

2012 Summer Training



- Time:** 9:00 to 12:00 pm **or** 1:00 to 4:00 pm
You must be here and participate in the entire 3.0-hour session to receive the certificate of attendance and/or CEUs.
- Cost:** 30.00 per workshop, pre-registration is encouraged via cash, check, paypal
- 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 join if space is available. **Space is limited.**
- Where:** ASDB/Desert Valleys Regional Cooperative
8055 N. 24th Ave, Suite 103 Conference Room
Phoenix, AZ 85021

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** 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. For cancellation policy, please contact Amerigo Berdeski at 623-570-3394

Register by sending, faxing, or emailing the registration form below to:

You will only be contacted if the workshop is full. No confirmation will be sent.

ASDB/Desert Valleys Region
8055 N. 24th Ave, Suite 103
Phoenix, AZ 85021

Attention: Amerigo Berdeski
Fax: (602) 771-5225
Amerigo.berdeski@asdb.az.gov

Name: _____

Address: _____

City: _____ Zip _____

Phone number: (____) _____ E-Mail: _____

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

Wednesday, July 4, 1:00pm	Fostering Independence
Thursday, July 5, 9:00am	Special Education 101 for interpreters
Wednesday, July 11, 9:00am	Anatomy
Wednesday, July 11, 1:00pm	Around the world
Thursday, July 12, 9:00am	Part of the IEP team-Where do we all fit?
Thursday, July 12, 1:00pm	English 101 for interpreters
Wednesday, July 18, 9:00am	Breaking English Form
Wednesday, July 18, 1:00pm	Science and its vocabulary
Thursday, July 19, 9:00am	Panel- Perspectives in Educational Interpreting
Wednesday, July 25, 9:00am	Interpreters on Film

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 Graduate _____

☐ •Other _____

☐ •K – 3 4 – 6 7 – 8 9 – 12 Vocational

- EIPA Score_____ I have never taken the EIPA
- _____Secondary _____MCE _____PSE
- _____Elementary _____ASL
- 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: (indicate the highest level only)
_____Certificate of Completion (not the pre-employment certificate)
_____Associate's Degree
_____Bachelor's Degree

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 assignments other than k-12 educational settings.

I understand the following:

- I must attend the entire 3.0 hour session to receive a certificate of attendance/CEUs.
- I must actively participate in the entire 3.0 hour session to receive a certificate of attendance/CEUs.
- Unless I make prior arrangements, if I fail to attend a session for which I am registered I may forfeit my slot for future sessions.

Participant Signature

Date

Meet the Presenters

Jennifer Whyman

Jennifer Whyman is an RID CT certified interpreter with over 10 years of interpreting experience. She has EIPA 3.6 certification and Masters level education. She has interpreted in a variety of settings including K-12, university level, and community interpreting. She has additional experience working with children as a teacher's assistant at Villa Montessori School and The Children's Center for Neurodevelopmental Studies. She has provided tutoring for ASL through Phoenix College and privately as well as mentored up and coming interpreters.

Daniel Greene

Daniel Greene, BA, NIC-Master, has been studying and practicing the teaching of ethics and professional practice in the Masters of Arts in Interpreting Studies/Teaching program at Western Oregon University for the past year. Since 1990, he has interpreted the gamut of settings including business, conference, education (pre-school to post-doc), medical, performing arts and video. His love of arts and literature informs his work, and his passion for elevating the interpreting profession drives him to study lesser-known aspects of interpretation and teach interpreters new skills. More at Danielgreene.com

Neil Holmes

He resides with his own Deaf family in Buckeye and has seen interpreting from multiple points of view. He is a veterinarian.

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.

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

Emmet Hassen

Emmett Hassen has been with ACDHH as their License and Certification Coordinator for almost 7 years. Emmett provides consultation, technical guidance in all areas of interpreter licensure and certification. He works with the interpreter and ASL community in the design, development, implementation and evaluation of a wide variety of programs and projects to the interpreter and ASL Instructors community. He also taught ASL for some time at Phoenix College.

As an advocate for the Deaf in the past, Emmett was involved in addressing medical, health, employment, interpreter and political issues. Emmett holds a Bachelor of Arts degree from California State University, Northridge along with several other training certifications.

Emmett brings his years of experience dealing with political, interpreter, deaf blindness, deafness, technologies and management issues to ACDHH and Arizona's Deaf and Hard of Hearing as well interpreter community.

