

A Publication of the Registry of Interpreters for the Deaf, Inc.

RID

VIEWS

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teamwork

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THE REGISTRY OF INTERPRETERS FOR THE DEAF, INC.,

a non-profit organization, is dedicated to the professional development of interpreters and transliterators and is an advocate for the interpreting profession. Founded in 1964, RID has played a leading role in establishing a national standard of quality for interpreters and transliterators. The association encourages the growth of the profession, educates the public about the vital role of interpreters and transliterators and works to ensure equal opportunity and access for all individuals.

PHILOSOPHY

The philosophy of RID is that excellence in the delivery of interpretation/ transliteration services among people who are deaf and hard of hearing and people who are hearing will ensure effective communication. As the professional association for interpreters and transliterators, RID serves as an essential arena for its members in their pursuit of excellence.

MISSION

RID's mission is to provide international, national, regional, state and local forums and an organizational structure for the continued growth and development of the profession of interpretation and transliteration of American Sign Language and English.

GOAL

Our goal is to promote the profession of interpreting and transliterating American Sign Language and English.

DIVERSITY STATEMENT

To actively foster an inclusive environment in which RID embraces diversity as an integral part of the association.

RID is committed to establishing and maintaining a diverse, accessible, civil and supportive environment that adheres to RID's philosophy, mission and goals. RID is committed to providing growth opportunities that allow members to reach their full potential and maximize member value. RID pledges to seek partners who share our philosophy and commitment to upholding high standards of diversity within the association.

Registry of Interpreters for the Deaf, Inc.
333 Commerce Street, Alexandria, VA 22314
(703) 838-0030 V • (703) 838-0459 TTY
(703) 838-0454 Fax • www.rid.org

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COMMUNICATIONS MANAGER	LINDSEY WALTER <i>lwalter@rid.org</i>
COMMUNICATIONS ASSISTANT	DEVON LAMAY <i>dlamay@rid.org</i>
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Articles: All submissions to *VIEWS* should be sent to the national office via the online submission process in your member profile. Any submission that does not meet the stated guidelines or is deemed inappropriate will not be published. The author(s), not RID, is responsible for the content of submissions published in *VIEWS*.

RID *VIEWS* prints articles on matters of interest and concern to the membership. Submissions that are essentially interpersonal exchanges, editorials or statements of opinion are not appropriate as articles and may remain unpublished, run as a letter to the editor or as a position paper. Articles should be 1,800 words or fewer. Please contact the editor of *VIEWS* if you require more space. Unsigned articles will not be published. RID reserves the right to limit the quantity and frequency of articles published in *VIEWS* written by a single author(s). Receipt by RID of a submission does not guarantee its publication. RID reserves the right to edit, excerpt or refuse to publish any submission.

Letters to the Editor: Letters to the Editor should be 300 words or fewer. Submissions to the "letters" section should be sent views@rid.org or mailed to the national office. Unsigned letters will not be published, although a name can be withheld on request of the writer as long as the identity of the writer is known to the editor and there is a valid reason. Letters that do not meet these guidelines or are not appropriate to the purposes of "letters" may be edited or remain unpublished.

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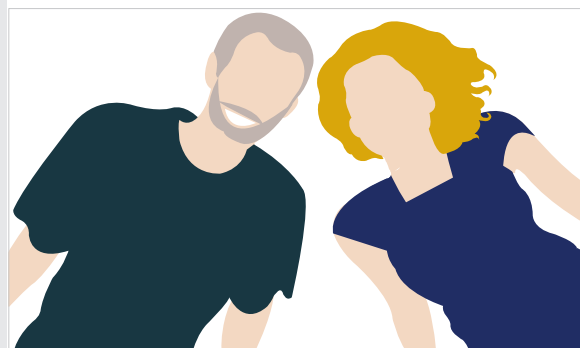
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SUBMISSION DEADLINES

All articles, letters to the editor and advertisements should be submitted according to the following publication schedule:

Summer 2011 issue - May 15, 2011
Fall 2011 issue - August 15, 2011
Winter 2012 issue - November 15, 2011
Spring 2012 issue - February 15, 2012

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FROM THE EDITOR



VIEWS Editor, Tina Schultz

Dear Readers:

The spring 2011 issue of *VIEWS* is like a field of wild flowers with a wide array of different colors, shapes and sizes. And just like that field of flowers with so many choices and options to fill your vase at home, we hope that we have provided something for everyone, or just possibly, everything for everyone to suit your reading pleasures as well!

We have feature article topics that run the gamut including interpreting vague language (Daniel Greene), team interpreting (Chuck and Nancy Snyder), the art of the on-call interpreter (Gwendolyn M. Bennett), the role of the educational interpreter as part of the individualized education plan (IEP) team (Hilary Hardin) and the state of interpreting in the Ukraine (Natalie Adamuik and Iryna Chepchyna).

Additionally, Joan Pellerin submitted a thought-provoking editorial regarding the ongoing isolation of the deaf-blind community. This is in addition to all the wonderful regular columns and organizational stakeholder updates. There is a great deal going on in the interpreter and Deaf communities, and *VIEWS* has provided a one-stop shop for keeping up-to-date on the latest and greatest, both within RID as well as beyond.

Some of you may recall the days when *VIEWS* would dedicate each issue to a specific topic. We have recently taken a different approach which includes covering a spectrum of issues within the field. In the past few months, we have also made a concerted effort to increase the number of international interpreting articles. We hope that we will continue to receive more submissions on this topic for all the *VIEWS* issues to come. With an emphasis on "Growing Globally" at the 2011 RID National Conference, we wanted to be able to share the global growth of the interpreter community through articles and stories relayed in *VIEWS*.

As always, we are grateful for the members who take the time to share their experiences and expertise through article submissions for *VIEWS*. Keep them coming! We also want to thank the network of members who have helped us with our requests and our reach to solicit articles so as to continually increase upon the content and value of your membership magazine. With that, if there is a topic that you would like to see covered in *VIEWS*, please contact us and share your ideas and thoughts at views@rid.org. Again, this is your publication, and we need your feedback to make it what *you want* it to be and what *you need* it to be.

Sincerely,



Tina M. Schultz
Director of Communications
VIEWS Editor

VIEWS Spring 2011

On the Lighter Side



"QUICK! I NEED MORE ARMS!"

Remember, your next issue of *VIEWS* will be delivered in July!



Dear Editor:

I was taken aback when I read the comment that people don't have time to read *VIEWS*. It actually made me angry. What would one's reaction be to a doctor who said he didn't have time to read the *American Medical Association Journal*, to a psychologist who didn't have time for *Psychology Today*? If you don't have time to keep up with a profession that requires reading a 50 to 60-page magazine, 16 pages of which are *not* articles (in the Fall 2010 issue), that doesn't say much for your commitment. We're professionals and have been fighting for years to be recognized as such, rather than "the signer" or "the guy who does the sign language" or someone who can be replaced on a day of absence by "that girl down the hall who took some sign language classes." If you want to talk the talk, you need to also walk the walk.

Educational interpreters can read it while students are taking a test or running laps in gym. Medical interpreters can read it in the waiting room or while the hospital patient is sleeping or in surgery. Legal interpreters can read it while waiting for their case to be called. At the very least, keep it in the bathroom. With a quarterly magazine, you should be able to finish 40 pages of reading in three months.

Karen Beth Staller, B.S.Ed., IC/TC, CI and CT
Philadelphia, PA

The RID National Office will be closed on:

May 30, 2011
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July 4, 2011
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Business Meeting History

in Light of the 2011 Meeting in Atlanta, GA

Cheryl Moose, CI and CT, RID President



Welcoming the spring of every new year is an exciting time, filled with high anticipation and expectations for the months to come; a time to be inspired to make changes or to do things differently. Personally speaking, each season this year will present a new path on my personal journey. This spring, I will become a grandmother for the first time; in the summer, I will end my term as President of RID; in the fall, I will give a daughter away in marriage; and in the winter, I expect to be actively involved in a new job.

For RID, the welcoming of spring is also an exciting time, filled with high anticipation and expectations; a time to be inspired to make changes or to do things differently. It is a conference year, and the 2011 business meeting is the opportunity for members to gather and dialogue about how we can do things differently as well as to be inspired to make and embrace changes moving forward.

I love history, and I'd like to take this column to share a little of the history of the RID business meetings. History shows that RID and the profession of interpreting have been shaped and changed by the decisions made during our business meetings. Through the years, RID business meetings have provided some of our shining moments as well as some of our lowest lows. This information comes from several sources, which include, direct conversations with members who "were there;" the RID 2000 *Journal of Interpretation*; the RID motions history document; *Silver Threads: A Personal Look at the First Twenty-five Years of the Registry of Interpreters for the Deaf*, by Lou Fant; and RID's *Silver Moments* DVD. Sadly, the motions history table is not complete due to national office moves, destruction by fire and the challenges of efficient record-keeping in the "early days" of our association. As well, due to space constraints, my short history lesson is neither exhaustive nor all-inclusive.

Lou Fant states: "From the establishment of our home office in 1967 until 1970, little was accomplished in bringing the membership into closer contact with each other, except for the establishing of local chapters. In 1968, the board decided that RID would have biennial conventions beginning in 1970, in Delavan, Wisconsin, and thus provided the machinery that has done more to chart the course of RID than any other single event." (pg. 18)

Fant continues, "The purpose of the earlier conventions was to share information about who was doing what around the country. There was not much focus on the interpretation process until the Rochester, New York, convention in 1978. At this convention there was increased attention on ASL itself. The 1980 convention in Cincinnati, Ohio, saw a heavy concentration on ASL and linguistics." (pg. 18)

And, "Among the ten conventions RID has had, none stands out as predominantly as the 1980 convention in Cincinnati. The meeting and its aftermath resulted in a profound change in RID's structure." (pg. 18)

Later Fant states, "In May of 1979 the board had approved and adopted a proposal from the Alexander Graham Bell Association for RID to certify oral interpreters. Opponents of the proposal were determined to bring the issue to the floor of the general business meeting and reject the board's decision. Proponents of the proposal were equally determined to sustain the board's action. The battle lines were drawn."

Fant goes on to say that calling the ensuing debate a "heated discussion" was putting it mildly. The meeting had no parliamentary and a motion was made and passed to adjourn before the debate had ended. The decision to certify oral interpreters stood as adopted by the board. The debate of the 1980 business meeting spurred discussion among some disenchanted members to secede and establish a separate organization.

At the 1982 business meeting in Hartford, CT, a motion was made and passed to establish the five regions we have today (based on the number of members, not the number of states in each region) and elect a representative from each to serve on the board. The plan was to provide better member representation on the board of directors. Also related to board service, at the 1995 business meeting in New Orleans, a deaf member-at-large position on the board was proposed and failed. The deaf member-at-large position was ratified by members via mail referendum in 2009.

At the 1983 business meeting in Denver, CO, members voted to ratify bylaws changes that took control of the organization from the collective hands of the board and placed it into the collective hands of the membership.

At the 1985 business meeting in San Diego, CA, a motion was made and passed to appoint a committee of members to investigate a name change for the organization (earlier name change proposals had been rejected by the board). This endeavor was controversial because it asked the question "Who are we?" and "Who do we serve?" At the 1987 business meeting in St. Paul, MN, after hearing a report from this committee, members agreed that no organizational name change be initiated; however, the committee would continue to gauge member sentiment. Fast-forward to today, this same issue is being discussed with the board's resurrection of the Philosophy, Mission, Goal and Diversity Statement Work Group and the plans to facilitate a member forum on this topic at the 2011 conference.

The late 1980s saw lively discussion and debate on whether RID should retire some certificates and require all members to retest under the new certification system, the Certificate of

Interpretation and the Certificate of Transliteration. The result was that all RID certificates were grandfathered and that no member had to retest if s/he sustained membership and satisfied the requirements of the Certification Maintenance Program (CMP). Policies were also developed regarding testing delays and communicating such to members.

At the 1989 business meeting in El Paso, TX, a motion was made and passed prohibiting affiliate chapters from developing, implementing or administering a quality assurance screening program. Additionally, dual membership (national and affiliate chapter membership) was mandated for one to be a voting member of RID.

In 1987 and in 1989, motions were made and passed to establish a certification for deaf interpreters. The Certified Deaf Interpreter test was implemented in 1995.

In 1995, the use of proxy voting at conferences was defeated in a mail referendum. This issue sparked controversy among some members that continues today. Subsequent motions, made at a later conference to reinstate proxies, have failed.

