

# Summer Workshops 2011



**Time:** 9:00 to 12:00pm or 1:00-4:00pm or 5:00 to 9:00

Some Workshops will be repeated in the morning and the afternoon.

You must be here and participate in the entire session to receive the certificate of attendance and/or CEUs. **Workshops in red will be presented in ASL. No Voice Interpretation will be provided.**

**Cost :** Recommended Donation of \$20.00 for each workshop that you attend. Donation will be payable at the door upon check in.

**Who:** K-12 educational interpreters working directly for the public, private or charter schools or independent contractors providing services for a majority of time in these settings. Current IPP students and recent IPP graduates may participate. Community interpreters may also join if space is available.

**Space is Limited**

**Where:** ASDB/Desert Valleys Regional Cooperative  
8055 N. 24th Ave, Suite 103  
Phoenix, AZ 85021  
Conference Room

Unless otherwise noted, these workshops will be offered for RID Certification Maintenance Program (CMP) and Associate Continuing Education Tracking (ACET) continuing education units. A maximum of .3 CEUs can be earned at each workshop attended in the content area of Professional Studies (PS) at the level for both RID Certified and Associate level interpreters (ACET). Partial credit will not be given. Arizona Commission for the Deaf and the Hard of Hearing is a recognized sponsor.

***Participants will receive a certificate of attendance for 3.0 hours worth of training that may be used to meet the ADE minimum qualifications requirements ( check with your school district).***

# Meet the Presenters

- Denise Wetzler Denise received her AAS in Interpreting for the Deaf in 1984, her BA in Communications in 2001 and her MAEd in 2006. She has been interpreting professionally since 1982. Denise holds both her RID CI/CT, NIC:Advanced and her SC:L. She has interpreted at Arizona State University for over 10 years and has done community interpreting for 27 years. She has immense respect for the interpreters working in the K-12 setting, having interpreted at one high school level for one year many years ago.
- Kirsten Nelson Kirsten is a state licensed interpreter (AZ); holding both RID CI/CT and EIPA 4.5. She has worked as a professional interpreter since 1988 both in Washington State as well as here in Arizona. While she loves working as a freelance interpreter for local agencies and video relay service, her favorite and most rewarding work has been as a teacher and mentor to interpreters just entering the field. Kirsten believes supporting her up-and-coming peers is the best way to build community. She has enjoyed creating and presenting in-services and workshops state-wide for the past 10 years, inspiring and encouraging interpreters of all skill levels. Kirsten resides in Phoenix with her husband of 22 years and their four daughters.
- Robin O'Brien Robin received her B.A. Degree from Gallaudet University in Washington D.C. She is currently a full-time American Sign Language Lecturer at Arizona State University. She has taught ASL and Deaf Culture for the past 18 years at local community colleges and universities in both Arizona and Massachusetts. She has been a mentor for interpreting students, working to improve and upgrade their skills for the past 10 years. Robin has been a consultant for parents of Deaf children and has spoken to various companies and organizations about ASL and Deaf Culture.

- Daniel Greene Daniel Greene has been interpreting since 1990. He earned an Associate of Arts in ASL/Interpreting and a Bachelor of Arts in English with a concentration in Communications/Media Study. As a singer since childhood, Daniel has learned the phonetic systems of many of the world's languages in order to sing international music. In addition to being fluent in English and ASL, he can converse in Spanish and French, and has working knowledge of German, Hebrew, Portuguese, Italian and Japanese.
- Wenonah Holmes Wenonah grew up in Maryland in a Deaf family. She resides with her own Deaf family now in Buckeye and has seen interpreting from multiple points of view. Wenonah teaches ASL classes at Estrella Mountain Community College. She also teams with Celinda Toone to teach and train members of their church to sign and interpret. Her husband is a veterinarian and she is sometimes dismayed at the shock (more often than not from participants of the Deaf community) when it is realized he is Deaf and a veterinarian.
- Michael Rose Michael has EIPA Certification and has worked as an educational interpreter for the past 8 1/2 years. As a high school student, Michael was active in the drama department of the Globe High School and learned to be a mime. He was a student and did work-study for three years in the Pima College Theatre Department. He also served three summers on the technical crew of Borderlands Theatre in Tucson. Since 1992, Michael has been part of the Copper Cities Community Players. He has been an ASL Instructor at Gila Community College for the past year.

