral service, including work by attendees on prayers and texts used. Particular attention will be paid to the Mourners Kaddish, the prayer which is often and repeatedly recited for those who have died.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify the parts of a Jewish funeral and mourning rituals in order to prepare to interpret a Jewish funeral.
2. Define at least ten Hebrew vocabulary words pertaining to ritual items from Jewish funeral and mourning rituals in order to interpret a Jewish funeral.
3. Apply information from the presentation and discussion with colleagues from the seminar in order to form their own interpretation of the Jewish prayers and the Mourner's Kaddish.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) interested in the medical settings

Prior Content Knowledge Required: Little/None

CEUs: 0.35 PS



Image Description: The photo shows a woman wearing a dark v-neck shirt. She has green eyes topped by curved eyebrows and long, brown hair parted on the right and hanging in front of her shoulders. She is smiling slightly and leaning forward a little. Under her hair, silver flower earring are partially visible and a silver necklace around her neck. Behind her, the background on her right is yellow and the background on her left is white with a small area of black directly above her head. On the yellow portion of the background and on the right side of the woman's face, you can tell the sun is shining through a window.

Karen received her IC/TC from RID in 1987, a Bachelor's Degree in Early Childhood/Elementary Education from Temple University in 1990, her CI in 2003 and her CT in 2005. She has worked for the School District of Philadelphia as an educational interpreter since 1990, as a freelance interpreter since 1987, an interpreter in Jewish settings since 1993 and a video relay interpreter since 2005. She has taught ASL at the college level, was a founding member of the local agency's Emergency Services Committee and has served on committees at the national, regional and local levels. Combining her love of interpreting and her love of Judaism, Karen interprets extensively for and is active in her synagogue, Old York Road Temple - Beth Am. When she's not doing any of this, Karen can't get enough time with her husband of twenty-four years, Dean and children, Ian, 18 and Jenna, 14.

8:30 PM – 10:00 PM

Legal Interpreters Member Section

2016 RID Region I Conference
Schedule is subject to change without notice.

Thursday

Presented by Jennifer Flaggs

Description: Meeting for current and prospective members of LIMS to discuss the progress of LIMS over the past two years. Member may provide feedback to the MS leaders as to where they would like to see the organization grow.

Language: Presented in ASL
Prior Content Knowledge: N/A
CEUs: No CEUs Offered

Jennifer Flaggs, M.Ed., MMP, NIC-A, SC:L, Ed:K-12 has been interpreting since 1996. She has been a high school science teacher at the Western PA School for the Deaf, and enjoys nature and working with students. She currently serves as the program coordinator at the Community College of Allegheny County, where she has taught interpreting since 2012. She also currently serves as Vice-Chair for RID's Legal Interpreter Member Section, and is a member of Pittsburgh's CDI Revolution Task Force. While organizing workshops to provide more advanced training and speakers for the Pittsburgh community, she also works with individuals to provide mentoring services. She lives north of Pittsburgh, PA on ten acres with her partner and three dogs.

9:00 PM - 10:30 PM

Open Mic Night

Presented in ASL

Friday, July 15, 2016

8:00 AM - 12:00 PM

Thawing Out the Guilty Plea: Frozen Legal Text in Translation, a Teaming Workshop Part 1

Presented by: Cat B. Dvar, Esq. and Carol-lee Acquiline

Description: The guilty plea litany presents a unique challenge for the Deaf/hearing or Deaf/DPI interpreter team. The team must work together to interpret attorney-client meetings and to translate frozen texts to create an accurate and accessible message that meets the standards of the legal interpreting profession and judicial requirements. The challenge is to create translations and interpretations that meet the needs of the Deaf defendant who is considering pleading guilty without over- or under-stepping our roles. There are many challenges to this task, especially when working with Deaf people from other countries. The skills developed in this workshop will be applicable to a wide variety of court and legal settings where frozen texts are utilized. Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Describe a collaborative mindset and use it when approaching legal frozen text in translation work
2. Analyze and unpack the guilty plea litany in teams
3. Create conceptually accurate translations and interpretations
4. Identify concrete teaming skills and use them as they apply to both translation work (preparation) and interpretation work (live in an attorney client meeting or court room)
5. Recognize and accommodate the textual differences in different states' guilty pleas
6. Create a toolkit of potential solutions to address ethical dilemmas as regards interpreting or translating the guilty plea in DI/HI or DI/DPI teams
7. Create an arsenal of approaches to addressing the linguistic, cultural and "fund of knowledge" needs of Deaf people from other countries

Language: Presented in ASL

Target Audience: Interpreters (Deaf, DPI/coda, hearing) working in, or studying to work in, legal settings

Prior Content Knowledge Required: Extensive

CEUs: 0.75 PS – Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.



Image Description: This is a close up of Cat Dvar's face smiling in the daytime, indoors, with the "I love you" sign just under her chin. Her hair is framing her face and she is wearing thick black glasses.

CAT DVAR, Esq., CI & CT, SC:L, specializes in legal, medical, mental health, platform and performance interpreting, and is also a Massachusetts licensed attorney. She ran the Mass. Commission for the Deaf and Hard of Hearing (MCDHH)'s 2012-2014 Statewide Court and Legal Interpreter Training and Induction Program. She has received numerous awards for her Deaf community advocacy, ally, teaching and interpreting work, including the Stavros Center for Independent Living's Paul Winske Access Award; the Mass. State Association of the Deaf's Thomas H. Gallaudet Service Award; one of the first ever Stavros Center for Independent Living's Paul Batch Access Awards; and a 2015 MCDHH Outstanding Service Provider of the Year award.



Image Description: A head-and-shoulders photo of Carol-lee Aquiline, wearing a blue shirt. She has medium-long dark curly hair, wears glasses and is smiling directly at the camera.

Carol-lee Aquiline, CDI, WFD-WASLI Accredited International Sign Interpreter, was born in the USA but has lived internationally. She acted with the National Theatre of the Deaf and Australian Theatre of the Deaf (ATOD), moving on to become ATOD's first Deaf Artistic Director; Australian Association of the Deaf's (AAD) first National Advocacy Service Manager; and AAD's first Executive Director. As WFD General Secretary (ED), 1996-2005, she was instrumental in establishment of WASLI. She was WFD Congress Liaison Officer, XVII World Congress (Istanbul, 2015). Her voluntary work includes RID Deaf Advisory Council; RID ED Search Transition Team; Honorary Co-Chair, RID 50th Anniversary Conference; WFD/WASLI International Sign Task Group; and Discovering Deaf Worlds Board Member. Among her awards are WFD 1st Class International Social Merit Award and the 2015 RID President's Award. Carol-lee is in the induction phase of her legal interpreting training.

8:30 AM - 10:00 AM

The Problem is Whiteness: Learning about the Simultaneity of Identities

Presented by: Stephanie Jo Kent, PhD

Description: This workshop explores whiteness, especially "white fragility" (DiAngelo, 2011), intersectionality (Crenshaw, 1993) and the theory of simultaneity of identities (Holvino, 2008). White fragility is a label for all the manifestations of discomfort that white people display when matters of race and racism are raised in discourse. Whiteness applies to Deaf people and Hearing people--it is an aspect of identity many of us share. Simultaneity of identities helps us see how whiteness intersects with "hearingness" and Deafhood. The presenter will focus on whiteness and hearing people to explain and

illustrate these theories. Then we'll talk about "RID's Long Adolescence" (Kent, 2015) by combining whiteness/white fragility with Weber's (1982) model of the life cycle of groups, extrapolated to the organization level. Finally, we'll put all this in context with two different paradigmatic views: normative and critical. The session will include 15-30 minutes of individual reflections, small group work, and Q&A.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Explain whiteness as a mix of benign and non-benign behaviors that are observable in social interaction
2. Name several personal identities and give at least one example of how two or more of these identities can be present and relevant simultaneously
3. Define white fragility and give examples from their own experience
4. Describe the lifecycle of groups as a process involving stages of development
5. Identify at least one of the crucial tasks that groups/organizations must achieve at each stage in the lifecycle
6. Explain the difference between normative and critical theoretical frameworks

Language: Presented in ASL

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 PS



Image description: A daytime picture of Stephanie Jo Kent, head and shoulders, standing in front of evergreen trees, wearing a multi-colored jacket. She is looking directly at the camera, grinning.