It is important to note that motions to establish a CMP were proposed as early as 1987 and again in 1989 and 1991. The CMP, in its current form, was finally ratified by members in 1993 and this move changed the course and purpose of the RID conferences. No longer were RID conventions the place to gather and discuss the business of the association and the future of the profession; those issues became secondary to attending the conference as a cost-effective way to earn CEUs.

Another reoccurring issue is interpreting referral service entities, including signed and spoken languages, adhering to ethical standards. This is a topic on the 2011 business meeting agenda. Previously this topic was discussed and referred to a committee at the 1995 business meeting in New Orleans, LA, at the 1997 business meeting in Long Beach, CA, at the 1999 business meeting in Boston, MA and at the 2003 business meeting in Chicago, IL. As well, those same three conference business meetings saw similar motions discussed that would exempt members who had passed the written test from taking it again if the member met certain education criteria (all motions failed).

Through the years several motions have failed that would have awarded CEUs for board service.

The RID standard practice papers were first ratified by the members starting in 1995, and although the Video Interpreting Standard Practice Paper was proposed in 2001, drafts were turned down by members in 2003, 2005 and finally ratified in 2007. In 2006, the Professional Publications Committee took on the comprehensive project of recruiting content experts and overseeing the successful revision of 13 standard practice papers.

At the 1999 business meeting in Boston and the 2001 business meeting in Orlando, FL, motions came to the floor debating alternatives to voting at conference. The purpose of these motions was meant to investigate ways to improve member involvement and ensure informed decisions. A recent mail referendum in 2010 saw this issue debated yet again.

Another issue to be debated again in 2011 is the concept of developing a conference communication policy. At the 1999

business meeting in Boston, the membership ratified a resolution "honoring and respecting diversity in our profession and consumer population and refraining from the actual or perceived favor of just one segment of the diverse population that we serve."

In 2003, degree requirements were ratified at the business meeting in Chicago. I thought the debate, when it was first proposed in 2001, was interesting because hearing members were arguing against imposing degree requirements for deaf interpreters, yet deaf members united and declared they would be held to the same standards as their hearing colleagues. That was an exciting and lively debate.

In 2007, members, in an action similar to what Lou Fant described in 1980, made 15 motions aimed at expressing their displeasure over the board's decision to enter into a partnership with Boys Town Research Hospital, the administrators of the Educational Interpreter Performance Assessment (EIPA) and recognize EIPA credentialed interpreters satisfying certain outlined requirements as certified members of RID. With only four hours scheduled for the business meeting, there was no way the membership could entertain over 30 motions presented that year. Fifteen motions were referred to a newly created Strategic Challenges/Bylaws Review Task Force. This task force facilitated forums during the 2008 and 2010 regional conferences as well as during the 2009 national conference. The task force members presented a report to the board on Friday, March 4, at the board's face to face meeting. We anticipate that they will be making a final report to the membership during the 2011 conference.

And finally, uniting in action similar to what happened in 1983, at the 2009 business meeting in Philadelphia, PA, members moved to further limit the powers of the board by passing a motion that stated the following: A) The Board may add certificates to or add or change categories for membership in RID only with prior approval of 2/3 of the eligible membership voting on the issue, and B) The Board may have the power to enter into a contract that changes, adds to, or amends certification or membership status only with prior approval of 2/3 of the eligible membership voting on the issue.

This year marks the 22nd Biennial Conference of the Registry of Interpreters for the Deaf. The 2011 RID Business Meetings will be held on July 20 and 21, from 8:00 am – noon.



“are we ignoring our past,
thus dooming our future?”

PRESIDENT'S REPORT

I look forward to empowering the members of RID to make thoughtful and well-informed decisions regarding the association and the future of our profession. At this time, the board, the Bylaws Committee and other committees are reviewing the seven motions that have been presented thus far to date at the writing of this column. You can find these motions on the RID Web site and on the RID Facebook page discussion board. The board will review your thoughtful comments from early online discussion before we convene in Atlanta this summer.

After reading and reviewing the past motions of RID, I understand why former RID President Dr. Dennis Cokely asks the question: "Are we ignoring our past, thus dooming our future?" Thank you, Dr. Cokely, for opening my eyes and sharing your sentiments and concerns with members.

In the 2000 RID *Journal of Interpretation*, MJ Bienvenu ended her paper titled, "Honoring Our Past, Creating Our Future Together," with the wisdom of Charles Swindoll. I'd like to do the same:

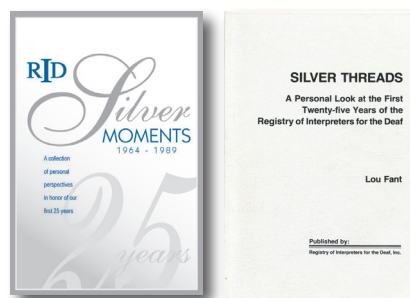
Attitude

The longer I live the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It's more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appear-

ance, giftedness, or skill. It will make or break a company... a church ... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past. We cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you - **we are in charge of our attitude.**

To learn more about RID's history, I encourage you to go to the RID Web site online store and purchase *Silver Threads: A Personal Look at the First Twenty-five Years of the Registry of Interpreters for the Deaf*, by Lou Fant, and *Silver Moments DVD*. ■

See you in Atlanta!



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Representative

REGION I REPRESENTATIVE

JANICE CAGAN-TEUBER

Greetings, RID members and friends! I'd like to introduce myself. I am the new, recently elected Region I representative. I am originally from the Los Angeles area, receiving my B.A. from San Fernando Valley State College (now known as CSUN-Northridge). In 1971, I moved to Massachusetts for graduate school, receiving my M.Ed. in Special Education – Deaf-Blind. I began interpreting in 1970, before there were any interpreter training programs (if I knew then, what I know now, I NEVER would have begun that soon after learning sign language).

I taught deaf-blind children at Perkins School for the Blind, beginning with my internship in 1971, and would take interpreting assignments from the Massachusetts Rehabilitation Commission during vacations and evenings. I left teaching in 1981 to become a full-time freelance interpreter and have been interpreting ever since.

In 2004, I, along with a local certified deaf interpreter, Jim Lipsky, developed a screening tool for the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH) so that local deaf people wanting to become deaf interpreters could have an entrée into the field. In 2005, I became the Coordinator of Interpreter Screening and Evaluation at MCDHH where I have worked ever since.

I am married to Hartmut Teuber, former Region I representative, and we have one son, Kalman. Many of you may know Kalman, as Hartmut and I would bring Kalman with us to various regional and national conferences. He is now 21 and is in the U.S. Marine Corps Reserves. In May, his unit will become activated in preparation for deployment to Afghanistan.

That's it for now. PLEASE feel free to approach me or e-mail me to introduce yourselves at region1rep@rid.org!



President Cheryl Moose administered the oath of office to Janice Cagan-Teuber at the March 2011 board meeting in Texas.



REGION II REPRESENTATIVE

LISA SCHAEFERMEYER

There are 10 affiliate chapters (AC) that comprise Region II, and they include: AL, FL, GA, MS, NC, Potomac Chapter, Puerto Rico, SC, TN and VA. We are very excited to be hosting the 2011 RID National Conference from July 17-22, in Atlanta, GA, "Growing Globally!"

The membership count in Region II and Region V this past year has alternated for first place several times and sometimes just at a difference of two members! At our last board of directors face-to-face meeting, Region II had a total of 2,865 members. With the fiscal year ending soon, I am curious to see what the counts will be at that time. Will Region V surpass Region II or will we keep our standing?

For Region II members, and anyone else visiting, I want to let everyone know that the Region II Caucus meeting will be held on Tuesday, July 19 from 8:00-10:00 p.m., directly following a special session, "How to Have Your Voice Heard." Region II has a tradition of presenting President's Choice Awards, with one award presented from each affiliate chapter. This award is given to a member who has been of great assistance to the president of an affiliate or to the affiliate in general. It's a time for the AC presidents to share what is happening in their states and most of all an opportunity to network, which often leads to discussion of the current issues in the field. **We encourage anyone attending the conference who is a member of Region II to attend the Caucus.**

On behalf of the Region II President's Council, we look forward to welcoming you to this year's 2011 national conference! See you all there!

REGION III REPRESENTATIVE

LEANDRA WILLIAMS

It has been a busy year for the members in Region III. Many of the affiliate chapters hosted professional development events that were very well attended. The largest (and most successful) of these events was the Region III 2010 Conference. Minnesota RID served as a wonderful host of this event. The leadership of co-chairs Jimmy Beldon and Lynn Wander (in

STATE OF THE REGIONS

conjunction with their various committee members) resulted in the conference netting huge financial earnings. Kudos to all who worked to ensure the success of the conference.

There have also been several changes within our affiliate chapters (ACs). New members have joined the boards and AC presidents are continuing to become accustomed to their leadership roles. Several ACs have posted the dates for spring/fall conferences. As the information is made available, it will be posted to the Region III Web page.

The regular registration rate deadline for the 2011 RID Conference is quickly approaching. The conference program has something for everyone. Region III members will not want to miss our "Membership Meeting" which will be held on-site at the conference on Tuesday, July 19. The membership meeting is a great opportunity for members to interact with others within the Region. Additional information will be provided when a detailed schedule is available. There is also a motion that will be presented to the membership that originated from within Region III; so I hope to see as many of you as possible in HOTLANTA this July.

Lastly, a more detailed "State of the Region: Region III" report is available on the Region III Web page.

**Region III "ROCKED" in 2010 and
will continue to ROCK in 2011.**

REGION IV REPRESENTATIVE

CHRIS GROOMS

As Region IV emerges from a long and cold winter, it is time to start gearing up for the 2011 RID National Conference- "Growing Globally"-in Atlanta, GA, July 17-22. The Region IV Presidents Council is proud to announce the awarding of two scholarships to members in the region to attend the RID conference. The Region IV scholarship program was established by the Presidents Council in the summer of 2009 as a way of giving back to and supporting members in the region. The first five scholarships of the program were awarded to members to attend the 2010 Region IV Conference in Omaha, NE. There are still enough funds for the program to award more scholarships for the upcoming 2012 Region IV Conference in Denver, CO.

Region IV has a long and rich history that will be celebrated during the Region IV Caucus to be held on Tuesday, July 19, of the RID conference. We will celebrate our rich history together as a region and will leave plenty of time for socializing and networking. If you are attending the conference, you won't want to miss this fun-filled evening.

It is with great sorrow that Region IV bids a fond farewell to our Canadian colleagues of the Alberta Chapter of RID (ACRID). Due to recent U.S. government regulations for non-profit associations, international affiliates are not able to meet

the requirements of affiliate chapters, which prevents RID from having them as affiliate chapters. Once ACRID was informed of the regulations, they began the disaffiliation process. The chapter remains intact as the Association of Sign Language Interpreters of Alberta and remains affiliated with AVLIC. ACRID has been the only active RID chapter in Canada in many years and an integral part of Region IV. Both ASLIA and Region IV are keeping avenues open for future collaborative ventures.

REGION V REPRESENTATIVE

DAWN BOLDUC



The Honor of Your Presence is Requested

Dear Member of Region V,

The Region V Presidents Council cordially invites you to the Region V Caucus and Social at the 2011 RID National Conference in Atlanta, GA. The event will take place on Tuesday the nineteenth day of July. Proceedings will commence with a special session on how to get the most out of a business meeting. Immediately following the special session we will move to our Region V Caucus and Social, whereby Region V members will have the opportunity to meet other Region V members, mingle with Region V leadership and dine on evening canapés. Discussions will include the 2012 Region V Conference and more! Don't miss this opportunity to discuss some of the hot topics around the region and around the world! Attire is as you wish, casual jeans or professional party.

7-8 p.m.: Special Session, brought to you by the RID National Bylaws Committee

8-10 p.m.: Region V Caucus and Social

On behalf of the Region V Presidents Council, I look forward to your presence. ■

from coast

to coast

Rachel Johnson, NIC Advanced, Virginia



Sign language entered my life when I was about 10 years old. There were deaf members of my church who began offering classes on Sunday nights, and when my mom heard about it, she thought it would be a great thing for our family. We went to those classes for eight years until the family moved. We all signed and mainly used it as a way to show off to our school friends or to have our mom volunteer us for some embarrassing signed song performance of “Proud to be an American” at a 4th of July event. Believe me, those signed song events were not in short supply.