Monday	Tuesday	Wednesday	Thursday
	<p><b>5 Denise Weztler 1-4pm</b>  <b>Legal Vocabulary for Educational Interpreters (pt1)</b></p> <p>Current events, political discussion, legal system and rights, all potential topics in high School. Be prepared to interpret these topics. This workshop will discuss the common legal concepts that arise in middle/high school english and history classes.</p>	<p><b>6 Daniel Greene 5-9pm</b>  <b>Vague Language</b></p> <p>We will study and explore the use of vague language in both English and ASL. We will discuss the communicative purposes and social meanings of vague language, the importance of retaining ambiguity, as well as the benefits of leaving vague language vague instead of interpreting. We will look at the ability of interpreters to request clarification.</p>	<p><b>7 Denise Weztler 1-4pm</b>  <b>Legal Vocabulary for Educational Interpreters (pt2)</b></p> <p><b>Daniel Greene 5-9pm</b>  <b>Genre Recognition</b></p> <p>I will introduce you to genre theory and the skills needed in genre recognition. You will be guided in the process of recognizing generic elements of discourse, which will enhance your predictive skills thus increasing your self confidence and effectiveness.</p>
<p><b>11 Denise Weztler 1-4pm</b>  <b>But I just work with kids - Me, a professional?</b></p> <p>Educational Interpreters often feel they are not professionals since they just work with kids. Guess again! This workshop will explore the concept that working in the K-12 setting is not a "less than" career. It requires a different skill set than working with adults. It is a noble calling, and not for the faint of heart.</p>	<p><b>12 Denise Weztler 9-12pm</b>  <b>Sign to Voice Interpreting in Educational Settings</b></p> <p>Voicing for kids ever make you nervous? Not quite sure what that sign was? Do you have Deaf adults you work with at school? Deaf and Hard of Hearing children's signing skills vary, and understanding child language development and age appropriate sign production is key to being able to interpret for the students you work with.</p> <p><b>Michael Rose 1-4pm</b>  <b>Won't you be MIME? Falling in love with CLs and NMMS</b></p> <p>This workshop will focus on manual and expressive techniques used in the theatrical art of mime and how to relate them to interpreters' use of ASL classifiers and Non-manual markers.</p>	<p><b>13 Kirsten Nelson 9-12 and 1-4pm</b>  <b>Meditation and Mindfulness</b></p> <p>This workshop is for anyone looking for some balance and serenity in their lives, personally and/or professionally. We tend to take on our work, personalize it, internalize it and often we are left feeling overwhelmed and depleted. The tools needed to avoid this vicarious trauma are not often taught in our early training programs, so we are forced to learn them through the school of hard knocks. In this workshop, we will learn various meditation techniques at the same time learning to be more mindful of ourselves.</p> <p>Prerequisite: comfortable, and loose fitting clothes</p>	<p><b>14 Denise Weztler 1-4pm</b>  <b>Code, Code, Who's got the Code? RID or EIPA CPC!!!</b></p> <p>Educational Interpreters are often confused about how the RID-NIC Code of Professional Conduct applies to the work they do in K-12 settings. Lest we forget, EIPA has its own "CPC", created specifically for interpreters in the K-12 setting. We will look at how both of these Codes of Conduct can work together and how we as educational interpreters do have an ethical responsibility to abide by these Codes of Conduct. We will also look at how the various certifications one can hold, state licensure, and our employment contracts can also effect our decision making and conduct.</p>