Stephanie Jo Kent, PhD, CI was introduced to the Deafworld by the BiBi Committee at the Indiana School for the Deaf in 1991. She writes, travels and presents on the value of interpreting for all situations and all people, especially when trying to solve tough problems. Steph works full-time as a medical interpreter for a large healthcare system in western MA. She is on the verge of being a crazy cat lady, and is obsessed with helping humanity figure out how to survive climate change. She still blogs (sometimes) at www.reflexivity.us and more frequently on Medium (Dark Allies). Follow her on Twitter @stephjoke and Instagram @sparrowbright.

8:30 AM - 10:00 AM

Mindfulness: an Exploration into Why We are Here

Presented by: Nancy Berlove

Sponsored by: Sign Language Interpreting Professionals

Description: How do we perceive ourselves and our interactions with others? Is what I perceive based on reality or what I think it is, wish it is? This workshop will explore how a practice of mindfulness could influence our work, our decisions, our compassion for the

people we serve and our sense of self worth. It will include a variety of activities as well as interactive discussions.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify at least one benefit of mindfulness on their personal well being.
2. Identify at least one benefit of mindfulness on their work interacting with the people they meet on the job.

Language: Presented in ASL and English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 PS



Image Description: Head shot of Nancy Berlove from shoulders up, wearing blue/bluegreen top and purple Mardi Gras beads. She is looking into the camera, smiling.

Nancy Berlove, MS, CSC, SC:L has been a practicing interpreter for over 35 years. During that time she has also been a student of the Fourth Way which incorporates a variety of practices to intensify one's understanding of Self in the present moment. She has applied this practice in her work as an interpreter and as the owner of an interpreting agency in Rochester, NY.

9:00 AM - 12:00 PM

Interpreting a Jewish Wedding

Presented by: Karen Staller

Description: The workshop will begin with an explanation of the rituals surrounding a Jewish wedding, including pre-wedding activities, texts used and specialized vocabulary and move on to an analysis of the Jewish wedding ceremony, including work by attendees on prayers and texts used. Particular attention will be paid to the wedding vows and the Sheva Brachot, the seven wedding blessings.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify the parts of a Jewish betrothal and marriage ceremony in order to prepare to interpret a Jewish wedding.
2. Define at least ten Hebrew vocabulary words pertaining to Jewish wedding rituals, ritual items and the wedding ceremony in order to interpret a Jewish wedding.
3. Apply information from the presentation and discussion with colleagues from the seminar in order to identify and explain the Jewish wedding vows and the seven wedding blessings.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Little/None
CEUs: 0.3 PS



Image Description: The photo shows a woman wearing a dark v-neck shirt. She has green eyes topped by curved eyebrows and long, brown hair parted on the right and hanging in front of her shoulders. She is smiling slightly and leaning forward a little. Under her hair, silver flower earring are partially visible and a silver necklace around her neck. Behind her, the background on her right is yellow and the background on her left is white with a small area of black directly above her head. On the yellow portion of the background and on the right side of the woman's face, you can tell the sun is shining through a window.

Karen received her IC/TC from RID in 1987, a Bachelor's Degree in Early Childhood/Elementary Education from Temple University in 1990, her CI in 2003 and her CT in 2005. She has worked for the School District of Philadelphia as an educational interpreter since 1990, as a freelance interpreter since 1987, an interpreter in Jewish settings since 1993 and a video relay interpreter since 2005. She has taught ASL at the college level, was a founding member of the local agency's Emergency Services Committee and has served on committees at the national, regional and local levels. Combining her love of interpreting and her love of Judaism, Karen interprets extensively for and is active in her synagogue, Old York Road Temple - Beth Am. When she's not doing any of this, Karen can't get enough time with her husband of twenty-four years, Dean and children, Ian, 18 and Jenna, 14.

9:00 AM - 12:00 PM

Standing in Our Own Way

Presented by: Kelly Decker

Description: This guided practice seminar will explore the ways we, as interpreters, are standing in the way of our own developmental growth. Given the nature of the work we do, each interpreter has unique and inherent strengths. When practicing with a model in place we develop the ability to embrace our strengths and move to a deeper understanding of where we are and how we can begin further development. Based on the work of developmental learning by Lev Vygotsky and utilizing the Integrated Model of Interpreting by Betty Colonomos, this presentation aims to highlight the abilities of a strength based model of interpreting. Both frameworks will encapsulate how recognition of the strengths we already possess are key to our development in everyday practice.

Educational Objectives: At the conclusion of the seminar, participants should be able to:
1. Identify how the Integrated Model of Interpreting is a strength based model.

2. Relate their development as an interpreter to that of a strengths based model of interpreting.
3. Recognize and identify parts of their process via dyad conversations built into seminar activities.
4. Articulate their experience of the activities via conversations built into seminar activities.
5. Discuss shifts in understanding of the Integrated Model of Interpreting via small groups built into seminar activities.
6. Distinguish how a strength based model of interpreting will further their development.

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing), and Interpreter Educators, and Mentors

Prior Content Knowledge Required: Some

CEUs: 0.3 PS



Image Description: Close up headshot of Kelly Decker smiling, looking up to the right at the camera, with a light grey background. She is a white woman with long dark brown hair, green eyes, and wearing a black jacket with light blue blouse.

Kelly Decker, Certified Interpreter, New York. Kelly is highly invested in the development of the interpreting field. She is engaged in leadership at the local, regional and national level of the interpreting profession. She has coordinated and implemented countless community based projects and events primarily focusing on social justice and Deaf-parented interpreters. Kelly has been working throughout Region I in private practice since 2005, and in 2014 collaborated with seven other interpreting colleagues to establish a grassroots interpreting cooperative, Options. As an Integrated Model of Interpreting (IMI) practitioner, Kelly is involved in the dedicated practice of professional dialogue at the Etna Project.

9:00 AM - 12:00 PM

Hooked on Fingerspelling: Spelling in Classrooms

Presented by: Judy Cain and Carrie Moore

Description: “Don’t fingerspell, Johnny doesn’t read anyway”. “It’s better to just make up signs instead of fingerspelling”. “... but I will get behind if I fingerspell!” “I am a bad speller”. “I hate fingerspelling”. Why are educational interpreters afraid to fingerspell? If any of these situations fit you, then this workshop is for you. Fingerspelling is a vitally important component of the educational process and interpreters need to be very comfortable with fingerspelling in this setting. The more students see fingerspelling, the more likely their English literacy skills will improve. This three-hour workshop is provides instruction in classroom related fingerspelling, which is different than other interpreted settings. It is designed to help educational interpreters have a safe place to improve their fingerspelling

skills. We will look at the link between fingerspelling & English literacy. The majority of the session will focus on; what to spell, how to figure out key words/concepts, how to spell so the students learn the material, etc.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify words within a text that should be/could be fingerspelled.
2. Identify and describe the difference between intentional/deliberate and rapid fingerspelling.
3. Demonstrate deliberate fingerspelling with clarity.
4. Analyze fingerspelling clarity and choices with colleagues and provide specific feedback.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) interested in educational (K-12) settings

Prior Content Knowledge Required: Some

CEUs: 0.3 PS



Image description: Judy Cain, blonde hair with glasses standing outside in front of a green palm tree; wearing a black suit coat. She is looking forward at the camera with the picture from just below the shoulders up.

Judy Cain, CI, Ed-K:12, MA: Judy, teacher of Deaf/Hard of Hearing for 32 years & RID certified since 2000, was recipient of Indiana's first "Judith Carson Outstanding Educational Interpreter Award" and "2012 RID Region III Distinguished Educational Interpreter Award"; served on the RID Educational Interpreter Task Force (EITF), Affiliate Chapter Relations

Committee (ACRC), Indiana EITF and Indiana Deaf Education Committee; served as president, vice president & current secretary of Indiana RID; is passionate about quality interpreting services for Deaf/ Hard of Hearing students; Co-owner of C & C Connection, LLC, focusing on educational interpreters (training, skills evaluations & improvement plans). Judy & her husband, Gary, live in Indianapolis.



Image description: Carrie Moore, brown hair just below the shoulder with bangs on the left side, has glasses, wearing a black suit coat with a teal shirt underneath. She is outside in front of a tree (maybe a palm) and is looking at the camera; the picture is from the upper chest and up.

Carrie Moore, CI, CT: Carrie currently works as a community interpreter with a variety of professional experiences: medical, mental health, legal, education, & performing arts. She graduated (1996) from St. Louis Community College, began her interpreting career in Missouri; nationally certified (2000); has an EIPA 4.4 (ASL/high school). She is currently serving as the secretary of Florida RID. She lives in Clearwater, Florida; the proud mom of two beautiful KODAs, Brooke and Ryan; Co-owner of C & C Connection, LLC, focusing on educational

interpreters (training, skills evaluations & improvement plans); enjoys camping with her family and reading paranormal romances.