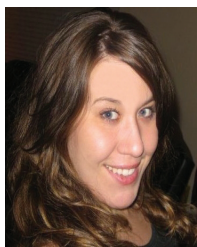
I stopped signing after my family moved away from San Diego, and I picked it back up after a few years when I began taking classes toward an associates degree at the local community college. I was just curious to see how much I remembered. I then moved back to San Diego and kept taking classes in the interpreter training program (ITP). I distinctly remember the beginning of every semester when the teacher would ask who wanted to be an interpreter and who wanted to do something else ASL-related. I was the only one to never raise my hand. I definitely didn’t want to be an interpreter or a teacher; I was just taking the classes because my friends were taking them, and it was just natural to keep signing up for them. My last semester in the ITP I decided to consider a career in interpreting. I graduated in 2006, but I didn’t seek out any mentoring or work opportunities because I was scared and felt incompetent. I had heard horror stories from deaf friends about lousy interpreters, and I didn’t want to end up as someone’s bad experience. I put off anything related to interpreting until 2007 when a dear friend from my ITP finally convinced me to give up my waitressing gig and put my schooling to use. What a good friend!

I started with an agency in San Diego and worked in a variety of settings, but primarily in K-12. After a few months of working, I moved to Utah to finish my B.A. degree at Utah Valley University. I worked part time as an interpreter and teacher during the two years I worked on my degree. I graduated in 2009 with a Bachelor of Arts in Deaf Studies. I then started working full-time as an interpreter and tried to figure out the next step. That next step was graduate school, and the

natural decision for me was to apply to Gallaudet for a Master’s in Deaf Culture. I was accepted, and not too long after that, I decided to defer, but I still felt like I wanted to move to Washington, DC. That’s where I am now! I work as an independent contractor, and I absolutely love the freedom that comes from working for myself, but more than that, I love the community that welcomed me from the moment I arrived. Interpreting in DC is extremely different from San Diego and Utah, but it’s where I want to be. I took and passed the NIC at the Advanced level in October of last year.

Looking at my career, I realize how much I treasure my college experience. That was one of the most defining times in my life, and I’m grateful for what it taught me and the foundation it has laid. Learning and studying Deaf culture, history, art and oppression have influenced my personal and professional life in ways I never expected. I strongly suggest that all interpreters learn about issues affecting the Deaf community. Deaf culture goes so much deeper than hugging in greeting, and if we are to be competent practitioners in our field, I feel as though it is our responsibility to know as much as we can about Deaf culture. We work in a field where we see oppression on a daily basis, but do we recognize it? Are we the allies that we promise to be when we promise to follow the NAD-RID Code of Professional Conduct (CPC)? I know that I’m not perfect, and I don’t always speak up when I should, but I take my schooling and my commitment to the CPC seriously, and I try my best every day.

My journey to becoming an interpreter has been a long one if you just look at the years involved, but I still feel incredibly new to this field and that excites me. I get to work with better interpreters than me every day who mentor and teach without pretension and who are still humble enough to team with a newbie. Mentoring and education should be a career long pursuit for us; I have seen the impact in my own work, and I’m grateful for those teachers and mentors who have pushed me and helped me in this journey. Without naming names, I *hope* that those individuals know who they are and how I appreciate them. ■



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Perfect Your Posture

Diane Gross, DOM (NM), L.Ac., Dipl. OM, CI and CT, North Carolina

Posture is the position in which you hold your body while standing, sitting, moving or lying down. Good posture involves maintaining positions that create the least amount of strain on supporting muscles and ligaments, while providing the optimal support and balance for the body. Correct posture is essential for a sign language interpreter since poor posture will cause, or contribute to, specific pain patterns in the body.

From an Oriental medical perspective, healthy posture is very important. It allows the energy of the body to flow unimpeded. Poor posture may cause an interruption in the flow of energy - much like a kink in a water hose can interrupt the flow of water. There is a famous saying in Chinese medicine that states, "There is no pain if there is free flow; if there is pain, there is no free flow." So it is important to develop proper posture in order to decrease the risk of pain. Some of the benefits of healthy posture include:

- Aligns bones and joints so that muscle movement is balanced.
- Helps decrease wear and tear on joints, thereby reducing the risk of arthritis.
- Decreases stress on the ligaments.
- Promotes muscle balance on both sides of the spine, reducing pain and symptoms from muscle spasms, vertebral subluxations and scoliosis.
- Increases overall energy since:
 - Qi (vital energy of the body) is flowing unimpeded.
 - Muscle contractions and tension are not draining energy from the body.
- Improves appearance.

Many of us have unconsciously developed unhealthy posture. This can be a result of several contributing factors including:

- Engaging in body habits or exercises that overuse or strengthen certain muscle groups, while leaving other muscle groups underdeveloped. (For example, the abdominal muscles may be too weak to help support the proper low back position, or the hamstring muscles may be too tight, causing the pelvis to rotate backward. This produces an abnormal slouching posture.)
- Compensatory postural adjustments due to trauma or injury.
- Suppression of feelings and emotions that, left unprocessed, manifest in our posture. This can easily be demonstrated by observing the posture of someone who is excited and happy compared to someone who is depressed and sad. Having said that, consciously choosing and practicing proper posture as a point of intervention can actually help balance the body and emotions (to demonstrate this point, try feeling sad for any length of time with a great posture).

But what is proper posture? And how do you go about developing it? And, does having proper posture mean you have to sit or stand like an uncomfortable automaton all the time?

A healthy posture requires that the entire back and neck be properly aligned. The neck, or cervical spine, should curve slightly inward. The mid-back, or thoracic spine, curves outward. And the low back, or lumbar spine, should curve inward. If any of these curvatures is lacking, then the posture of the entire body is compromised.

Focusing on the position of the head when attempting to achieve healthy posture can be helpful. The body seems to naturally follow where the head leads. If the head is stooped or juts forward, the rest of the body will 'slump.' If the head is erect and properly aligned, the rest of the body will most likely be as well.

A generally healthy posture can be described as follows:

Sitting:

- Feet flat on the floor.
- Thighs parallel to the floor.
- Knees even with, or slightly higher than the hips.

- Back straight and shoulders comfortably back.
- Buttocks lightly touching the back of the chair.
- Normal curvature of the back.
- Both buttocks square on the chair, with weight distributed evenly.
- Legs ideally uncrossed; if legs are crossed, keep hips aligned on the chair and alternate the crossed legs.
- Change positions often to avoid static loading of muscles.

Standing:

- Both feet flat on the floor.
- Weight distributed evenly across feet.
- Knees flexible, not locked.
- Head held up.
- Shoulder blades back and yet relaxed.
- Chin slightly tucked.
- Knees directly over ankles.
- Hips directly over knees.
- Stomach slightly tucked to enhance natural curvature of the lower back.
- Shoulders directly over hips.
- Ears directly over shoulders.
- The top of the head feels like it is being pulled upward.

Sleeping:

- A position which helps maintain the curve in your back.
- Avoid sleeping on stomach, especially on a soft mattress.
- A pillow under the knees if sleeping on back.
- A pillow between the knees if sleeping on side.

It is important to not confuse a healthy posture with a stiff and rigid positioning of the body. I like to think of healthy posture as our 'default' position – a centered and aligned stance from which we move and function. Body movements and postures should be fluid, relaxed and integrated. Changing positions every so often is a great way to allow your body to remain stress-free and supple.

A balanced, natural and healthy posture ensures optimal muscle function. An imbalance can cause excessive wear and tear, which can eventually lead to pain and chronic symptoms. It is my observation that one of the most common reasons for neck and shoulder pain is poor posture. It is worth the time and energy to develop a healthy posture – especially with the demands placed on your body as an interpreter. ■



Diane Gross, DOM (NM), L.Ac., Dipl. OM, CI and CT, is a Doctor of Oriental Medicine, licensed Acupuncturist and nationally certified Diplomate of Oriental Medicine. Visit www.terphealth.com or call 1-866-543-3468 to request info regarding workshops or ergonomic diagnostics sessions or to order her book, "Sign Safely, Interpret Intelligently: A Guide to the Prevention and Management of Interpreting Related Injury."

INTERPRETER'S RESOURCE SHELF

ASL Grammatical Aspects: Comparative Translations

by Jenna Cassell and Eileen McCaffrey.
American Sign Language Productions/Sign
Enhancers (www.signenhancers.com).
Workbook and DVD, VHS, CD-Rom
or streaming video: \$85.95.
ISBN 1-882872-99-1

One of the interpreter's difficult tasks is effectively identifying and matching a deaf consumer's language preference. It's a skill that interpreters must call on in each and every assignment. Even the structure of the National Interpreter Certification performance exam requires candidates to put this skill to use. And yet, it is rarely addressed in-depth in interpreter training programs, and very few professional development resources focus on this skill.

This workbook and video package explore ten key grammatical features of American Sign Language (ASL) and show how those features do or do not appear in Pidgin Sign English (PSE, also known as contact sign). While the ten features (topic/comment structure, yes/no questions, wh-questions, rhetorical questions, directionality, use of space, negation, classifiers, conditionals and time sequenced ordering) will be familiar to any ASL student, it is extremely valuable for interpreters of any experience level to review these structures and see how they fit into the continuum of signing styles.

After a pretest and overview of ASL and PSE, the program dives into ten modules, each exploring a specific feature. Activities for each feature include a mini-lecture in ASL, written background material, written activities and sample sentences in ASL and PSE. Users practice producing the sample sentence in each target form and then videotape themselves producing new sentences using the same structures. Written and performance post-tests allow users to track their progress.

The visual portion of this package is available in several different formats: DVD, VHS, CD-Rom or a new subscription-based streaming video resource, Sign Enhancers on Demand. This online access point has the advantage of being instantly accessible via the Internet, and users can subscribe to one or more videos or the entire Sign Enhancers library.

CEU Savvy

To earn up to 2.0 CEUs using this resource, initiate an Independent Study by contacting an RID-approved sponsor. (See <http://rid.org/content/index.cfm/AID/102> for details.) Once your plan is approved, complete the program and submit a log of time spent on the project, along with the written and performance assessments to your sponsor. ■

This column appears in each issue of VIEWS. Please direct questions, comments or suggestions for resources to highlight in future issues to info@kathymacmillan.com.



*Kathy MacMillan, M.L.S.,
NIC, Maryland*

DEAR REALITY: I recently met a young woman who told me she was a video relay service (VRS) interpreter. I asked her how she liked her job, and to my surprise, she told me she is quitting because deaf people complain about her. I was surprised because I thought she was a good signer.

AN EXPERIENCED INTERPRETER'S PERSPECTIVE:

First, if the interpreter is fluent expressively, that does not necessarily mean she is fluent receptively. She may be a good expressive communicator (one-on-one conversations) and able to sign clearly, but she may not be skilled at interpreting. Providing excellent customer service to those who utilize VRS requires fluency in both expressive and receptive American Sign Language, and if she's lacking one of those, then she can't effectively communicate to her clients, which may be why she's been the target of complaints. If an interpreter does not put forth excellent customer service, then they should be reported and they should not be under a continuing contract for VRS. From a hearing consumer's perspective, if I choose to call someone using a call-center or perhaps a video-relay company's services and I know that the information is not relayed accurately, then I will request a switch in customer service representative or interpreter services. Interpreters who get "picked on" may have met a few deaf consumers who have been blunt in requesting the communication needs that they should have. There is a gentle but firm way for a consumer to state that the services have not been adequate and request a different person for the next time they need services. High standards are in effect and protection under the law is guaranteed in many states across the country. Some VRS companies may just be looking out for their bottom line. If there is a demand, the company will try to supply that demand to receive federal compensation. Deaf people have a right to complain and to ask for a different interpreter or service provider just like hearing people do when they call a company that has customer service representatives. Don't feel sorry for interpreters. Instead, let's advocate for the right to equal access to communication in all arenas of life.

AN EXPERIENCED DEAF CONSUMER'S PERSPECTIVE: I think this person doesn't understand how interpreters work. Interpreters are not supposed to be "our friends" when they provide a service to us. We want them to be good, and if they are not good, then we should be able to tell them that. Why should we suffer? If we have a so-so doctor, we would switch to a better doctor. It is important that deaf people be polite to interpreters and not be mean. If they make mistakes, we can certainly tell them in a nice way.

ANOTHER EXPERIENCED INTERPRETER'S PERSPECTIVE: I've only encountered one or two "abusive" deaf people in my career. It's sticky because I've met a lot more interpreters who are oppressive, abusive or controlling. That said, when deaf people have called me on the carpet for something that I disagreed with, I felt partially complimented because they trusted me enough to give me honest and direct

feedback. But in a few cases, I've never wanted to work with that person again because they weren't able to give appropriate feedback or they gave it in a disrespectful way. I think everyone on all sides could be a bit more professional, and we all have bad days where we treat others with less than the respect they deserve. I'm happy that deaf people are talking about their role in interpreter burnout, but I don't think the reason we have so few interpreters is because too many deaf people are disrespectful. It's a combination of a variety of factors.