Monday	Tuesday	Wednesday	Thursday
<p data-bbox="136 235 535 381"><b>18 Robin O'Brien 9-12</b> <i>Where did I put that character? Dealing with constructed Dialogue.</i></p> <p data-bbox="105 454 556 641"><b>Denise Weztler 1-4pm</b> <i>Prepositional Phrasing: Incorporating Classifiers and Use of Spatial features into Transliterating (part 1)</i></p> <p data-bbox="100 673 550 1015">Transliterating does not mean tossing out the ASL completely. Classifiers and spatial features convey meaning and are appropriate to use when transliterating or signing PSE. These are integral to the message, regardless of target language. We will look various source texts, compare transliterating and interpreting and we will have the opportunity to practice what we are talking about.</p>	<p data-bbox="588 235 1029 414"><b>19 Denise Weztler 1-4pm</b> <i>Prepositional Phrasing: Incorporating Classifiers and Use of Spatial features into Transliterating (part 2)</i></p> <p data-bbox="588 454 976 479">A continuation of the discussion.</p> <p data-bbox="598 544 1018 690"><b>Daniel Greene 5-9pm</b> <i>Transliteration - putting the English on your mouth and hands.</i></p> <p data-bbox="577 730 1039 998">This workshop will provide an overview of transliteration and teaches the skills of spoken English to PSE and of Oral transliteration. You will learn the signs, mouth and body movements you need in order to convey messages in the language most readily understood by English-oriented Deaf consumers.</p>	<p data-bbox="1060 235 1512 381"><b>20 Kirsten Nelson 9-12pm and 1-4pm</b> <i>Better Interpreter by Tuesday Part 1 and Part 2</i></p> <p data-bbox="1060 454 1512 909">This fun and interactive workshop is for any interpreter who feels they have room for improvement (this means you!) We will discuss working in a variety of settings with an emphasis on freelance work. We will talk about what the job may look like, what our role and responsibility is for the assignment and finally the key skill set needed for success at the job. We will talk about how to prepare for various assignments we may face in a day. We will also devote some time to peer discussion which is imperative for team building.</p>	<p data-bbox="1564 235 1974 414"><b>21 Wenonah Holmes 9-12pm</b> <i>How do I deal with those multiple meaning words in the lower grades?</i></p> <p data-bbox="1533 414 1995 690">Fairview has developed a program for Deaf/HH students to develop the foundations for good reading skills. Dolch words are the building blocks for reading success. Educational interpreters will learn how to accurately and consistently sign all of the Dolch words from pre-primer through 3rd grade.</p> <p data-bbox="1585 730 1984 836"><b>Wenonah Holmes 1-4pm</b> <i>Whats up with all these hearing-isms?</i></p> <p data-bbox="1543 876 1984 1015"><b>Daniel Greene 5-9pm</b> <i>Voice Interpreting- speak the speech trippingly off the tongue.</i></p> <p data-bbox="1533 1023 1995 1356">This is a sign to voice workshop with a twist. In addition to learning logistical and processing strategies for voice interpreting, you will learn the vocal techniques that singers and actors use so that you can enliven your voice interpreting, convey affect, and improve audibility. We will talk about enunciation, maintaining vocal health, adding character, affect and meaning to your work.</p>

*I plan to attend the following sessions:  
(circle all that apply)*

<b>Tuesday, July 5</b>	<b>1-4pm</b>	<b>Legal Vocabulary for Educational Interpreters (part 1)</b>
<b>Wednesday, July 6</b>	<b>5-9pm</b>	<b>Vague Langu</b>
<b>Thursday, July 7</b>	<b>1-4pm</b>	<b>Legal Vocabulary for Educational Interpreters (part 1)</b>
<b>Thursday, July 7</b>	<b>5-9pm</b>	<b>Genre Recognition</b>
<b>Monday, July 11</b>	<b>1-4pm</b>	<b>The Profession of Educational Interpreting</b>
<b>Tuesday, July 12</b>	<b>9-12pm</b>	<b>Sign to Voice</b>
<b>Tuesday, July 12</b>	<b>1-4pm</b>	<b>Won't you be MIME?</b>