10:30 AM - 12:00 PM

A Philosophical Journey: Path to Success

Presented by: Sarah Cannon and Miriam Lerner

Description: This seminar will discuss how the advent of an online resource (ASLPhilosophyResource.com) was purposefully created by the collaboration between Deaf ASL experts, working post-secondary interpreters, and a Deaf philosophy professor. This collaboration will be examined as the catalyst towards effective change in providing ASL content in academically rigorous settings, such as the philosophy classroom. The process from the beginning ideas of creating a resource, to the actual implementation of a working product was long and included challenges along the way. However, as this seminar will show, it was the continued, open dialogue between the Deaf and hearing professionals that allowed for success in the project. This success is continuing to grow. The presenters will also share updates about where the project stands now and what it may look like in the future.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Describe how the ASL Philosophy Resource website came to be and how it can be used for the working interpreter and deaf students in an educational setting such as post-secondary.
2. Identify examples of philosophical concepts that are employed on the website.
3. Describe how collaboration between deaf and hearing people in an academic setting leads to successful outcomes for all stakeholders (students, professors, interpreters, etc).
4. Analyze the linguistic complexity philosophical concepts pose when trying to produce an ASL translation
5. Identify future endeavors related to discipline specific content in ASL

Language: Presented in English

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 PS

Sarah Cannon, NIC, MS, has been an educational interpreter for 17 years. Currently, she works full time in the Department of Access Services housed in the National Technical Institute for the Deaf at Rochester Institute of Technology. She is nationally certified and holds a Master's degree in Deaf Education. As a member of the Liberal Arts Core team, Sarah has extensive knowledge working in the Philosophy classroom.



Image Description: A close-up picture of Miriam Lerner, light source from the right, wearing a black shirt, subject looking straight forward at the camera.

Miriam Nathan Lerner, CSC, CHI, has been a professional sign language interpreter since 1983. She has worked in the LA and Rochester, NY area in community and higher education settings. She currently serves as a proud member of the Liberal Arts Core Team in the Department of Access Services at National Technical Institute for the Deaf in Rochester.

10:30 AM - 12:00 PM

Empowerment through Touch: An introduction to Touch Signals

Presented by: Maricar Marquez

Description: This seminar will give an overall understanding of the various systems and techniques for providing visual and environmental information as well as social feedback to individuals who are deaf-blind. Participants will learn the backgrounds and history of touch signals as well as several common Haptic signals to get them started using these techniques. Participants will walk away knowing about resources available to acquire further skills in this area.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Demonstrate how visual and environmental information can be shared with people who are deaf-blind through touch signals;
2. Demonstrate the roles and responsibilities of communication partners when using touch signals;
3. Use specific Haptic signals and techniques.
4. Identify the future possibilities of touch signals in a variety of situations and with diverse populations

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) who work with Deafblind people

Prior Content Knowledge Required: Some

CEUs: 0.15 PS



Image Description: A woman with shoulder length straight black hair wearing a black scoop neck, short sleeve shirt. She stands next to kitchen cabinets and a microwave oven with her right hand resting on the counter. She smiles at the camera.

Maricar Marquez is the Associate Program Coordinator at HKNC and has provided training to include; touch signals, Haptics Communications, communication and interpreting strategies used by deaf-blind individuals. She has also provided Support Service Provider

(SSP) training at a national level. Maricar has taught Deaf-Blind cultural and community aspects through an online graduate level certificate program in Deaf-Blind Rehabilitation at Northern Illinois University. Maricar has worked at HKNC since 1997 and has worked in different capacities that include providing individualized rehabilitation training to deaf-blind individuals and coordinating SSPs and volunteers.

1:30 PM - 3:00 PM

"Do we REALLY have to talk about this?" Honest Intercultural Dialogue

Presented by: James Wiggins and Laurie Shaffer

Description: Today's headlines are too often filled with lives lost by gunshot or incarceration. In the American landscape, do Black lives matter? Our profession is imbedded in this landscape but are we engaging in the kinds of dialogues that actually matter? What efforts are we or can we make to recognize moments when what matters goes unaddressed? In this session we wish to introduce the ideas of:

Bystander
Intersectionality
Accountability

As both concepts in the abstract and as brought to life in honest dialogues between the presenters about real life experiences that calls the question – What do you do in the moments that matter. How do we talk with each other in order to call forward your different but equally valuable skills, wisdom and talent to make sure we are most prepared not just witness but to engage in talk as action that addresses what matters and fosters change.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. recognize, describe and explain what intersectionality and accountability means to us as professionals.
2. identify microaggressions or other forms of disempowering behavior
3. formulate a constructive and healthy response to these microaggressions via dialogue

Language: Presented in ASL and English

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 PS

James Wiggins is a staff ASL/English interpreter for a New England Hospital and a freelance interpreter for 20+ years. James started interpreting for his parents as a teenager, and later studied and became a nationally certified interpreter.



Image Description: Laurie Shaffer in an interior space. Wood background. Face shot of white woman, with short hair in light green sweater smiling at the camera.

Laurie Shaffer is coordinator of Deaf/Hard of Hearing Services at the University of Virginia and also remains an active practitioner. She has taught to various topics pertinent to the field in post-secondary institutions, seminars, and professional development venues for 20 years. James and Laurie have worked together as colleagues and also as co-creators of various programs, discussions and projects that address topics of equality, respect and growth.

1:30 PM - 3:00 PM

Supporting the Communication Needs of Deaf-Blind Students in the Classroom

Presented by: Susanne Morrow

Description: Students with varying degrees of vision loss may require supplemental or non-traditional supports from an interpreter. These types of supports may range from simply pointing out where things are located in a room to providing human guide from place to place to language and concept development. When is an interpreter needed and when is a different, more expanded role needed, such as an intervener? An intervener, trained one-to-one in deaf-blindness, is a quickly evolving role. Standardized training curricula are being developed and national certification is now available. Interpreters, as a whole, are not aware of the role of an intervener and may be confused as to where the duties and expectations overlap and where they are different. This workshop will provide an overview of the roles and responsibilities of an intervener in comparison to that of an educational interpreter.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify the communication and support needs of learners with atypical vision.
2. Identify the duties and responsibilities of an intervener.
3. Recognize both the delineation and overlap between the roles of an educational interpreter and an intervener.
4. Identify how an interpreter can establish the need for and incorporate these expectations within his/her respective role.

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 PS



Image description: A close-up photo of Susanne Morrow with a slight smile on her face. She has green eyes, long, wavy brown hair and is wearing a multi-colored scarf around her neck over a brown leather jacket.

Susanne Morrow is a certified Sign Language Interpreter who has developed educational materials on deaf-blind interpreting strategies, was the chairperson for the Deaf-Blind Member Section for almost a decade and the co-founder of the National Task Force on Deaf-Blind Interpreting. Through Deaf-Blind Training, Interpreting & Professional Development (DB-TIP), she hosted the first-ever online Deaf-Blind conference in January 2015. Morrow is currently the Director of the New York Deaf-Blind Collaborative (NYDBC).

1:30 PM - 5:00 PM

Thawing Out the Guilty Plea: Frozen Legal Text in Translation, a Teaming Workshop Part 2

Presented by: Cat B. Dvar, Esq. and Carol-lee Acquililne

Description: The guilty plea litany presents a unique challenge for the Deaf/hearing or Deaf/DPI interpreter team. The team must work together to interpret attorney-client meetings and to translate frozen texts to create an accurate and accessible message that meets the standards of the legal interpreting profession and judicial requirements. The challenge is to create translations and interpretations that meet the needs of the Deaf defendant who is considering pleading guilty without over- or under-stepping our roles. There are many challenges to this task, especially when working with Deaf people from other countries. The skills developed in this workshop will be applicable to a wide variety of court and legal settings where frozen texts are utilized. Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Describe a collaborative mindset and use it when approaching legal frozen text in translation work
2. Analyze and unpack the guilty plea litany in teams
3. Create conceptually accurate translations and interpretations
4. Identify concrete teaming skills and use them as they apply to both translation work (preparation) and interpretation work (live in an attorney client meeting or court room)
5. Recognize and accommodate the textual differences in different states' guilty pleas
6. Create a toolkit of potential solutions to address ethical dilemmas as regards interpreting or translating the guilty plea in DI/BI or DI/DPI teams
7. Create an arsenal of approaches to addressing the linguistic, cultural and "fund of knowledge" needs of Deaf people from other countries

Language: Presented in ASL

Target Audience: Interpreters (Deaf, DPI/coda, hearing) working in, or studying to work in, legal settings

Prior Content Knowledge Required: Extensive

CEUs: 0.75 PS – Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.