ANOTHER EXPERIENCED DEAF CONSUMER'S PERSPECTIVE: Too many VRS interpreters, including skilled ones who I respect, are reporting boorish, crass behavior by deaf callers. Over the years, many interpreters of varying skill levels have told me about unpleasant episodes with deaf consumers. I've witnessed a few myself, and they had nothing to do with saying "no" to a particular interpreter or expressing a preference; instead the outbursts stemmed more from rage and inappropriate venting, or undeveloped social skills. There is a chilling shortage of qualified interpreters overall. The available pool is inadequate to meet the needs of the deaf population. Among ourselves (deaf professionals and respected interpreters), we've often talked about the importance of etiquette in our community while still asserting ourselves and requesting another interpreter or refusing to accept subpar services.

YET ANOTHER EXPERIENCED INTERPRETER'S PERSPECTIVE: Many interpreters are indeed nice people but that does not necessarily mean they are skilled interpreters. Signing skills and interpreting skills are vastly different. Interpreting is a paid profession, and interpreters get paid to do a job well. Mistakes are not okay, and I think when deaf consumers let VRS supervisors know there were problems it is perfectly fine.

YET ANOTHER EXPERIENCED DEAF CONSUMER'S PERSPECTIVE: How much of this concern is colored because the woman was a friendly person? Some hearing people may work hard but still never become a skilled interpreter. I know too many deaf people who suffer or have painful experiences because of an interpreter who made mistakes. VRS companies must have high standards because of all of the kinds of calls that come through.

AN NIC CANDIDATE'S PERSPECTIVE: This scenario relates to the NAD-RID Code of Professional Conduct (CPC) Tenet 4.0, Respect for Consumers.

The Conflict: Deaf consumers have the right to comment openly and honestly about interpreters when they are unsatisfied with the service provided. However, some interpreters may perceive constant ridicule of their work as demoralizing and in turn decide to leave an already modest-sized pool of interpreters.

Stakeholders' Perspectives:

Deaf Consumer: An interpreter is supposed to provide functionally equivalent communication between hearing and deaf consumers. If a deaf consumer is unsatisfied with an interpreter, they should be able to share their experience with the interpreter or, in this case, the supervisor.

Interpreter: Though we may strive to be perfect, the fact remains that interpreters are human. This not only means that we do fall short of the mark of perfection, but we also are emotional creatures. Consistent criticism about something as personal as one's work can easily turn into feelings of inadequacy, deflated self-esteem and thoughts that you are unappreciated. If an individual is stuck in a negative mindset with these emotions, it is easy to see why they may "rethink" their career path.

Solution: Though it may be discouraging at times, deaf consumers have the right to comment truthfully about an interpreter when there is legitimate cause due to an interpreter's violation (intentional or not) of the CPC. For example, if a consumer is less than impressed with an interpreter's demeanor, they have the right to say so as it deals directly with Tenet 4.2. Interpreters must respect the views of their consumers and take this feedback as an opportunity to learn. Interpreters should ask themselves, "Why did the deaf consumer feel this way?" and "What can I do in order to improve for the next time?" It is important to note that the most benefit for all parties can be gained when comments about interpreters are given in a respectful manner and in the spirit of constructive criticism. Reinforcement of positive experiences doesn't hurt either.

Personal Experience: Being a graduate of an interpreting training program, I am very familiar with receiving feedback from both deaf and hearing individuals in the classroom and know how vital it is to self-improvement. Now that I'm working as a community interpreter, however, the flow of feedback has come to a near standstill. When there is an opportunity for feedback from team members or

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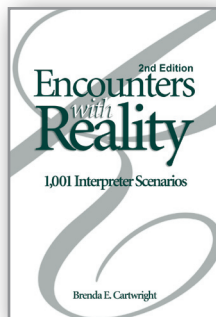


deaf consumers, I welcome it so that I can continue to improve the services I provide.

Resources: Code of Professional Conduct, Tenet 4.0 Implications

Short Term: For interpreters, it won't be your favorite part of the day to hear criticism about your work. However, legitimate complaints should provide concrete areas for the interpreter to improve upon.

Long Term: Allowing for open, honest and fair complaints/comments of interpreters will ultimately lead to better service to the Deaf community. Interpreters will be more receptive to deaf consumer's comments if they are formulated to be constructive and are based on mutual respect. Consequently, fewer interpreters will end up feeling like they need to abandon ship. ■



Brenda Cartwright, M.S.,
CSC, CI and CT, Michigan

If you enjoy reading Brenda's monthly column, then you will find her book, *Encounters with Reality* 2nd Edition, even more informative with 1,001 real-life scenarios - sad, funny, perplexing and sometimes downright scary. Look for it on www.rid.org! Contact Brenda at BCartwright@lcc.edu.



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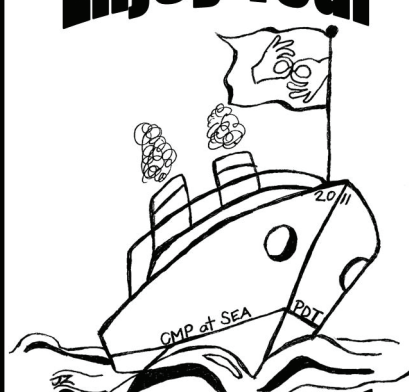
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Meet You at the

Rhonda Jacobs, C

Feel ye! Feel ye! The 24th American Association of the Deaf-Blind (AADB) Symposium will be held June 19-24, at the Drawbridge Inn Hotel, Fort Mitchell, KY (across the river from Cincinnati, OH). If you haven't attended an AADB symposium, formerly conference, now is your chance! The last one was in 2006, so this is a long anticipated event. Have you been wanting to become more involved in the deaf-blind community and hone your skills in interpreting with deaf-blind people? Have you been wanting an opportunity to learn how to be a support service provider (SSP)? Are you curious about the types of technology available to deaf-blind people? Wait no longer! Unsure if it's for you? Here are the "Top 10 Reasons to Attend the AADB Symposium:"

10. Observe and experience more types of communication than you even knew existed;

9. Go to and participate in fun events;

8. Attend a free pre-symposium SSP training workshop (CEUs pending);

7. Gives social networking an entirely new meaning;

6. Meet people and make friends you will have for the rest of your life;

5. Work with an incredibly supportive team of deaf-blind, deaf and hearing people, from the smallest scale (you and the deaf-blind person you are working with) to the largest – 500-1,000 people working toward a common goal – making sure everyone understands what is going on;

4. Learn what it means to truly incorporate visual information into an interpretation, signed or spoken;

3. Experience a culture, which by definition happens within a group of people, in one of the largest gatherings of the group;

2. Experience a different perspective on time;

1. Have a whole lot of fun!

Need even more reasons to attend as an interpreter and/or SSP? Here's what else you'll find there:

- Get Acquainted Party for First Timers
- Sunday Evening Opening Session with Keynote Speaker
- Afternoon Workshops
- Morning Business Meetings
- Full Day Exhibit Hall
- Demonstration Room
- Awards Lunch and Ceremony
- Talent Show
- Walk-A-Thon
- Thursday Evening Banquet and Dance

In addition to the above, there will be a special on-site event for teenagers and young adults.

Educational workshop and "demo room." (CEUs pending for those not attending as interpreters.) Topics include:

- Advocacy and Government Affairs
- Technology
- Leadership Training
- Recreation and Leisure
- Employment



and CT, Maryland

Not quite ready to be an SSP or interpreter but would still like to go and check it out? You can register as an observer (including professionals and family members). There will also be an optional banquet and dance for an additional fee. The registration deadline is June 1. For SSPs and interpreters, lodging, meals and banquet will be paid for by AADB from Sunday until Friday morning in exchange for SSP and/or interpreter services. SSPs and interpreters will be responsible for their own transportation and spending money. They will be asked to pay a \$50 refundable deposit when they make their reservation with AADB so they can be assured of AADB reserving their hotel room. They will also be asked to pay for their lunch and dinners and then be reimbursed at a per diem of \$23.50 per day.

There will be a SSP training offered three times – Saturday, 5-9 p.m., Sunday 8 a.m.- noon and 1-5 p.m. prior to the symposium, which is especially important for first-timers. Topics to be covered are: deaf-blind culture, communication modes and strategies, guiding techniques and role of the SSP. Participants will be required to pay for their own meals and accommodations if attending this training.

For those who would like to stay one more night after the symposium, there will be a Kings Island Day (an amusement/water park) on June 24.

What's different about this year's symposium? For the first time, the symposium will be taking place in a hotel rather than at a college campus. This means accommodations will be in hotel rooms and include a deluxe continental

breakfast and free WiFi. The hotel has indoor/outdoor swimming pools and free shuttle service to and from the airport (CVG), which is only seven miles away. There are restaurants within walking distance, two grocery stores a mile from the hotel and public transportation available to Cincinnati (the bus stop is in front of the hotel).

Also this year, people can sign up either as an interpreter, SSP or both. For those who have the skills and can sign up to do both, it will be especially useful and allow for more flexibility in scheduling.

Interested? Can't wait? Ready to sign up before you put down this issue of *VIEWS*? It's easy! Just go to www.aadb.org and click on the SSP and Interpreter Registration Form. Register away, and get ready for an experience you won't soon forget! ■

Rhonda Jacobs has been involved with the deaf-blind community in various capacities for two decades. She is currently the AADB representative to and co-chair of the National Task Force on Deaf-Blind Interpreting. Contact Rhonda at Rhonda@yahoo.com.



Rhonda Jacobs, CI and CT, Maryland

For more information on Deaf-Blind interpreting, see the Deaf-Blind member section page on the RID Web site, or check out the National Task Force on Deaf-Blind Interpreting at www.deafblindinterpreting.org.

Check out the Deaf-Blind Power article on page 22!

Want to Know More about the 24th AADB Symposium?

For more information about working as an SSP or interpreter, please contact Candace Steffen-Strayer at dbms@gmail.com.

For general symposium information, contact Lynn Jansen, 2011 AADB Symposium Chair at LynnAADB@aol.com or at events@aadb.org.

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Deaf-Blind Power Now

Joan Pellerin, M.A., CSC, Vermont

I love Martin Luther King; his words, his approach and his passion. He modeled for many marginalized communities a march toward recognition and equality. As King became synonymous with the Civil Rights movement, so the Deaf President Now (DPN) movement at Gallaudet University became synonymous with the Deaf rights movement. The centuries of deaf peoples toiling to achieve the breakthroughs witnessed in recent years cannot be diminished; nor can Martin Luther King's insistence that we are all people worthy of justice and respect.

Within my memory are the days when a deaf person had to drive hours to a friend's home only to find them away. The interpreting profession was in its

infancy. Deaf careers were typically constrained to those few that the hearing overseers ordained as appropriate. Seeking out a Deaf perspective was an unlikely scenario.

Ever-advancing technology now makes that fruitless journey to a deaf friend's vacant house unnecessary. The Americans with Disabilities Act mandates interpreter access for many venues. Deaf people are making many and varied life and career choices. I now have the joy of looking to deaf leaders in my community, my state and my nation. All is not won, but more hearing people seem to understand that deaf people have the right to autonomy and self-determination.

The "chains of discrimination" will not be broken for deaf-blind people without a call to action.

Helen Keller, a cornerstone of the deaf-blind community, said that blindness separates people from things, but that deafness separates people from people. I have often thought of these words and their gravity, but then envisioned the vibrant Deaf community and have countered, "Yes, but deaf people have each other!" As I personally witness the ever-increasing isolation of deaf-blindness, I am seeing Helen Keller's words from a deaf-blind vantage point, and I think I now understand. Deaf-blind people can lose their deaf peers, too. This mounting isolation needs to stop!

**What about our deaf-blind community members?
Do they deserve to be left in the dust as we blaze new trails?
When will the deaf-blind have their march toward recognition and equality?**

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What about our deaf-blind community members? Do they deserve to be left in the dust as we blaze new trails? When will the deaf-blind have their march toward recognition and equality?

Like Martin Luther King, I too have a dream! I look to the Deaf community and their interpreter allies to recognize the "solid rock of brotherhood" they have with the deaf-blind community. I look to a time when our deaf-blind community members are not judged by the degree of their vision loss but by their Deaf roots and their value to our community. Deaf people have made inroads toward achieving equal rights and inroads toward broad community access. Do deaf-blind people feel they have similar rights and similar access? Do they wake up each morning breathing in "life, liberty and the pursuit of happiness?"