<b>Wednesday, July 13</b>	<b>9-12pm or 1-4pm</b>	<b>Meditation and Mindfulness</b>
<b>Thursday, July 14</b>	<b>1-4pm</b>	<b>Code, Code, Code? RID, EIPA?</b>
<b>Monday, July 18</b>	<b>9-12pm</b>	<b>Constructed Dialogue, Characters, and Space</b>
<b>Monday, July 18</b>	<b>1-4pm</b>	<b>Prepositional Phrasing (part 1)</b>
<b>Tuesday, July 19</b>	<b>1-4pm</b>	<b>Prepositional Phrasing (part 2)</b>
<b>Tuesday, July 19</b>	<b>5-9pm</b>	<b>Transliteration</b>
<b>Wednesday, July 20</b>	<b>9-12pm</b>	<b>Better Terp by Tuesday (part 1)</b>
<b>Wednesday, July 20</b>	<b>1-4pm</b>	<b>Better Terp by Tuesday (part 2)</b>
<b>Thursday, July 21</b>	<b>9-12pm</b>	<b>Fairview Training (Dolch Words)</b>
<b>Thursday, July 21</b>	<b>1-4pm</b>	<b>What do I do with those Hearing-isms?</b>
<b>Thursday, July 21</b>	<b>5-9pm</b>	<b>Voice Interpreting (with a twist)</b>

You can register by sending, faxing, or emailing the registration form below to:

ASDB/Desert Valleys Region  
8055 North 24<sup>th</sup> Ave. Suite 103  
Phoenix, AZ 85021  
Attention: Amerigo Berdeski  
Fax: (602) 544-1704  
[Aberdeski@asdb.state.az.us](mailto:Aberdeski@asdb.state.az.us)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Please Check all that apply:

☐ ASDB Educational Interpreter (please circle) PDSD DVR EHRC NCR SER SWR

☐ Non ASDB Educational Interpreter - School District \_\_\_\_\_

☐ Recent Interpreter Preparation Program Graduate

☐ Other \_\_\_\_\_

☐ K-3      4-6      7-8      9-12      Vocational

☐ EIPA Score \_\_\_\_\_

\_\_\_\_\_ Secondary      \_\_\_\_\_ Elementary

\_\_\_\_\_ ASL      \_\_\_\_\_ PSE      \_\_\_\_\_ MCE

☐ Male
 ☐ Female  
☐ Non-disabled
 ☐ Disabled  
☐ African American(Non Hispanic)
 ☐ Asian
 ☐ Hispanic  
☐ White (Non Hispanic)
 ☐ Other (Specify)\_\_\_\_\_

☐ I have not completed an Interpreter Training Program

☐ I completed the \_\_\_\_\_ Interpreter Training Program in the year\_\_\_\_\_ with:

\_\_\_\_\_Certificate of Completion

\_\_\_\_\_Associate's Degree

\_\_\_\_\_Bachelor's Degree

☐ Other Certifications\_\_\_\_\_

Experience:

- ☐ This is my first Interpreting job.
- ☐ I have been interpreting for 1 to 2.9 years.
- ☐ I have been interpreting for 3 to 4.9 years.
- ☐ I have been interpreting for 5 to 9.9 years.
- ☐ I have been interpreting for more than 10 years.
- ☐ I also interpret for other assignments other than K-12 educational settings.

I understand the following:

1. I must attend the entire session to receive a certificate of attendance/CEUs.
2. I must actively participate in the entire session to receive a certificate of attendance/CEUs.
3. Unless I make prior arrangements, if I fail to attend a session for which I am registered for I may forfeit my slot for future sessions.

Signature		Date