Image Description: This is a close up of Cat Dvar's face smiling in the daytime, indoors, with the "I love you" sign just under her chin. Her hair is framing her face and she is wearing thick black glasses.

CAT DVAR, Esq., CI & CT, SC:L, specializes in legal, medical, mental health, platform and performance interpreting, and is also a Massachusetts licensed attorney. She ran the Mass. Commission for the Deaf and Hard of Hearing (MCDHH)'s 2012-2014 Statewide Court and Legal Interpreter Training and Induction Program. She has received numerous awards for her Deaf community advocacy, ally, teaching and interpreting work, including the Stavros Center for Independent Living's Paul Winske Access Award; the Mass. State Association of the Deaf's Thomas H. Gallaudet Service Award; one of the first ever Stavros Center for Independent Living's Paul Batch Access Awards; and a 2015 MCDHH Outstanding Service Provider of the Year award.



Image Description: A head-and-shoulders photo of Carol-lee Aquiline, wearing a blue shirt. She has medium-long dark curly hair, wears glasses and is smiling directly at the camera.

Carol-lee Aquiline, CDI, WFD-WASLI Accredited International Sign Interpreter, was born in the USA but has lived internationally. She acted with the National Theatre of the Deaf and Australian Theatre of the Deaf (ATOD), moving on to become ATOD's first Deaf Artistic Director; Australian Association of the Deaf's (AAD) first National Advocacy Service Manager; and AAD's first Executive Director. As WFD General Secretary (ED), 1996-2005, she was instrumental in establishment of WASLI. She was WFD Congress Liaison Officer, XVII World Congress (Istanbul, 2015). Her voluntary work includes RID Deaf Advisory Council; RID ED Search Transition Team; Honorary Co-Chair, RID 50th Anniversary Conference; WFD/WASLI International Sign Task Group; and Discovering Deaf Worlds Board Member. Among her awards are WFD 1st Class International Social Merit Award and the 2015 RID President's Award. Carol-lee is in the induction phase of her legal interpreting training.

1:30 PM - 5:00 PM

ASL-to-English interpretation: Theory, Research & Strategies Part 1

Presented by: Stephanie Feyne

Description: In this workshop we will explore some of the challenges and approaches to interpreting from ASL into spoken English in general, and specifically when working with Deaf professionals. In this highly interactive workshop all participants will have the opportunity to stretch their skills by employing a variety of strategies and discovering what works for them. In addition, interpreters' own language ideologies will be explored in the workshop. Self-monitoring and feedback will be important aspects of this workshop. Areas of focus are the theoretical underpinnings of communication, markers of register, and structures in ASL that are vastly different from those in English (such as reported/constructed dialog, constructed action, repetition, topic transitions, tense continuity, and culturally specific knowledge), and how personal communication style, beliefs and habits contribute to the final interpreted output. Attendance is required at both Part 1 and Part 2 of this session to earn CEUs.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify interactional theories of identity construction that occurs in discourse.
2. Appraise their individual language ideologies regarding ASL, English, and interpretation.
3. Evaluate their own personal communication style and habits and analyze how they contribute to the final interpreted product.
4. Employ strategies and techniques for interpreting when ASL discourse does not mirror the norms of institutional English.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) with varying employment statuses (freelance, staff, etc.)

Prior Content Knowledge Required: Some

CEUs: 0.55 PS – Attendance is required at both Part 1 and Part 2 to earn CEUs for this session.



Image Description: An indoor picture of Stephanie Feyne, from the waist up, arms folded. She wears a black scoop neck sweater. She is turned at an angle, but looks directly at the camera - with a Mona Lisa smile.

Stephanie Feyne, MA, CSC, CI & CT, is a community and conference interpreter with over 35 years experience. She presents at local, state and national RID conferences, covering topics such as Identity, Register, Powerful Voicing, Prosody in ASL, Use of Space, Translation for the Theatre, Contextual Understanding of Meaning, and Considerations in Accepting Interpreting Work. She also offers workshops geared towards the specific needs of educational interpreters. She teaches in LaGuardia Community College's ASL-English Interpretation Program as well as works as an interpreter and trainer for the NYC Department of Education, and holds a Masters degree in Linguistic Anthropology. Her research explored the impact of interpretation on perceptions of the situated identity of Deaf professionals. She served as co-chair of the NAD/RID Reputable Agency Task Force through 2015 and is the founder and moderator of the National Interpreting Discussion Group (NIDG).

1:30 PM - 5:00 PM

U.S. Healthcare Falling on Deaf Ears

Presented by: Danielle Davoli

Description: This workshop will focus on the current healthcare system in the United States with a guided discussion on its implications within the medical settings, inpatient and outpatient, as well as staff vs. freelance interpreters. This session will also discuss the barriers that low health literacy and limited access to health information has on the Deaf community within the medical field, and how that impacts medical interactions. Preliminary research data will be shared from ongoing research projects. Current events and changes within the current healthcare system and its implications on us as interpreters will be examined. Participants will take part in a hands-on-exercise to tie all the information together. They will leave with a basic understanding of the importance of health literacy skills and learn how to discuss the work within the medical setting.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Demonstrate knowledge of the U.S. healthcare system and pertinent information needed to interpret within medical settings.
2. Identify what health literacy means and how knowledge of health literacy can enhance interpreting in medical settings
3. Identify medical jargon and tools to use in both inpatient and outpatient settings.
4. Demonstrate appropriate cultural mediation when working in medical settings.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) interested in the medical settings

Prior Content Knowledge Required: Some

CEUs: 0.35 PS

Danielle is one of the co-founders of the Interpreters in Healthcare Member Section and is a graduate of Northeastern University's ASL/English Interpreting program (B.S. 2003). She has worked as a staff interpreter at Helen Keller National Center and is currently a coordinator of the Deaf Health Services Department for the North Shore-LIJ Health System where she has worked since 2005. She has experience working as an Advanced EMT-CC and a firefighter in her local fire department and has held various positions within her local LIRID chapter where she is currently co-chair of Mentorship. Most recently she has earned a masters degree from Boston University (2014) in Health Communication and is currently working on research regarding Health Literacy within the Deaf community.

1:30 PM - 5:00 PM

Team Interpreting From the Inside Out: Exploring Intrapersonal and Interpersonal Dynamics

Presented by: Barbara Pfingst

Description: Why do some teamed assignments seem to go so smoothly, while others are weighted down with tension from start to finish? What strategies do interpreters use when reaching an impasse in the process and how do we recognize our contribution to teaming situations? This workshop will explore both intrapersonal and interpersonal dynamics of team interpreting through lecture, group discussion, and activities designed to enhance learning. Time for reflection and personal inquiry will be part of this interactive approach.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Recognize and describe five approaches to conflict management within themselves and other interpreters Apply these five approaches to personal and work related situations
2. Identify the fundamentals of a collaborative work environment
3. Describe a balanced approach to conflict in a collaborative work environment

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) from diverse backgrounds

Prior Content Knowledge Required: Little/None

CEUs: 0.35 PS



Image Description: A daytime picture of Barbara Pfingst from the chest up, sitting indoors at a table, wearing a black v-neck shirt with a beaded necklace. She is looking directly at the camera and smiling brightly.

Barbara has been interpreting for over 22 years and is nationally certified (CI) by RID. She graduated in 1993 with a degree in interpreting. Since then, she has examined how interpersonal and intrapersonal connections are created through our profession as ASL interpreters. Her passion for understanding how best to serve the interpreting and Deaf communities has led her to pursue a bachelor's degree in psychology and a master's degree in spiritual guidance. Barbara has given presentations on the relationship between interpreting and power dynamics, as well as researched the classroom interpreter's influence on the memory and recall of hearing non-signers. Barbara's graduate thesis was a qualitative study on meaning, purpose, and calling as it related to the lived experience of the ASL Interpreter. She also mentors other interpreters and serves as a volunteer counselor. Barbara resides in Rockland County, New York.