Until this nation has a widespread model for provision of support service providers (SSPs), we are all authorizing deaf-blind community members to be "shut ins." We are approving the silencing of brilliant minds. We are being party to the extinction of a unique perspective.

Deaf and hearing interpreters unite! Let us recognize our own roles in furthering the isolation of deaf-blind people. Let us work with the Deaf and deaf-blind communities to develop the supports that are so sorely needed. Let us strengthen the role of deaf interpreters so that they can assist in reintegrating deaf-blind people into the fabric of the Deaf community, while also furthering the deaf-blind individual's access to the varied offerings of daily life. Let's take up the gauntlet! Deaf-Blind Power Now (DBPN)! ■



Joan Pellerin is the Interpreter Coordinator for the University of Vermont. She is co-president of her affiliate chapter, Vermont Registry of Interpreters for the Deaf and is the Region I Representative for the Deaf-Blind

Member Section of RID. She has an older sister who is deaf and her husband, Rene, has Usher Syndrome. Together, Joan and Rene have six children. They have also provided many years of foster care to deaf youth.

What lens are you looking through?



SHOWING UP

Ruann L. Wood, NIC, Tennessee

When walking into any interpreting situation, the interpreter must be adequately equipped in order to make sound ethical decisions. The tenets of the NAD-RID Code of Professional Conduct (CPC) provide a framework that is used for ethical decision-making in the interpreted setting. The end result of any decision is determined by which lens the interpreter looks through as they make decisions. Let's try out a few lenses and get an idea of what the results would be.

Imagine standing in an aisle full of lens options. First, let's try on the rose-colored lenses. This lens makes everything look flawless and leaves the interpreter feeling that a bad decision would never affect anyone or anything. Since this is never true, let's leave the rose-colored lenses on the shelf as they simply do not reflect reality.

A bit further down the aisle is a microscope. This lens makes for great close-ups that represent the here and now but does not provide the ability to look at a situation from a broad perspective. In fact, it would be possible for this lens to make matters worse as each decision is magnified to a degree that makes the interpreter paranoid about every decision, thus creating hesitation in making a decision or just letting the chips fall where they may. Therefore, the telescope lens may be left on the shelf as it appears rather risky.

Down further and to the left is a View Master; a toy that holds a white disk that contains microscopic pictures of one moment in time, like stopping an entire interpreted setting for the purpose of analyzing every possible decision and ramification of that decision. Then, using the advance feature of the View Master, skipping to the next picture to see how things turned out. The problem with this view is if things do not turn out well, you cannot rewind but instead must keep moving forward. This is neither possible

nor practical. Let's leave the View Master lens on the shelf and continue on.

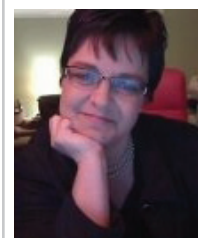
To the right is a Polaroid camera. This equipment lens allows the user to take a picture and receive instant gratification in the form of a photograph that requires roughly four minutes to develop right before the user's eyes. However, it is impossible to zoom in or out with this camera, and the quality of the photograph could easily be affected by excessive heat and sun, water/humidity and air. Numerous Polaroid photos have been tossed in the trash and many retakes made because of this. Decisions made using the Polaroid lens are risky. An interpreter cannot just call for a do-over. Once a decision is out there, the ramifications, both positive and negative, begin to take shape. Polaroid photos are like rolling the dice. The photo may be colorful and clear, or it may be blurry and hazy. For that reason, this lens is too risky and unpredictable to use for ethical decision-making in interpreted settings. Place it back on the shelf.

A tad further up the aisle is a video camera. The video camera captures life in real time. The lens can zoom in, zoom out, as well as capture a full panorama of any given situation. An ethical decision made using a video camera type lens allows the interpreter to view how each decision affects a situation; zooming in on an innocent smile used to lighten a heavy mood in the room may show an end result of an incorrect perception or a skewed message; zooming in on idle chatter in a courtroom hallway may show an end result of questions from insiders and outsiders regarding the interpreter's role; or zooming in on texting while teaming may show an end result of disrespect to those involved in the setting. The zoom out feature allows for the interpreter to step back and view the big picture, keeping in mind the active participants in the setting, the goal of the interaction, cultural consideration and cultural

mediation, all while remaining unbiased. The panorama feature allows for the interpreter to acknowledge each individual passively involved in the situation, remembering that each decision has the potential to positively or negatively affect each person's view of deaf people and interpreters, as well as the interpreting profession. The playback feature on the video camera is great for interpreter self-analysis. Improvement of sound decision-making only comes through self-analysis and the understanding of how and why any decision in a setting was made.

One feature the video camera lens does not have is the ability to go into the future to see how each decision affects the participants a month, a year or five years down the road. For this reason, we must pick up the telescope lens also. The telescope lens reminds the interpreter that every ethical decision or unethical decision, for that matter, has a consequence that may or may not be immediately seen, heard, felt or experienced.

Realize that the above lens examples are solely for visual aid purposes and to make a point. By utilizing the CPC framework, past experiences, moral code and other rules/regulations pertaining to the environment, the professional interpreter is able to make sound, ethical, unbiased and appropriate decisions that are culturally considerate and respectful with minimal, if any, negative ramifications, but rather, with many positive results. ■



Ruann L. Wood, NIC, is the owner of Visual Communication Interpreting (VCI), located in Knoxville, TN. She has an associates' degree in sign language interpreting from Portland Community

College, a certificate in Deaf Studies from Chattanooga State and is currently working toward her bachelor's in sign language interpreting from Tennessee Temple University.



Taking Care of the

Amy Seiberlich, M.A., CI and CT, Colorado

One of the greatest challenges of leadership is maintaining a healthy balance between family, friends, work, the organization we serve in and self. With so many people and tasks to attend to, it is easy to fall out of balance and subsequently take “self” off of the list in an attempt to keep it all manageable. But where did we get the idea that neglecting “self” was the answer to bringing this all back into balance?

When I entered the field, I observed, with great interest, those who were in leadership positions. I wanted to know what it would take to contribute to the profession, and they seemed to be the most direct avenue to this information. What I observed were passionate, dedicated people who appeared to be under constant stress and strain. I heard leaders talk about how many different committees and projects they were involved in and express feelings of being completely overwhelmed. I saw them rush from

one event to another while maintaining full-time jobs and managing households. I unconsciously started to develop the mindset that the busier one was, the more important he/she must be, and that in order to contribute to the profession, I must do the same.

What I now understand is that at the time (mid-1990s) this was part of the original leadership paradigm that was necessary to propel the field forward. As time has gone on and the association has grown, we now have more formal structures in place on a national level to manage some of the business that volunteers used to manage. Yet, many of our leaders (especially those on a state level) continue to operate under significant stress and imbalance. The level of passion and dedication that is the foundation of our profession, and that was exhibited by early leaders who had direct ties to the Deaf community, is something that we all benefit from to this day. And at the

same time, given the size of the association in terms of both numbers and issues before us, attempting to match what our predecessors did is causing potential leaders to shy away from stepping forward and current leaders to step down while they still have much to contribute.

Intra-field dynamics are compounded by societal values and definitions of success. A high percentage of practitioners and leaders are female. And women have traditionally been caretakers drawn to careers of service. Western society has also historically defined professional success as being able to manage high-stress careers often to the detriment of everything else in our lives. Taking care of others is noble. Busy equals important, busy equals successful. Put it all together, and it's a recipe for self-neglect.

So, we run around at unimaginable speeds to manage the needs of those around us; spouses, children, family, our bosses and peers, members, friends

Leader

and then wonder how we ended up on the bottom rung of the ladder. We have fooled ourselves into believing that self-sacrifice for the benefit of everyone else is the road to happiness and fulfillment. We have placed little value on “being.”

There is one more, far less obvious, reason why we run ourselves ragged. When we allow ourselves to just “be,” we are left alone with our own thoughts. As interpreters, we are constantly facilitating the thoughts of others, so it can be uncomfortable to get accustomed to listening to our own! When we do so, we find that our own thoughts contain guidance, and it is exactly this guidance that we fear. What if our guidance involves initiating change or stepping forward in life in a way that is unfamiliar? Hmmm, what if?

What we may find when we stop the madness is that the madness is a way of seeking validation or avoiding current circumstances that no longer serve us.

When we attend to ourselves first, we receive validation from within and are able to see the truth of what we have created. This, then, opens us up to being able to serve from a place of pure intent. Ironically, it is in the silence of our own thoughts rather than the doing-ness for others that we begin to find the true key to happiness and fulfillment.

Time in quiet reflection is just one of the many ways that we can start to re-balance our lives. Here are a few other practical suggestions for taking care of the leader in you:

- **Put yourself on your calendar:** When creating your weekly schedule, block out periods of time for you. When meetings or other events associated with volunteer obligations surface, consider the time you have blocked out for you like you would for work or for vacation time – completely unavailable.
- **Make a list of things that you enjoyed doing as a child and do one every week:** Did you enjoy reading, playing an instrument, taking walks or playing games? Resurrecting child-like energy can quickly rejuvenate our souls!
- **Take a look at how you are spending your time and energy:** Do the activities in your life lift you up or drag you down? Do they feed you or deplete you? Work to eliminate those activities that keep you busy

in the world but deplete your energy and replace them with something that quiets your mind, soothes your soul and lifts you up.

- **Make sure that the leadership position you serve in is a good fit:** This includes first examining your motives for service. Are you looking for validation from those around you? If so, find ways to increase your sense of self-worth, then take a close look at the position you hold; is it truly a good fit? If not, look for something that truly inspires you so you are acting from pure desire to contribute rather than obligation.

Attention to “self” is what keeps us healthy and contributing, and encouraging others to attend to “self” is a powerful way to keep your organization vibrant and membership alive! ■



Amy Seiberlich is the Founder of the Leadership Institute, a company dedicated to the personal and professional growth and development of those in the field of interpreting. She formerly served as an RID state affiliate chapter president and national board member and currently resides outside of Boulder, CO. Amy can be reached for comment at amy.leadershipinstitute@gmail.com or 720-341-9868.

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IDP Contacts

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Laurie Nash, Chair - LaurieNash@aol.com
Holly Miles, Vice Chair - Hollyhands@hotmail.com
Leo Yates, Treasurer - leoyjr@aol.com
Karen Lefebvre, Secretary - klefebvr@localnet.com

Regional Representatives

Amy Williamson, Region I - Williamson-loga@hotmail.com
Tom Walker, Region I - signwalker@att.blackberry.net
Susan Leitson, Region II - sclterp@gmail.com
Angie Nielsen, Region II - codangie@tmail.com
Sue Nace, Region III - sueinterp@yahoo.com
Lloyd Stout, Region III - Lloyd.stout@DFAS.mil
Janie Powell, Region IV - Jcpow922@cox.net
LaVona Andrew, Region V - lavondrew@gmail.com
Lynne Shields, Region V - shields@integrity.com

Atlanta 2011 – Conference Events

- IDP Pre-conference Workshop
- IDP/Deaf Caucus Community Forum and Framing Session
- IDP Member Section Meeting
- IDP Social Event

All events are still in the planning stages and will be announced as soon as the final touches are made. We look forward to seeing you in Atlanta!

IDP Members interested in volunteering on-site or prior to the conference, please contact your IDP regional representative.

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Interpreting in Ukraine

Natalie Adamuik and Iryna Chepchyna, Ukraine

The development of sign language interpreting in Ukraine is moving along quickly. During early 2007, a small association of interpreters was formed under the direction of Marina Liferova. This was the first association created independent of the Deaf community. The Ukrainian Society of the Deaf (UTOD) did not recognize the activities of this union, and since that time, the association has been less active. During the later part of 2007, interpreters and Deaf community members chose to create a second association known as the Council of Interpreters, which would be operated in collaboration with the Ukrainian Society of the Deaf. Debra Russell, the WASLI North American Representative, was present at this meeting which was held at the Cultural Centre of the Ukrainian Society of the Deaf. At this meeting, it was decided to elect the Council of Sign Language Interpreters, which included seven members elected by open vote. They are: Natalie Adamuik (Deaf), Natalia Ivanyusheva (hearing), Igor Bondarenko (hearing), Natalia Trykin (hearing), Alexander Zakrasnyana (hearing), Natalia Choline (hearing) and Irina Skolotova (hearing). President Ivanyusheva leads the organization and Bondarenko and Tyrkin are the vice presidents. The Web site of the organization can be found at <http://csli.ucoz.ua/>. The association has selected May 20 as the date to annually celebrate interpreters and translators. The association is currently working toward becoming legally constituted.