Christina Rivera

Christina Rivera is a doctoral student in the department of Disability and Psychoeducational Studies at the University of Arizona. Christina holds a BA in Elementary Education from Arizona State University and an MA in Special Education and Rehabilitation, Deaf Education from the University of Arizona. Christina has 19 years of experience in the field through the Arizona Schools for the Deaf and the Blind where she has served as a teacher, sign language instructor, parent advisor, and supervising teacher. She holds Arizona certification for Elementary Education, Hearing Impairment, and Supervision, and is currently seeking National Interpreter Certification. Her research interests include second language acquisition in DHH students, reading comprehension strategies for DHH students, and support service delivery to DHH students in general education programs.

Daniel Greene

Fostering Independence

This workshop is held on Independence Day for a reason. The NAD-RID Code of Professional Conduct (CPC), Tenet 4, Respect for Consumers, admonishes interpreters to “Facilitate communication access and equality, and support the full interaction and independence of consumers.” Supporting consumer interaction and independence demands that we get out of the way when consumers don’t need us to interpret for them. Various models of interpretation have viewed the interpreter-client relationship in different ways, but do not focus much on the client-client relationship. This workshop will review some well known and lesser-known models of the interpreter-client relationship, examine the “Rescue Triangle,” and introduce a model of interpretation that focuses on the client-client relationship. Participants will have ample time to reflect upon their own professional practice and see how they may be sometimes standing in the way of their clients’ relationships with each other; participants will be guided to identify ways in which they can get out of the way of client-client relationships and foster independence.

Interpreters on Film?

Film and television depictions of people interpreting offer interpreters some rare opportunities for analysis and self-reflection. Whether fictional characters’ behavior is clownish or heroic, ethical or unprofessional, audiences often think, “I wish I could do that, but I can’t. We don’t act like fools because we have more sense, and we don’t act like heroes because we lack courage. But who are the heroes and who are the fools? In this workshop, I will show a few video clips of fictional characters interpreting, and after each clip, guide the students in analysis and self-discovery with the aim of identifying how they want to “act” as interpreters in the world. The hope is that this community dialogue will foster both independent thinking and group norming with the end result being a more professional and ethical workforce that enhances interpreters’ job satisfaction and improves clients’ experience of interpreted events.

Kirsten Nelson

Breaking English Form

This workshop will be hands-on for participants, having sample work from classrooms, as well as freelance situations. We will discuss word-analysis and how using synonym skill-building we can increase our vocabulary. Participants will work independently and with one another to extrapolate meaning, beginning with simple sentences to working on paragraphs, to begin to sign more conceptually correct. Often in the classroom (as well as freelancing) we work with little or no support; this workshop is designed especially for educational interpreters working in grades K-12, as well as all interpreters needing a reminder of what Interpreting looks and feels like. Sample work from a variety of grade levels will be used to challenge all participants. All levels welcome

Emmet Hassen

Around the World

"This workshop will focus on variety of sign language productions on names of cities, states/provinces and countries. This is ideal for VRS or Educational Interpreters who want to be more prepared on sign productions for location/geographic based information for their students or consumers."

Christina Rivera

Part of the Team

Participants will review a sample IEP and identify the areas that affect their work as an educational interpreter. Participants will identify ways to collaborate with the other service providers. We will identify what the educational interpreter may share as part of the IEP team. Participants will gain a basic understanding of the function of the Teacher of the Deaf.

Special Education 101- for interpreters

How is a student determined HI eligible for services? What are the procedures for implementing an IEP? As an educational interpreter, what should I know about an IEP? What do all the acronyms stand for? What is the difference between a modification and an accommodation? These and more questions will be answered to assist educational interpreters in being more effective in their work

Jennifer Whyman

English 101 for interpreters

These courses will teach/demonstrate methodologies, language practice and interpretation of English concepts in educational settings, K-12. Interpreters will have opportunities for exposure and hands-on interpreting practice of English concepts. Various ASL features will be demonstrated to assist interpreters with different ways to present concepts from grammar, stories and poetry; Classifiers, spatialization, inflections, and etc. Interpreters will learn to dissect English text identifying parts of speech, sentence types, and provide both signed English interpretations and ASL interpretations utilizing new sign vocabulary.

Wenonah Holmes

Panel on perspectives in educational Interpreting

A brief introduction of the functions and placements of educational interpreters in a K-12 mainstream setting. A diverse panel of both Deaf consumers, parents and interpreters will then be asked pre-planned questions regarding their perspective and experiences with K-12 interpreters. An opportunity will be provided for the workshop participants to ask additional questions of the panel members.

Neil Holmes

Science and its vocabulary

This course will teach/demonstrate methodologies, language practice and interpretation of science concepts in educational settings, K-12. Interpreters will have opportunities for exposure and hands-on interpreting practice of science concepts. Various ASL features will be demonstrated to assist interpreters with different ways to present concepts; Classifiers, spatialization, inflections, and etc. Interpreters will be encouraged to bring list or materials to discuss vocabularies and concepts related to science.