3:30 PM - 5:00 PM

ASL Tax Days: Interpreting for Tax Preparation

Presented by: Meryl Troop

Description: Taxes = inevitable. Interpreting for tax preparation = a specialty niche using vocabulary that has a specific meaning applied to tax codes. Maine has been a national

leader in setting up culturally and linguistically appropriate ASL Tax Days, endorsed by the IRS and piloted in 10 selected cities across the US - and you can replicate it back home. Or just come to learn about the lexical items unique to tax preparation. With slides, photos, and some 'hands up' small group discussions you will have a new take on concepts like "dependent" "permanently and totally disabled" "deduction" and "refund" and see what resources the IRS provides in ASL. With specific tools and suggestions you can find the right partners in your area and have a blueprint to create a Deaf-friendly ASL Tax Day.
*Note: this is NOT a workshop about self employment taxes for interpreters.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. List vocabulary unique (at least 6) to the setting of tax preparation
2. Demonstrate at least 2 variations of conceptually accurate interpretations of tax preparation concepts and vocabulary.
3. Identify the potential partners to set up ASL Tax Days in their areas of practice.
4. Locate ASL Tax Tips videos from the IRS to use as practice and community education resources.

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 PS

Meryl Troop, CI, CT, SC:L has been an interpreter for over 30 years, working in community, educational, medical and legal and performance settings. In addition to interpreting, Meryl is the Deaf Services Director for Disability Rights Maine, a state-wide protection and advocacy organization serving Deaf, hard of hearing, late deafened and deaf-blind people and all those who work with, and/or provide services to them (aka, everyone). Prior to joining Maine Center on Deafness (the predecessor to DRM) Meryl was the Deaf Services Director for the State of Maine for 20 years. Meryl also teaches medical interpreting to spoken language interpreters from all over the world at Southern Maine Community College. She is "Mrs. Greater Portland" in the Mrs. Maine America pageant!

3:30pm - 5:00pm

Exploring the effects of aging on cognitive function during ASL/English Interpreting

Presented by: Jeni Rodrigues

Description: Participate in a research study and join 5-7 of your peers for a conversation exploring the link between cognitive function, expertise and aging. Seeking ASL/English interpreters over 50 with 10+ years of professional experience for an exploratory study investigating the cognitive processes and potential strategies developed by highly experienced, seasoned interpreters while interpreting simultaneously. This research study is Gallaudet University IRB approved, PJD 2714. When you arrive at the session, you will be asked to fill out a demographic questionnaire, an informed consent to participate and

sign a video release. This will be a closed session and aside from the researcher and assistants, observers will not be permitted. Please know that your participation in this study is voluntary, and at any time in the process, you may choose to withdraw without penalty.

Language: Presented in ASL

Target Audience: ASL/English interpreters over 50 with 10+ years of professional experience

Prior Content Knowledge Required: N/A

CEUs: No CEUs Offered

Jeni Rodrigues holds an M.Ed. in Interpreting Pedagogy from Northeastern University, a B.A. in Women's Studies from California State University Long Beach and she is a Ph.D. student at Gallaudet University in the Department of Interpretation. Jeni has worked as an American Sign Language/English interpreter since 1998, is nationally certified with the Registry of Interpreters for the Deaf, and currently works as a designated interpreter with a deaf physician. She has taught interpreting for five years in postsecondary institutions and corporate settings, has presented at local and national conferences, and is currently working on a pilot study, exploring the relationship between expertise, aging and cognition in signed language interpreters.

6:30 PM - 8:00 PM

Turn-Taking and Role Space: Leveraging better Intercultural Communication

Presented by: Stephanie Jo Kent and Eileen Forestal

Description: The function of interpreters as cultural brokers who can mediate the processes of clarification and repair is questioned by Deaf criticism of interpreter interventions, e.g., assertions that interpreters are “interrupting” and/or “making mistakes.” This workshop highlights the normal, interactive features of all interpersonal communication which become more challenging in intercultural communication. We combine the latest concept of role space (Llewellyn-Jones & Lee 2014) with knowledge on turn-taking from descriptive work in the ethnography of communication (Carbaugh 1989; Tannen 2012), critical work in the field of intercultural communication (Piller 2012), and research in sign language interpreting studies (e.g., Forestal 2011; Metzger 1999; Roy 2000). After introducing two different types of findings from empirical research (some that corroborates Deaf criticism, some that questions its reliability), we will explore through dialogue whether Deaf criticism overemphasizes perceived weaknesses in interpreting without taking adequate account of the interactional realities of intercultural communication.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Describe turn-taking as an aspect of utilizing role space
2. Explain (even if they disagree!) some of the reasons why Deaf criticism of interpreters' interrupting is not the whole story

3. Identify at least two interactional dynamics that can be different in plurilingual (interpreted) and homolingual (same language) communication
4. Summarize how greater attention to turn-taking can lead to better experiences in interpreted interaction
5. Discuss openly this taboo topic

Language: Presented in ASL

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.15 PS



Image Description: With a river running behind Eileen Forestal, she has short hair (a bit spiky) with glasses and is wearing a smile. She has on a light green blouse.

Eileen Forestal, Ph.D., RSC, is a nationwide and international educator and consultant on ASL, Deaf interpreters, legal interpreting, and interpreting topics. Retired after 36 years teaching and administering an ITP, Eileen continues to teach as an adjunct and interprets primarily in legal and medical settings. Stephanie Jo Kent, PhD, CI is a freelance educator and consultant on interpreting and dealing constructively with the dynamics of language difference. Steph is working full-time as a medical interpreter for a large healthcare system in western MA. Eileen and Steph met at an Allies conference in the early 1990s and have tracked each other's progress ever since. Eileen has published seminal research on Deaf interpreting and presented countless times on a wide range of topics including ethics, ASL prosody, and legal interpreting. Steph has also published widely and presented domestically and internationally on interpreting topics. Along with Cynthia Napier, Eileen and Steph hope to follow up on the 'talk show' format first performed at the 2014 CIT conference in Portland OR.



Image description: A daytime picture of Stephanie Jo Kent, head and shoulders, standing in front of evergreen trees, wearing a multi-colored jacket. She is looking directly at the camera, grinning.

Stephanie Jo Kent, PhD, CI was introduced to the Deafworld by the BiBi Committee at the Indiana School for the Deaf in 1991. She writes, travels and presents on the value of interpreting for all situations and all people, especially when trying to solve tough problems. Steph works full-time as a medical interpreter for a large healthcare system in western MA. She is on the verge of being a crazy cat lady, and is obsessed with helping humanity figure out how to survive climate change. She still blogs (sometimes) at www.reflexivity.us and more frequently on Medium (Dark Allies). Follow her on Twitter @stephjoke and Instagram @sparrowbright.

6:30 PM – 8:30 PM

Interpreters in Healthcare Member Section

Presented by Danielle Davoli and LaTanya Jones

Description: Come meet the membership of the Interpreters in Healthcare Member Section. This is a chance for those interpreters working within the medical and mental health settings an opportunity for open discussion and the exchange of ideas and concerns among members who work within these various healthcare settings.

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) in the healthcare setting

Prior Content Knowledge: N/A

CEUs: No CEUs offered

Danielle Davoli, MSHC, CI/CT, NIC is one of the co-founders of the Interpreters in Healthcare Member Section and is a graduate of Northeastern University's ASL/English Interpreting program (B.S. 2003). She has worked as a staff interpreter at Helen Keller National Center and is currently a coordinator of the Deaf Health Services Department for the North Shore-LIJ Health System where she has worked since 2005. She has experience working as an Advanced EMT-CC and a firefighter in her local fire department and has held numerous positions within her local LIRID chapter where she is currently co-chair of Mentorship. Most recently she has earned a masters degree from Boston University (2014) in Health Communication and is currently working on research regarding Health Literacy within the Deaf community.

LaTanya E. Jones, M.S.M., NIC earned a Bachelors from the Fox School of Business at Temple University, an Associates in Applied Science in ASL/English Interpreting from the Community College of Philadelphia, studied Linguistics at the graduate level at Gallaudet University, and earned a Masters degree in Management from Rosemont College. To date, she has been interpreting for 9 years and has experience in a myriad of setting with healthcare being her preferred setting. LaTanya has earned numerous academic awards and honors and enjoys giving back to both the interpreting community via mentoring and volunteering and the Deaf community via Emergency Interpreting Services and Pro Bono work. She is a member of several professional organizations within both communities and believes that personal development is of the utmost importance.

6:30 PM - 8:30 PM

ASL-to-English interpretation: Theory, Research & Strategies Part 2

Presented by: Stephanie Feyne

Description: In this workshop we will explore some of the challenges and approaches to interpreting from ASL into spoken English in general, and specifically when working with Deaf professionals. In this highly interactive workshop all participants will have the

opportunity to stretch their skills by employing a variety of strategies and discovering what works for them. In addition, interpreters' own language ideologies will be explored in the workshop. Self-monitoring and feedback will be important aspects of this workshop. Areas of focus are the theoretical underpinnings of communication, markers of register, and structures in ASL that are vastly different from those in English (such as reported/constructed dialog, constructed action, repetition, topic transitions, tense continuity, and culturally specific knowledge), and how personal communication style, beliefs and habits contribute to the final interpreted output. Attendance is required at both Part 1 and Part 2 to earn CEUs for this Session.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify interactional theories of identity construction that occurs in discourse.
2. Appraise their individual language ideologies regarding ASL, English, and interpretation.
3. Evaluate their own personal communication style and habits and analyze how they contribute to the final interpreted product.
4. Employ strategies and techniques for interpreting when ASL discourse does not mirror the norms of institutional English.