The Ukrainian Deaf Society currently prepares and educates the interpreters at their own Education and Recreation Centre. The interpreters begin studying in the primary training course, which is four months in duration, and then add qualification courses for an additional two months. After they complete the training, they receive a State Qualification Certificate, testifying to their specialization as a "Sign Language Interpreter" in accordance with the license of the Ministry of Education and Science of Ukraine. The entire program of courses is aimed at studying Ukrainian Sign Language (USL). The first interpreter educators were experienced interpreters, and over the past few years, deaf teachers have assumed major roles in this program and the curriculum is revised to respond to current and standard needs. As well, in 2009, the Pedagogical Institute of Dragomanov University began preparing interpreters-dactilologists [finger-spellers].

In terms of determining qualifications, the Qualification Commission operates a Central Board under the Ukrainian Society of the Deaf that test and accredit the interpreters. We acknowledge the following four categories of interpreters: the highest category, first category, second category and "no category at all/null category."

The Ukrainian Society of the Deaf hires interpreters and these interpreters are issued additional certificates with varying expiration dates ranging from three to five years. The interpret-

ers earn a salary that is based on their competence and level of performance on the testing. The testing involves translation of printed text and provided a USL translation; interpreting an USL text provided by a live deaf model; translation of multiple meaning words; and a written translation of sentences provided using the Ukrainian manual alphabet. Last year, a simultaneous interpretation task of a videotaped source text was also added.

When the organization is formally established as a nationwide association, it seeks to achieve the following goals:

- Unite all interpreters into one organization and to be able to know the exact number of interpreters in the provinces;
- Improve the services provided to deaf clients;
- Provide skill development opportunities for interpreters;
- Allow for interpreters to build a network of support and information exchange; and
- Defend the interests and rights of sign language interpreters.

The Deaf community is large and there are approximately 60,000 members of the Ukrainian Society of the Deaf. The head office of the society is based in Kiev. There are 298 interpreters working for UTOD, with 50 interpreters serving some 3,500 deaf people in the Kiev area. Television news is regularly interpreted and captioning is beginning to be available on some television stations. Those interpreters working with media stations are paid by the companies, not the UTOD.

Deaf people can request services of an interpreter for social service appointments by registering with UTOD. The service is open from Monday to Friday, 8 am to 5 pm and the services are free to deaf people. However, given the shortage of interpreters, deaf people frequently go without communication access, writing notes with the hearing consumer or seeking assistance from hearing relatives and acquaintances. For those who can afford it, they can choose to book an interpreter privately and pay for these services. ■



Natalie Adamuik has worked as a scientific collaborator in the Laboratory of Sign Language for the Institute of Special Education of the National Academy of Pedagogical Sciences of Ukraine. She is a member of Ukraine's Council of Translators and a member of the Ukrainian Society of the Deaf. She is Co-Chair on the expert commission studying Ukrainian Sign Language and has authored 30 scientific articles on the subject. She has collaborated on multiple programs for teachers and interpreters and is herself an interpreting teacher.



Iryna Chepchyna is the Vice President of the Ukrainian Association of the Deaf (UTOH) and is also a special advisor to the Ukrainian Sign Language Laboratory at the Institute of Special Pedagogy in Kiev. She manages all of the national Deaf cultural centers and plays an important role in Deaf youth leadership training in Ukraine. She is an interpreter trainer and a highly respected leader in her field.

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July 19 – Regional Caucus Night

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Watch for announcements on featured sessions and exciting and relevant keynote speakers throughout the week.

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A preview of a sampling of speakers include: Anna Witter-Merithew, Marty Taylor, Jodi Hains, Joshua Pennise and Keri Ogrizovich. Be sure to check the complete list of educational sessions on the RID conference Web page.

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“Old MacDonald had a farm, E-I-E-I-O.” When the former RID Editor Special Interest Group (SIG) transitioned into one of the newly formed member sections (MS), it experienced a name change as well. The member section wanted to reflect the work of the educational interpreter; therefore, the acronym IEIS was selected. IEIS stands for **Interpreting in Educational and Instructional Settings**. At first, many educational interpreters would say, “I’m a member of that new E-I-E-I-O group.” It has taken awhile for IEIS to catch on, but as educational interpreters continue to become nationally certified, this member section continues to grow exponentially. So what is the IEIS and how can it benefit the RID educational interpreter?

The mission of the IEIS Member Section states, “To promote the interests and objectives of, enhanced communication with, and information sharing among RID members who work in educational and instructional settings, while following the philosophy, mission and goals of the Registry of Interpreters for the Deaf, Inc.” The IEIS leadership feels strongly that the voice of the educational interpreter needs to be represented at all levels, especially at the national level. With the IEIS being the largest and one of the most active member sections, a strong leadership team is needed to make sure the voice of the professional classroom interpreter is heard.

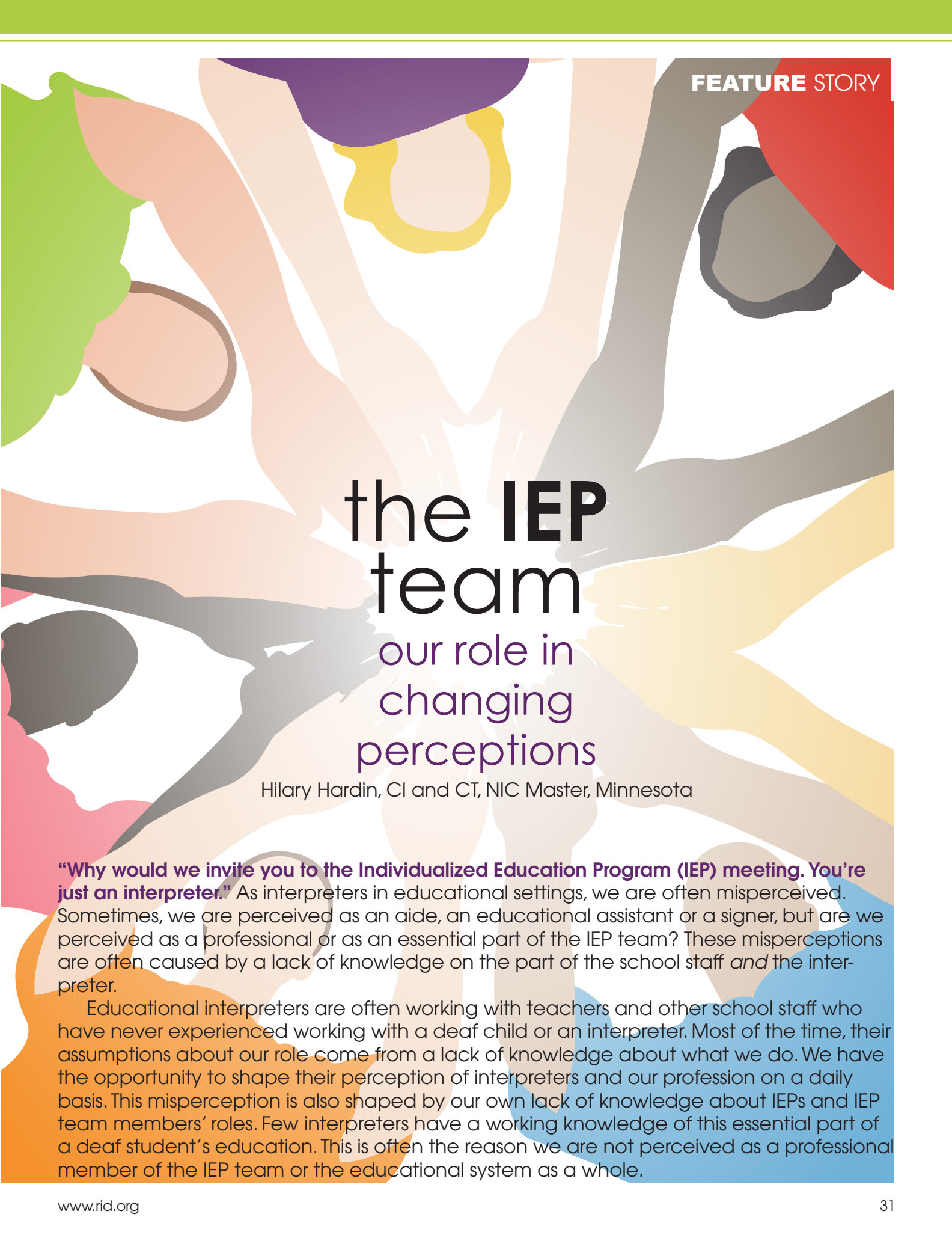
The current IEIS Council consists of Chair Tracey Frederick from Maine (chair@ieisonline.org), Co-Chair Dwight Godwin from Connecticut (vice_chair@ieisonline.org), Secretary Irene Holl from Illinois (chair@ieisonline.org) and five Regional Delegates: Elizabeth LaFlamme-Baker from Connecticut (regionI@ieisonline.org), Pat Smartt from Alabama (regionII@ieisonline.org), Dave Calvert from Indiana (regionIII@ieisonline.org), Erma Webb from Texas (regionIV@ieisonline.org) and Sammy Milburn from Nevada (regionV@ieisonline.org). In addition, each regional delegate appoints state representatives from each region. The IEIS also collaborates with the RID Educational Interpreter Task Force (EITF) on issues facing educational interpreters and participates in each other’s conference calls. With the additional support and resources from the RID Board of Directors and the national office, one can see how this organizational flowchart operates to benefit the educational interpreter by guaranteeing representation on the state, regional and national levels. This flowchart provides communication avenues to help us stay in contact with our “grassroots” members.

In 2009, IEIS sponsored educational workshops and a social event at the national conference in Philadelphia. The IEIS also sold red, insulated educational interpreter lunch bags during and after the conference. They were a huge hit.

During 2010, IEIS regional delegates attended their respective regional conferences to facilitate informational member section forums. The IEIS Executive Council has monthly conference calls, manages a national Yahoo Discussion Group and participates in monthly EITF conference calls. For the 2011 RID National Conference in Atlanta, GA, IEIS will sponsor educational interpreter ribbons for your name badge and will be selling educational interpreter T-shirts. There will also be some great workshops for educational interpreters at the conference. Stay tuned for more details on special IEIS sponsored events. We can anticipate multi-day scheduled events designed specifically for issues facing educational interpreters. During the IEIS Member Section meeting, a new executive council will be elected and as a member, you can vote. This would be an excellent time to get involved.

Are you tired of feeling alone professionally? Wouldn’t you like to be able to dialogue with other professional educational interpreters about issues that pertain to us? Are you ready to help create change and new possibilities within our field? Join IEIS today by checking the IEIS box on your RID membership form and become part of our educational interpreting future. Membership is FREE. It doesn’t get any better than that! ■

Submitted by Dave Calvert, CI, Indiana



the IEP team

our role in changing perceptions

Hilary Hardin, CI and CT, NIC Master, Minnesota

“Why would we invite you to the Individualized Education Program (IEP) meeting. You’re just an interpreter.” As interpreters in educational settings, we are often misperceived. Sometimes, we are perceived as an aide, an educational assistant or a signer, but are we perceived as a professional or as an essential part of the IEP team? These misperceptions are often caused by a lack of knowledge on the part of the school staff *and* the interpreter.

Educational interpreters are often working with teachers and other school staff who have never experienced working with a deaf child or an interpreter. Most of the time, their assumptions about our role come from a lack of knowledge about what we do. We have the opportunity to shape their perception of interpreters and our profession on a daily basis. This misperception is also shaped by our own lack of knowledge about IEPs and IEP team members’ roles. Few interpreters have a working knowledge of this essential part of a deaf student’s education. This is often the reason we are not perceived as a professional member of the IEP team or the educational system as a whole.

For the purposes of this article, I will refer to the deaf student as John Doe (Johnny). Interpreters complain when someone tells them they were not invited to the student's IEP meeting because they are "just the interpreter;" yet, we are often the ones who provided them with that concept in the first place. When you see a teacher in the hall between classes and the teacher says, "Please tell Johnny he forgot to turn in his homework when you see him next period," and you reply with, "I can't, I'm just the interpreter," you are the one setting the groundwork for their misperception. Each interaction we have with school staff is an opportunity to show them we are a professional and someone who has an important perspective. For example, when the teacher asks you to relay a message to Johnny, you could reply with, "Actually I would love to interpret that message between you and Johnny because I know he is working on becoming more comfortable with one-on-one interactions." This will show you have a working knowledge of the student's IEP, and it will also show the teacher that you understand Johnny's goals and you are working in his best interest.