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) with varying employment statuses (freelance, staff, etc.)

Prior Content Knowledge Required: Some

CEUs: 0.55 PS – Attendance is required at both Part 1 and Part 2 to earn CEUs for this Session.



Image Description: An indoor picture of Stephanie Feyne, from the waist up, arms folded. She wears a black scoop neck sweater. She is turned at an angle, but looks directly at the camera - with a Mona Lisa smile.

Stephanie Feyne, MA, CSC, CI & CT, is a community and conference interpreter with over 35 years experience. She presents at local, state and national RID conferences, covering topics such as Identity, Register, Powerful Voicing, Prosody in ASL, Use of Space, Translation for the Theatre, Contextual Understanding of Meaning, and Considerations in Accepting Interpreting Work. She also offers workshops geared towards the specific needs of educational interpreters. She teaches in LaGuardia Community College's ASL-English Interpretation Program as well as works as an interpreter and trainer for the NYC Department of Education, and holds a Masters degree in Linguistic Anthropology. Her research explored the impact of interpretation on perceptions of the situated identity of Deaf professionals. She served as co-chair of the NAD/RID Reputable Agency Task Force through 2015 and is the founder and moderator of the National Interpreting Discussion Group (NIDG).

6:30 PM - 9:00 PM

Why you need to fire your "Committee"!

Presented by: Betty M. Colonomos

Description: This introspective workshop will examine how our internal "committees" affect our ability to make decisions regarding interpreting assignments, during the performance of the interpreting task, and managing ethical issues that may occur. Participants will identify and discuss those internal distractors that may be overriding effective performance. There will be activities provided to help attendees examine and practice strategies to help them gain control of their work, allowing them to provide consumers with quality services.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify five types of decisions interpreters make
2. Describe the "committee" and its relationship to fear
3. Analyze the impact of the "committee" in both practice and real-world scenarios
4. Prepare a personal profile of strategies to limit the impact of "committees"

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Little/None

CEUs: 0.25 PS

Betty M. Colonomos, Director of the Bilingual Mediation Center, is a fluent ASL/English bilingual. Her academic background is in Deaf Education/Speech Pathology (BS), Counseling (MA) Linguistics (Doctoral program). Betty holds RID's Masters Comprehensive Skills Certificate (MCSC). She was the second recipient of CIT's Mary Stotler Award for excellence in Interpreter Education. Ms. Colonomos has authored and appeared in video materials on interpreting, and she co-authored (with MJ Bienvenu) videos on Deaf Culture, ASL Facial Grammar, and ASL Numbers. Betty is the developer of the Integrated Model of Interpreting (IMI), the most widely-used model in the US for teaching cognitive processes in interpreting. She teaches the Foundations of Interpreting Series for hearing, coda, and Deaf interpreters, combining the IMI and a Vygotskyan learning approach. Betty founded the Etna Project (2002-present, NH and MD), a retreat series supporting a community of reflective practitioners committed to individual and collective growth.

6:30 PM - 9:30 PM

Interpreting Intersectionality: adaptability between teams and clients

Presented by: Regan Thibodeau and Nai Damato

Description: Come see a demonstration of and then engage in a discussion of the benefits of using Hearing-Blind/Deaf Interpreting Teams! In this workshop you will also learn how to 1) recognize the sociolinguistics of interpreting with people who are autistic and/or blind, 2) how to provide Tactile and cognitive Access to the message being interpreted, and

3) make working with language intersectionality a developing awareness in your profession.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify and describe the benefits of Deaf-sighted/hearing-Blind teams.
2. Identify and use appropriate language and coding tools that project meaning effectively to Autistic and/or Blind perceivers.
3. Identify sociolinguistic factors and appropriate tools that support the adaptability of language and cognition between the team and clients involved.

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) with diverse backgrounds

Prior Content Knowledge Required: Some

CEUs: 0.3 PS



Image Description: Regan Thibodeau is waving to the camera with an open smile.

Regan Thibodeau began her deaf Interpreting career through an Interpreter Training Program (ITP) practicum at a middle school where she worked with a student who was deaf and autistic. She then spent the next 10 years working with deaf students in grades 6-12 with varying needs to include foreign students. Regan's experience with the DeafBlind community includes; working as a Support Service Provider (SSP) at conferences and camps, interpreting in various settings and developing specialized programs.

Nai is one of the first hearing-blind students to graduate from the undergraduate interpreting program at Gallaudet University and may be the first in the Nation. Nai accessed her academic studies using Tactile ASL 100% of the time but also knows 7 languages fluently and 11 to some degree. Nai strives to educate others on language consciousness and unity by recognizing various ways words have impact on autistic, blind, and/or deaf people.

6:30 PM - 10:30 PM

Effective strategies to articulate, advocate and argue for appropriate staffing in legal settings

Presented by: Christopher Tester and Natalie Atlas

Description: This workshop will address the need for practitioners to identify instances when a Deaf/hearing team needs to be employed for effective communication in legal settings. One of the greatest challenges in those moments is finding an effective way to articulate that need to the appropriate court personnel, and this workshop will provide the

framework for constructing a successful argument to maximize the potential for successful outcomes for all stakeholders.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Describe the components of the IRAC method for creating a successful argument
2. Implement articulating requests utilizing IRAC.
3. Identify at least 3 factors to support advocating for a Deaf/hearing team

Language: Presented in ASL and English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing) interested in legal settings

Prior Content Knowledge Required: Some

CEUs: 0.4 PS



Image Description: Chris in his professional headshot, poses with a leather jacket, no glasses, a slight smirk.

Christopher Tester, MsC, CDI, SC:L, is Deaf and a consultant, educator, interpreter and trainer. A seasoned presenter, he specializes in workshop and seminar facilitation on topics (not limited to) disability rights and laws, Deaf and hard of hearing awareness, and interpreting. He currently is an adjunct faculty member of the CUNY's ASL/English Interpreter Education

Program. He has interpreted for several off and on Broadway shows, National and International conferences, at the United Nations and specializes in legal interpreting. Chris received Masters in Science and Communication at Heriot Watt University and received his Bachelor's degree at the College of the Holy Cross. Additionally, he received his Professional Certificate from the Interpreter Education Program at LaGuardia Community College. He resides in Manhattan. (www.ChristopherTester.net)



Image Description: A close-up indoor picture of Natalie Atlas from the shoulders up. She is wearing a black scarf that covers her shoulders and a delicate silver necklace. She is looking directly into the camera and smiling broadly.

Natalie Atlas (BA, CI, CT, SC:L) is a seasoned interpreter with extensive experience in legal, corporate, government, technical, entertainment, conference, post-secondary education, medical and mental health settings. As an interpreter educator, she has facilitated and co-facilitated trainings including interpretation of jury instructions, integration of consecutive and simultaneous interpreting, interpreting the Miranda warning, overview of legal interpreting, Deaf/hearing team interpreting, and interpreting psychological evaluations. Natalie is also committed to life-long learning—seeking out and completing trainings, graduate school courses and mentorship opportunities to bring new skills and perspectives to her work. She graduated from Rutgers College with a B.A. in English, completed Union County College's ITP, and has been interpreting in private practice since 1992.

8:30 PM - 10:00 PM

**Bisexual, esbian, Gay, Intersex, Trans* Interpreters/Translitterators
(BLeGIT) Member Section Meeting**

Presented by: Jim Helisek

Description: All are welcome to attend the 2016 BLeGIT Region I Member Section meeting. We hope you will join us for a great session!

Language: Presented in ASL

Target Audience: All interpreters

Prior Content Knowledge Required: N/A

CEUs: No CEUs Offered



Image Description: James Helisek is inside, standing in front of a white wall. He is wearing a plain, black polo and looking directly at the camera and smiling.

James Helisek is the Region 1 Representative for BLeGIT. He is very excited for the member section meeting at RID Region 1 Conference! James currently works full time as an educational interpreter in the Philadelphia area, and freelance interprets part time. James and his husband live in Philadelphia.

Saturday, July 16, 2016

9:00 AM - 12:00 PM

Accountability: We're in this Together – A Conversation with RID Leaders

Presented by: Lewis Merkin and Dawn Whitcher

Join RID Region I Representative and President as we review current member involvement, leadership and accountability. We will look at trends in our profession and explore opportunities for contributing to RID in a meaningful way. This workshop will be part lecture and part small group discussion with guiding questions, facilitation and shared responses. This will be presented in ASL.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Define varying definitions of member driven and its application to RID.
2. Define the current reality of RID member involvement.
3. Identify the strategies taken by the national board and affiliate chapters for RID to remain relevant and evaluate its relevancy.

Language: Presented in ASL

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Little/None

CEUs: 0.30 GS



Image Description: This is a headshot of Dawn Whitcher wearing a dark jacket and a blue shirt. She has blonde hair and is looking slightly to the left of the camera and smiling.

Dawn Whitcher, M.A., CI and CT, NIC, is serving her second term as the Registry of Interpreters for the Deaf (RID) President. Having served a leader both locally and nationally, she enjoys encouraging her peers to volunteer and engage with their community and profession. Dawn received her B.S. from Northeastern University. With the education of ASL/English Interpreting as her foundation, she went on to receive an M.A. in Social and Philosophical Foundations of Education from Arizona State University. Dawn's thesis focused on mentorship programs for working interpreters. Currently, Dawn works as the National Interpreter Education Center (NIEC) Project Coordinator.



Image Description: This is a headshot of Lewis Merkin. He is wearing a black jacket with a dark grey shirt and tie. He has on black glasses and is smiling directly at the camera.

Lewis Merkin, CDI, from New York, was conscripted into interpreting by dint of being the “hard of hearing” child in an all-Deaf family. Studiously avoiding any thought of the profession, he went on to have successful careers as an actor (Broadway, off-Broadway, national and international companies), a produced playwright (3 productions) and a community educator (GLAD- AIDS Education for the Deaf and Abused Deaf Women’s Advocacy Services). In 1996 he realized that not only was interpreting a viable career choice, but that he thoroughly enjoyed the intellectual challenge and the camaraderie. At this point, he set out to become certified and he dove headlong into the profession and RID. Currently, he is a staff interpreter with the NYC Department of Education. His specialty areas include Deaf-Blind, sign to voice, medical and mentoring. He served four years on the board of NYC Metro RID (including a term as President), then shifted his attention to the national level where he was chair of Deaf Members in Leadership Committee (2004-2009), as well as chair of the 2009 Conference Program Committee. He was the recipient of the Judie Husted Leadership Award for Region 1 in 2005. An ongoing concern has been the diminishing voice of RID’s original stakeholders as the association has grown: the Deaf and CODA communities. For this reason, he feels it is imperative to ensure that RID’s heritage be represented at the Board level. His commitment is helping to ensure that RID will always remember and honor its connection to the Deaf community, without which there would not be a sign language interpreting profession.

1:30 PM - 5:00 PM

Work Smarter, Not Harder

Presented by: Michelle Balfe

Description: Understanding what we can write off as a professional can be complicated. Keeping expenses organized and easily accessible is key. We will discuss how to determine what is tax deductible, how to document it, and discuss which option for filing makes the most sense for you. By becoming more organized, and better able to manage our time, we can work smarter, not harder; and keep more of our hard earned money. Participants will discuss various time management strategies while considering their individual needs in order to improve their time management skills. Participants will also be introduced to several tools that will enhance their organizational abilities.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify which learning style is most useful to them when choosing time management systems, organizational strategies, and keeping tax documents.

2. Describe the basic factors for determining what expenses are tax deductible, how to document them, and decide if filing by themselves is practical or if hiring a professional is worth it for them.
3. Examine organizational tools, and discuss practical applications of each in regard to their own personal learning style.
4. Identify and describe changes in their knowledge of their business practices and learning style

Language: Presented in English

Target Audience: Interpreting Students, Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Little/None

CEUs: 0.35 GS

Michelle M. Balfe has been a certified freelance interpreter for more than 25 years. Michelle has been teaching and mentoring on a collegiate level since 1992, in Ohio, Alaska, and Pennsylvania. Her interpreting experience includes medical, conference, video relay, theatrical, as well as political interpreting. She is currently adjunct faculty at CCAC, where she revamped and reworked an outdated curriculum. She has taught classes and workshops on topics such as ethical decision making, cultural implications on interpreting, leadership, time management, tax write offs, business practices, as well as sign to voice & voice to sign.

1:30 PM - 5:00 PM

Self Defense Considerations and Strategies for Interpreters

Presented by: Stephen Holter

Description: As interpreters, we are constantly traveling to new locations and at all hours of the day. This workshop is intended to increase awareness of personal security considerations as we travel to and work within these settings. Topics will not only include awareness but also explore some personal defense options.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify transitional spaces that exist relative to interpreting assignments and discuss strategies for navigating through them safely.
2. Compare different self-defense options available to interpreters, including their relative pros and cons.
3. Identify factors that make the interpreting field unique in terms of security concerns.
4. Discuss at least 4 pre-attack indicators.
5. Identify safety concerns that exist within the different types of settings in which they work as well as problem solve possible solutions.
6. Utilize technology to identify specific current crime concerns that might exist in regions where interpreting assignments are scheduled.

Language: Presented in English

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.35 GS



Stephen Holter, Psy.S, NAD IV, has over 20 years experience in the interpreting field, including free-lance and VRS settings. While working as a nationally certified school psychologist, Stephen's work included being called upon for crisis intervention services. Stephen's background also includes 2nd level certification in Krav Maga, a tactical mixed martial art/combat self defense system that combines boxing, judo, jujitsu, Muay Thai and aikido. Stephen has received tactical pistol self-defense training subsequent to concealed carry permit training.

1:30 PM - 5:00 PM

The Light of Social Justice is Dimming: Through the shattered lens of Usher Syndrome

Presented by: Rene Pellerin

Description: The life happenings and daily impacts of the DeafBlind experience are not intuitive for the general hearing population, the Deaf community, or for hearing or Deaf interpreters. The consequence of this can be to inadvertently dis-empower DeafBlind persons. This workshop will use vignettes highlighting the parallels between the loss of vision which occurs with Usher Syndrome and the loss of power and privilege. Interpreters will recognize the usurping of power and privilege exemplified in real life scenarios. Further, interpreters both Deaf and hearing, will take steps toward increasing their skill sets, enabling access for DeafBlind persons. This workshop will highlight the need for an increase in the number of tools interpreters must add to their "toolkit". It will include group discussion on community access for the DeafBlind and the use of individual goal setting such that all attendees become resources to the DeafBlind population in its search for social justice.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify areas of power and privilege in their own life experience
2. Analyze where interpreters' power and privilege may run counter to the inclusion of DeafBlind consumers
3. Describe common areas of oppression experienced by DeafBlind consumers
4. Identify at least two actions participants can take "home" to further Deafblind inclusion.
5. Identify at least two actions to ensure DeafBlind persons have access.
6. Identify a set of actions supportive of DeafBlind autonomy and self-determination.

Language: Presented in ASL

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None
CEUs: 0.35 PS



Image Description: This is a headshot of Rene Pellerin, from his shoulders and up. He is wearing a brown shirt and a black tie. He has grey hair and grey mustache that extends down the side of his lips. He has on wire rimmed glasses with orange tinted lens. In the background is a tree canopy with green and yellow tones.

Rene Pellerin is a graduate of Austine School for the Deaf and attended Gallaudet University. He obtained his RSC as an interpreter while at Gally. Rene went on to spend most of his adult career as the Vermont State Coordinator for the Deaf. Now DeafBlind as a result of Usher Syndrome, Rene continues his lifelong work with regard to education, with a focus on DeafBlind issues. He has presented a myriad of training in Vermont and nationally, a sample of them being: Remembering the US in Usher Syndrome(NAD, Deaf Senior America); Haptics, Deaf Blind People Want to be Cued In(Region V, Region II); Introduction to DeafBlindness(MCDHH); Enhancing Video Accessibility for Consumers Who are DeafBlind(TDI); Those of Us Left Behind(RSA).

1:30 PM - 5:00 PM

The Business of Providing Interpreting Services Today – A Stakeholder Forum

Presented by: Nancy Berlove, Regan Thibodeau and Kristina Miranda
Sponsored by Interpretek

Description: In this Stakeholder Forum, three member sections (IDP, ISM and DC) would like to further the conversation started in 2013 around what doable actions we are taking as agency owners, sole practitioners and members of the community to foster positive collaboration. What is acceptable practice when bids for interpreting services are granted to multilingual agencies with no ties to the Deaf community? Are agencies who specialize in providing solely ASL/English interpreting becoming obsolete? When and why does our ethical fitness become compromised due to the business model of interpreting? How can we ensure that the communities we serve are involved in the procurement and decision making of interpreter services?