We are responsible to learn about IEPs, demonstrate a working knowledge of the IEP goals and advocate for ourselves as a professional member of the IEP team. Even if we don't have access to the IEP of the student(s) we are working with, we can still have enough general information about IEPs and students who are deaf/hard-of-hearing to make a contribution. For example, all students are subject to standardized/state testing. Does Johnny's IEP include language about providing an interpreter for this type of testing? Does Johnny's IEP have information about ESY (extended school year/summer school)? You can

ask questions in a way that show you understand what is going on. You might not be invited to the next IEP meeting, but you will start to be seen as a member of Johnny's team and not "just" an interpreter.

There are three basic parts of the IEP that are essential for each of us to understand: (1) what an IEP is, (2) the components of the actual IEP document and (3) the members of the team.

1. So, what is an IEP?

According to the U.S. Department of Education, an IEP is a legally binding document that describes the educational program that has been designed to meet that child's unique needs. It creates an opportunity for teachers, parents, school administrators, related services personnel and students (when age appropriate) to work together to improve educational results for children with disabilities.

2. What are the parts of an IEP?

- Current Performance (Present Level of Performance)
- Annual Goals
- Special Education and Related Services
- Participation with Non-disabled Students
- Participation in State and District-wide Tests
- Dates and Places
- Transition Services Needed
- Age of Majority
- Measuring Progress

Current Performance (Present Level of Performance): The IEP must state how the child is currently doing in school (known as present levels of educational performance) through tests and assignments, individual tests given to decide

eligibility for services or during reevaluation, observations made by parents, teachers, related service providers and other school staff.

Annual Goals: these are *measurable* goals that the child can *reasonably* accomplish in a year. Goals may be academic, address social or behavioral needs, relate to physical needs and/or address other educational needs.

Special Education and Related Services: This includes supplementary aids and services that the child needs. It also includes modifications (changes) to the program or supports for school personnel, such as training or professional development, that will be provided to assist the child. *This is the section that includes interpreting services.* "Educational interpreters are identified as related service providers and are valued participants of the IEP team" (*Registry of Interpreters for the Deaf: An Overview of K-12 Educational Interpreting Standard Practice Paper 2010*).

Participation with Non-disabled Students: The IEP must explain the extent (if any) to which the child will not participate with non-disabled children in the regular class and other school activities.

Participation in State and District-wide Tests: The IEP must state what modifications in the administration of these tests the child will need. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead. *This is the section that will state if the student will have an interpreter for these tests.*

Dates and Places: The IEP must state when services will begin, how often they will be provided, where they will



be provided and how long they will last. *Will the student have services for extra-curricular activities?*

Transition Services Needed: Beginning when the child is age 14 (or younger, if appropriate), the IEP must address (within the applicable parts of the IEP) the courses he or she needs to take to reach his or her post-school goals. Beginning when the child is age 16 (or younger, if appropriate), the IEP must state what transition services are needed to help the child prepare for leaving school.

Age of Majority: Beginning at least one year before the child reaches the age of majority, the IEP must include a statement that the student has been told of any rights that will transfer to him or her at the age of majority. This statement would be needed only in states that transfer rights at the age of majority. Depending on your state law, this usually happens at some point between 18-21 years of age.

Measuring Progress: The IEP must state how the child's progress will be measured and how parents/guardians will be informed of that progress.

3. Who is on the IEP Team?

According to the Individualized with Disabilities Education Act (IDEA), the IEP team includes the following members:

- Parents (or guardians)
- Special Education Teachers
- Regular Education Teachers
- A Representative of the School System
- Someone to Interpret Evaluation Results
- Others with Knowledge or Special Expertise About the Child
- The Student

Parents on the IEP Team: Parents/guardians of the child with a disability are vital members of the IEP team, with an expertise to contribute like no one else's.

Special Educators on the IEP Team: Special educators, with their knowledge of how to educate children with disabilities, are obviously a very important part of a child's IEP team.

Regular Educators on the IEP Team: If a child is participating in the regular education environment (or is going to be participating), then IDEA requires that at least one regular educator of the child be included on the IEP team.

A Representative of the School System: The IEP team must also include a representative of the school system who has the authority to commit agency resources. This person must have specific qualifications.

Someone to Interpret Evaluation Results: Is there someone on the IEP team who can interpret the child's evaluation results and discuss what they mean in terms of instruction?

Others with Knowledge or Special Expertise About the Child: Either the parent or the school system may invite others to join the team, if they have knowledge or special expertise about the child. This can include related service providers.

Student with a Disability: Of course, the student with a disability might have something to say about his or her own education.

In 1999, Maureen Moose wrote an article for *VIEWS* and stated "If educational interpreters want to be viewed as professionals (and treated as such) then it is time we raise the standards which we set for ourselves" (M. Moose, *RID VIEWS: February 1999*). Twelve years later, we are addressing this same point. We are responsible for being the professional we expect others to perceive us as. We play an important role in setting the foundation for how we are perceived and

treated. Every interaction is an opportunity to prove that the interpreter is an invested member and has a role in the education of the deaf or hard-of-hearing student. We may not always be the first to be invited to the IEP meeting, but we have the ability to slowly change how interpreters are perceived. Our field has come a long way due to the hard work of interpreters before us. Don't settle with being seen as "just" the interpreter – let us continue to "raise the standards which we set for ourselves." ■



Hilary Hardin is a District Manager with Sorenson VRS, an adjunct instructor with St. Paul College and the co-founder of Perpetual Development - a company dedicated to providing professional development opportunities for sign language interpreters. She also earned her Ph.D. from the Chicago School of Professional Psychology. Hilary can be reached at grow@perpetual-development.com or via her Web site at www.perpetual-development.com

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We have lived and interpreted together for 30 years, which has led to some interesting arguments (“Your speech act was condescending ...”). It has also led to decades of work developing our team interpreting skills.

Before and After Photos from Nancy’s Perspective as Feed/Support Interpreter

We had just finished a long assignment when the deaf presenter returned to the stage and announced that the banquet was not ready. To fill the time, he spoke about his hobby: clogging (an Appalachian dance form).

Our team interpreting model involves both production and support interpreters (PIs and SIs), sharing responsibility for an accurate interpretation. I had, however, mentally clocked out when I expected dinner to begin. I saw the speaker describing the costumes worn by female cloggers. I heard Chuck pause, searching for the appropriate adjective for the skirts.

I think of my feed role as standing behind my trusting teammate and catching him when he leans back for support. This time, however, I let him fall. I did not suggest “flowing” or “flouncy.” Chuck, obviously fatigued, sputtered, “... bushy skirts.”

After letting him fall, I kicked him, smacking his knee and saying, “You can’t say *bushy* skirts.”

Chuck hissed, “I just did.”

Fast forward two decades. We were interpreting a plenary message into ASL. The speaker, for whom we had often interpreted, told a story about losing his fourteen-year-old daughter in a crowded arena. He said, “To make matters worse, she’s tall for her age.”

As SI, my internal “feeding” frenzy began:

- Being tall should make her easier to find in the crowd (rather than worsening the problem).
- What is this reserved speaker trying to communicate?
- I visualized him looking for his daughter in the crowd and wondered what was on his mind.
- Light bulb: His daughter looks more like a woman than a girl and all of the men suddenly look like predators.

I “fed” Chuck the glosses: “SHE SHAPELY.” Later, the speaker confirmed that our interpretation was accurate.

Before and After Photos from Chuck’s Perspective as Feed/Support Interpreter

Nancy was interpreting from English to ASL. The acoustics were problematic. Because she had missed an important book title in the reverberating acoustics, Nancy had to wave her hand in my face to get my attention and the information she needed.

Fast forward two decades. Nancy was interpreting into English. The deaf speaker began a story. Nancy interpreted slowly, waiting to see the connection to the speaker’s point. Nancy paused, still not getting the connection. She was so focused on this textual connection that she began missing the story’s conclusion. She panicked and tried to hand me the microphone. Because her interpretation up to this point had matched the speaker’s register with excellent word choices, I chose to encourage her and give her a large chunk of feed. I explained the connection, then fed her several sentences to conclude the story. Nancy then continued producing a successful interpretation.

Two to Tango

When he was a teenager, Chuck loved watching his parents dance. He once commented on how different their style of dancing was from that of his friends. His mother replied, “That’s because we dance together.” In honor of our interpreting dance, we worked together to write the following section.

We began with these basic steps (which we will highlight through examples):

Specific Lexical Items:

- While the PI maintains sufficient processing time, the SI feeds items that must be carried through in their lexical form: names, dates, titles, Scripture references, etc.
- The SI feeds words that the PI did not understand (due to speaker accent, uncomprehended fingerspelling, etc.).

Omissions:

- “Nice expansion tying Joe Paterno to the ‘Got Milk?’ billboard, but you omitted the point that he is Penn State’s football coach.”

Background information that helps the PI’s decision-making process:

- “He said, ‘Sixth point.’ He meant, ‘Seventh point.’”
- “That lake she keeps referring to is the Sea of Galilee.”

Corrections:

- [The speaker said, “The elders of Israel assisted the judges...”]: “You used the sign for ‘judge-in-a-courtroom,’ but Israelite judges were short-term leaders during crises.”

Word choices:

- “You’ve said ‘oppressive’ often. Try ‘patronizing’ or ‘condescending.’”

Proactive support:

- [She signed “VOICE INTERPRETER”]: “Say ‘interpreter.’”
- [He signed “TWO-OF-US SAT DOWN”]: “Say, ‘During my interview...’”
- “He lay **prostrate**,” [when you know your teammate is likely to say, “He lay *prostate*”].

Monitor message equivalence:

- “The speaker’s goal is to inspire. Your interpretation is informing.”
- “The speaker never smiles. You keep smiling.”
- “Pump up the intensity.”
- “This is formal register. Use technical English vocabulary: ‘hermeneutics’ and ‘exegesis.’”

Environmental information:

- When interpreting a plenary message into ASL, the PI often cannot see the speaker’s actions, facial expressions, gestures, etc.: “He just threw his hat in the air.”
- The PI may need information about his/her physical space: “There is better lighting to your left.”

Then we added fancier footwork. Based on frequent conversations about our interpreting and teaming skills, we worked on specific support functions. Initially, we focused primarily

on one of the following skills. As we became comfortable giving and receiving that specific type of feed, we added another area. Now, we focus on all these types of feed every time we interpret.

Cultural and/or linguistic adjustments:

- “Instead of describing the bags under Lincoln’s eyes and the deepening wrinkles in his forehead, try, ‘Lincoln was weighed down by the pressures of leading our nation’”
- [The hearing speaker referred to ancient Middle Eastern empires]: “Sign, ‘Egyptian, Assyrian, Babylonian, Persian, etc.’”

Predictions and degree of certainty:

- “She hasn’t said it yet, but I **know** she’s talking about Obama’s childhood.”
- “I *think* he’s going to tie this to Watergate, which happened the same year.”

Transitions: Because of the processing time needed to produce high quality interpreting, PIs might miss transitions to new points. SIs can feed those transitions.

- The deaf speaker explained many reasons why parents of deaf children should learn ASL and is beginning to talk about parental advocacy in the schools. The SI feeds a statement that summarizes the message up to this point: “Because your child’s physical, psychological, social and spiritual well-being is at stake, it is critical that parents make it a priority to learn American Sign Language.”

Reminders of the speaker’s main points so those points can shape the production of each sentence or paragraph – preserving the message’s organization and flow.

- At the beginning of the message, the hearing speaker emphasized the concept of aseity. Toward the end of the message, the speaker mentions “derived being.” The SI reminds, “That’s the opposite of aseity.”

Textual adjustments:

- [The English speaker’s transition was, “So...”]. The SI feeds the speaker’s first and second points (the way the PI originally signed them). The PI puts the third point in context.
- [The deaf speaker began the story with its “punchline.”] The SI suggests holding that point until the story’s conclusion, then feeds it when appropriate.
- The English speaker gave dozens of culturally-bound vignettes, planning to inspire his audience with his final words, “Culture is a virus. Infect somebody today.” The SI reminds the PI to express this point with each vignette, so the deaf people can leave as inspired as the hearing people.

Who’s On First?

Chuck, the sports fan, here to change metaphors. When I work with other teammates, they ask, “Who’s on first?” to determine who will take the first turn as PI. I believe that both teammates are always “on.” Furthermore, I believe it would



benefit our profession to recognize support interpreting as a specialized role. I have worked at conferences with outstanding interpreters. Generally, the interpreters who apply for such work are people who are skilled in the production role. Like me, they like the pressure of making on-the-spot decisions. Conference teams often lack skilled SIs.