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify the stakeholders within our communities and the issues each confronts on a day to day basis
2. Relate the main issues facing each of the stakeholders in our communities with the process of providing services.
3. Identify doable actions to address improving the current situations we each find in our community.
4. Create an action plan that includes addressing the needs of each of the stakeholders.

Language: Presented in ASL

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: Little/None

CEUs: 0.35 GS



Image Description: Head shot of Nancy Berlove from shoulders up, wearing blue/bluegreen top and purple Mardi Gras beads. She is looking into the camera, smiling.

Nancy Berlove, is owner of Sign Language Connection, an interpreting company, established in 1990. She was chair of the Interpreting Service Manager Member Section for over 10 years until 2009. She was co-chair of the RATF, exploring the possibility of an accreditation for agencies. She has spearheaded ISM workshops aimed at clarifying the roles of independent contractors, teaching legal requirements of agencies, and examining business ethics as they apply to our work in the community.



Image Description: Regan Thibodeau is waving to the camera with an open smile.

Regan Thibodeau started her Deaf interpreting career through an ITP practicum in a middle school for a deaf autistic student. In the following 10 years she has worked with deaf students in grades 6-12 with variable needs, including foreign students. Her experience with DeafBlind includes SSPing for conferences and camps, interpreting in various settings, and developing specialized programs.

Kristina Miranda is originally from New Jersey and has been a freelance interpreter since 2007. She attended Union County College for her Associates in ASL-English Interpretation under the direction of Dr. Eileen Forestal. She then proceeded to earn her Bachelors in Interpretation at Northeastern University, in Boston. She currently works part-time freelancing and part-time as staff interpreter at an Arts Academy. She also works for Sorenson VRS. Kristina's freelance community work focuses on: post-secondary, mental health, DeafBlind, and conferences. She is a CODA of color, both of her parents are from the Philippines and moved to the U.S. as adolescents, hoping to improve their lives. Every day she is humbled to serve the community she loves.

1:30 PM - 5:00 PM

Filters and Foibles: the Effect Our Beliefs and Assumptions Have on LGBTQII Deaf People in a Variety of Settings

Presented by: Cat Dvar, Esq.

Description: The LGBTQII community is an incredibly diverse population consisting of many cultures and subcultures, each with its own unique perspectives, norms, attitudes, terminology and ways of using language. Within each subculture there is also age diversity which has an effect on the ways folks use language, as well as world knowledge and attitudes as well. An interpreter walking into a medical, mental health or legal assignment, or those working for a VRS or VRI company or residential program, as well as an interpreter in any setting, must be aware of his/her own filters, assumptions, attitudes and biases, when providing interpreting services for this diverse, underserved and often overlooked (invisibilized) community. This highly interactive workshop will provide a safe space for participants to examine their filters and internalized (unexamined) biases. Through lecture, small and large group discussion and hands-on activities, participants will learn about the LGBTQII community, cultures and subcultures, current terminology, ways of using language, recognize how setting affects our filters/mindsets, and will begin the journey of how to provide interpretations that accurately, respectfully reflect who folks from this community are.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Examine their assumptions about sexuality, sexual orientation and gender expression.
2. Explain the larger forces at work that shape assumptions (heteronormative and gender conformist media, literature, institutional paradigmatic teachings like those from school, church, mental health and developmental delay entities, etc., as well as biases and prejudices that continue within the lesbian and gay communities against subgroups within the LGBTQII community)
3. Analyze the connection between assumptions, filters, and the resulting interpretation
4. Recognize when such assumptions and filters have skewed the interpretation, and identify ways to make corrections
5. Create a "toolkit" of appropriate, respectful terminology, recognizing that nothing can be generalized.
6. Create linguistically and culturally accurate interpretations in teams and small groups that can be used as a stepping stone to creating such interpretations in their daily work.

Language: Presented in ASL

Target Audience: All (interpreters, Deaf Community members, educators, service coordinators, etc.)

Prior Content Knowledge Required: little/None

CEUs: 0.35 PS



Image Description: This is a close up of Cat Dvar's face smiling in the daytime, indoors, with the "I love you" sign just under her chin. Her hair is framing her face and she is wearing thick black glasses.

Cat Dvar, Esq., CI & CT, SC:L, specializes in legal, medical, mental health, platform and performance interpreting, and is also a Massachusetts licensed attorney. From 2012 through 2014 she ran the Mass. Commission for the Deaf and Hard of Hearing's Statewide Court/Legal Training and Induction Program. She is also the Secretary of the Board of NohPride and has been the ASL

Interpreting Crew Coordinator for its annual LGBT Pride event since 1999. She has received numerous awards for her Deaf community advocacy, ally, teaching and interpreting work, including the Stavros Center for Independent Living's Paul Winske Access Award; the Mass. State Association of the Deaf's Thomas H. Gallaudet Service Award; one of the first ever Stavros Center for Independent Living's Paul Batch Access Awards; and a 2015 MCDHH Outstanding Service Provider of the Year award.

1:30 PM - 5:00 PM

Interpreting for Deaf youth: Ethical Considerations

Presented by: Eileen Forestal

Description: Interpreting in child welfare matters is a challenging task. Due to the sensitive nature of interpreting for Deaf children who may have been sexually molested (including rape), interpreters (Deaf and hearing), must consider effective approaches in working with the investigator, social worker, child protective services agent, and the Deaf child. What considerations need to be undertaken for the language of the Deaf child, specific signs, background information about the Deaf child, and the functions of the Deaf-hearing interpreter teams? Case studies will be presented in videos, used along with handouts and group discussions on ethical considerations, approaches, and strategies to assist in providing effective interpretation. Each group will have an opportunity to present their case study analysis with guidance and recommendations from the workshop leader. A framework will be presented for a critical analysis and decision-making processes. Self-care strategies will be discussed to prevent vicarious trauma.

Educational Objectives: At the conclusion of the seminar, participants should be able to:

1. Identify key decision-points and potential outcomes in ethical vignettes.
2. Identify strategies and tools that can be used by the Deaf interpreter to assist in providing a more effective interpretation when working with Deaf children at various stages of language and experiential development.
3. Describe the emotional and psychological impact of interpreting on the Deaf child that these settings may entail.
4. Discuss self-care strategies to prevent vicarious trauma.

Language: Presented in ASL

Target Audience: Working Interpreters (Deaf, DPI/coda, hearing)

Prior Content Knowledge Required: Extensive

CEUs: 0.35 PS



Image Description: With a river running behind Eileen Forestal, she has short hair (a bit spiky) with glasses and is wearing a smile. She has on a light green blouse.

Eileen Forestal, Ph.D., RSC, teaches interpreter education to both Deaf and hearing persons and interprets primarily in legal and medical settings. Now a retired

professor after 36 years, she still is an adjunct at a few colleges and universities. She is a nationwide and international educator and consultant on ASL, Deaf interpreters, legal interpreting, and interpreting topics. Some topics of numerous workshops and presentations include Deaf-Hearing Interpreter Teams, Interpreting Processes for Deaf Interpreters, Ethical Considerations for Deaf Interpreters. She is also a legal interpreter trainer. Her publications include "Deaf perspectives in interpretation research: A critical element long overdue" in Sign Language interpretation and translation research (2015), "Deaf interpreters: Exploring their processes of interpreting" in Deaf interpreters at work: International insights (2014), "Emerging professionals: Deaf interpreters and their views and experiences on training" in Interpreting and interpreter education: Directions for research and practice (2005), "Deaf interpreting: Team strategies", (DVD).

7:30 PM - 9:30 PM

The Anderson Twins Comedy Show

Presented by: Levi and Clay Anderson

Language: Presented in ASL

Sponsored in part by: American School for the Deaf
Mount Aloysius College

One ticket is included with conference registration. Additional tickets can be purchased online at www.rid.org/entertainment or at the door.

Twins! Double the Fun!



Clay and Levi have a family show that will have you laughing out loud. Whether they're talking about real-life events or made up ones, the stuff they perform seems impossible to be true. But someone has to do this, right?

Levi and Clay Anderson were raised in Milan, New Mexico, 80 miles west of Albuquerque. Believe it or not, they were the only deaf/hearing twins in the town; actually the ONLY twins in town! Levi is deaf; Clay is hearing.