Sometimes, during a week of English to ASL conference interpreting, Nancy does all the support interpreting. I find that kind of concentration exhausting, but she finds it exhilarating. Even when I spend long days and nights in the production role, I am less fatigued than when I rotate between production and support roles. In baseball, the catcher must know the pitcher's strengths, suggest pitches and monitor the entire field. When the catcher does his job well, the pitcher can more effectively focus on pitching. The feed role is as exhausting for me as the catcher's role would be for the pitcher.

Who Does What?

SIs and PIs share certain responsibilities:

- Preparing for assignments.
- Bearing equal responsibility for producing high-quality interpretation.
- Post-conferencing.

PIs have unique responsibilities:

- Communicating their needs/preferences.
- Receiving information from the SI.
- Decision-making:
 - Making the many decisions involved in the interpreting process.
 - Deciding how to use the SI's feed. To continue the baseball analogy, the catcher informs the pitcher that someone has moved too far off first base, but the pitcher decides whether to make the throw to

first.

SIs have unique responsibilities:

- Understanding the PI's process and what types of feed he/she prefers.
- Monitoring the equivalence of the source and target messages.
- Feeding as needed.
- Brainstorming possible solutions to problems.
- Remaining vigilantly attentive. Even if the PI rarely needs feed during a particular assignment, it is extremely disorienting not to receive feed when it is needed.
- Encouraging the PI.

Let's Go, Team!

For us, team interpreting was not just a couple's dance, it was a family affair. Our children saw various models of solo and team interpreting. Years ago, our teenage son described our profession's evolving team interpreting model with the following analogy:

A basketball league only played one-on-one. It was exhausting, but they never imagined another way to play. Someone developed an innovation: teams with two players. One played the first half of the game; the other played the second half. Because the players were less exhausted, the games were better.

One day, two players decided to work together, with both of them on the court simultaneously. It was awkward at first. With practice, the teammates learned to pass the ball and work together to set up shots. Soon, the players realized that the best teams had individuals with different strengths: one who made shots and rebounded well, and one who passed and defended well.

Although we have worked for 30 years to set up points and pass the microphone, we sense that we are just beginning to play ball. We hope you will practice your teaming, develop skills we have not yet imagined and hit the goal of providing high-quality interpretation that promotes equal access for deaf and hearing participants. **Let's go team!** ■



Chuck and Nancy Snyder have been married and interpreting together for over 30 years. Chuck holds a CSC and earned a Masters in Teaching Interpreting from Western Maryland College. Nancy holds a CI and a teaching certificate in Special Education. They currently work under the direction of a Deaf board with Deaf Reformed Ministries.

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Just What They Said: Interpreting *Intentionally* Vague Language

Daniel Greene, BA,
CI and CT, NIC Master,
Arizonia

People often think of vague language as poorly worded or confusing, yet linguists see that *intentionally* vague language (VL) serves many social purposes such as: to save face, be polite, allow for multiple meanings, bewilder, evade, allude to shared knowledge, reduce social distance and imply group membership (Cutting, 2007). Since VL is intentional, interpreters risk defeating its purpose by clarifying it. Since social meaning and speakers' goals are at stake, it falls to interpreters to recognize VL and determine how to convey it across American Sign Language (ASL) and English. To interpret VL successfully is to "render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers" (NAD–RID Code of Professional Conduct, 2005, illustrative behavior 2.3 [CPC 2.3]). Respecting consumers' choice to be vague with each other allows interpreters to "facilitate communication access and equality, and support the full interaction and independence of consumers" (CPC 4.4). And, finally, knowing when not to interrupt to clarify vague language helps interpreters "conduct and present themselves in an unobtrusive manner" (CPC 3.5).

VL is a relatively new specialization in the field of linguistics (Channell, 1994), yet it is now recognized across the gamut of spoken and written discourse genres (Cutting, 2007; Cheng, 2007). Politeness, a function of VL, has been documented in English and ASL (Hoza, 1999, 2007) and has been recognized in multiple languages (Terraschke & Holmes, 2007; Ward, 2008). It stands to reason—and can be borne in observation—that other functions of VL exist in ASL as well. Acknowledging that VL exists in both spoken and signed languages

may serve as a starting point for sign language interpreters to develop strategies for interpreting it.

Interpreting VL to the audience as vaguely as the speaker expresses it demonstrates respect for consumers (CPC 4.0). Interlocutors may claim group membership by referring vaguely to their shared knowledge. This presents a challenge to interpreters, especially when interpreting for members of a group to which they do not themselves belong. However, since interlocutors use VL to establish and maintain rapport, interpreting VL as intended facilitates that rapport and "support[s] the full interaction and independence of consumers" (CPC 4.4).

If an interpreter mistakes speakers' VL as unintentional vagueness, it may lead to interrupting when so doing would impede the speakers' goals. Interrupting may throw consumers off their train of thought, break their conversation flow and shift their focus from each other to the interpreter. Of course, interpreters must sometimes interrupt for clarification; however, when the speaker's message is vague, interpreters might best support the speaker's goal by rendering an equivalently vague translation. Even when consumers are unintentionally vague, interrupting them may deprive them of self-correction and the rapport that comes from asking each other for clarification.

Following are some applications of interpreting intentionally vague language:

Applications for Medical Interpreting

Health care providers may ask vaguely stated or "open" questions such as "How are you feeling?" or "Any headache or dizziness or anything?" These questions are designed to elicit responses from patients without leading them to certain answers (Adolphs, Atkins, & Harvey, 2007). Such questions employ a number of techniques, including vague category markers (VCMs) such as, "... or anything like that" to mark preceding words as illustrative examples of a category rather than a limited list. Thus, if a patient is not experiencing headache or dizziness, the implied category (neurological) may invite the patient to report that they are experiencing lightheadedness or vertigo.

Applications for Business Interpreting

In business settings, interlocutors claim group membership, use specialized language and use generic terms and passive voice to avoid specificity (Koester, 2007). They may also use VL to "spin" facts in favor of their company or evade responsibility (Cook, 2007). Corporate speakers may use such polysemic terms as "article," "garment" and "container;" these terms may be challenging to interpret in ASL without seeing them or knowing exactly what they refer to, but narrowing them down also limits their meaning potential.

Applications for Video Relay Interpreting

While the video relay service (VRS) setting comprises elements from many other settings, there are two things that distinguish it. First, the consumers cannot see each other. Second, telephone conversations are often intimate talks between people whom interpreters would normally not interpret for in person (e.g., family members, close friends and romantic partners). Because the interlocutors cannot see each other's affect, VRS interpreters have to interpret vague, non-verbal intonations and vocalizations from English to ASL and vague, non-manual markers such as, mouth morphemes, facial expressions and body language, from ASL to English. And because the interlocutors are often intimate with each other, they may refer vaguely to shared knowledge that excludes the interpreter, whether intentionally or not.

Applications for Legal Interpreting

A witness may use VL to follow Grice's Maxim of Quality [i.e., neither to lie nor to say that for which they have no evidence (Roland, 2007)]. For instance, one might say "It might have been. I can't be sure" (Cotterill, 2007). Conversely, a witness may use VL to shirk responsibility, avoid blame or minimize admission of guilt (Cotterill, 2007). In courtrooms, speakers who share the same language routinely use VL, and the judge or lawyer interrupts them to demand specificity. Interpreting between speakers who do not share the same language may also entail interpreting VL vaguely and

Implications for Research and Teaching

The ability to perceive and produce VL does not come naturally to second language learners (Cutting, 2007; BBC 2008). Teachers of English as a foreign language say that VL is a feature of native fluency which needs to be taught explicitly (Warren, 2007; Terraschke and Holmes, 2007; Koester, 2007; Evison, McCarthy, and O'Keefe, 2007). Research has been conducted into face-saving techniques employed by interpreters in the processes of interruption and cultural mediation (Hoza, 1999) and politeness in ASL and English (Hoza, 1999, 2007). There has also been research into the use of ASL facial expressions, mouth morphemes and signs to express politeness among deaf signers who are native, near-native and late learners of ASL (Hoza, 2007). Research into mouth morphemes in ASL has been published by other researchers as well (Struxness, 1996; Bickford & Fraychinaud, 2006). Except for that research, I am not aware of any studies of other features of VL among deaf ASL users. Moreover, I am not aware of any research on how hearing interpreters who are native, near-native and late learners of ASL convey features of VL other than politeness in their interpretations. Although I have taught workshops on VL (Greene, 2009, 2010, 2011), I have not been able to find any other workshops on VL in the field of interpreting for the deaf, and I do not see VL in course descriptions listed online in the curricula of interpreter preparation programs. Such research and inclusion into the curricula of ASL and interpreter education would benefit all stakeholders: ASL students, interpreting students, interpreters and their deaf and hearing clients. ■



Daniel Greene has been interpreting since 1990. He first recognized the need to interpret VL in 2001. He developed a workshop on the topic in 2009 and has now taught at the state and national level. More at danielgreene.com.

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The



of the On-Call

You have accepted an on-call assignment, now what?

Gwendolyn M. Bennett,
M.P.A., NIC, Texas

First, recognize that working an on-call assignment is not for everyone. It is an art which requires the skills of creativity, negotiation, communication, patience and ingenuity. Oftentimes, instead of at a desk, you are stationed at a chair using your lap as the desktop for your laptop. You may or may not have an electrical outlet in which to plug your computer and PDA. You may or may not have Internet access. It is possible that the building in which you are located blocks all wireless signals. You may be isolated at the table in the back supply room or sit in the middle of what seems like Union Station. Perhaps you will sit all day in the presence of the consumer or have your own spot. There may be occasions when you arrive on site and realize that you have forgotten everything except your satchel/purse and identification.

Also, recognize that the on-call assignment is not a time for incessant iPhoning, instant-messaging, endless computer gaming, scrapbooking or MP3 groovin'. More often than not, an on-call interpreter sits at the ready, and sits, and maybe interprets a morning one-on-one session, and sits, and sits, and goes to lunch, and sits, and perhaps interprets an afternoon meeting, and sits, and sits, and leaves for the day, only to do it all again the next day. Showing up for an on-call assignment armed with nothing but your wits, a crossword puzzle and an iPhone, at the end of the day, will leave you exhausted. At some point you finish the puzzle, and there are only so many hours you can stare into an iPhone screen. That leaves you with your wits about you to figure out what to do for the next six hours. Boredom? Monotony? You're getting paid, who cares? YOU, as the service provider and a professional interpreter, should care.

So, what do you do? I can think of at least 60 things to do while on-call. Working an on-call assignment is the perfect time to become intimate with the NAD-RID Code of Professional Conduct. It is the chance to find out what the prerequisites are for taking the SC:L exam and putting together a plan for satisfying those prerequisites. If you are working in a specialized setting, study the manual of vocabulary set up by your colleagues, or develop one yourself. Perhaps you have noticed that the consumer and his/her co-workers enjoy friendly debates about the local political climate, so pick up a copy of the local newspaper and read about the latest happenings. These and at least 56 other listed suggestions are great ways to bring added value to the on-call assignment. While on-call, although you may not be engaged in the act of interpreting, during these "desk" moments you should be actively involved in appropriate productive, preferably interpreting-related work. To determine whether your on-call activities are appropriate, apply this test: Is the activity in which you are involved defensible as one that stimulates, promotes and/or encourages your growth as a

professional and the growth of our profession as a whole and allows you to blend in as a part of the consumer's work team?

Manage your on-call work day as you would a typical 8-hour day: arrive on time (which for us means about 15 minutes early); get set up in your work area; check in with the consumer regarding the day's schedule; schedule two 15 minute breaks for yourself and a lunch (keeping in mind the consumer's schedule, of course); then, get busy. One caution: now that you have your to-do list of activities for your on-call assignment, don't allow yourself to become so engrossed in your desk work that you seem unapproachable and unavailable to the consumer. Your primary mission at your work site is to facilitate communication. So, make sure the consumer does not feel as if he/she is bothering or interrupting you. When you see the consumer or one of his/her co-workers approach you with a question or request, immediately stop what you are doing and give them your full attention, and if you are asked to accompany the consumer, don't stop to save your document or write down one last idea, go. Be at the ready. Although you are being called away from a productive activity, it is secondary. You are on-call.

Our profession, in some ways, is still demanding respect. We have to make sure that each of us does our part in ensuring that, while on the job, we are professional in every way. The image that we have of ourselves is also the image we should want others to have of us as well. With regard to the on-call assignment, we do not want to garner a look of pity from our contact when he or she says, "I hope you have something to keep you busy." We want there to be an expectation that the interpreter is otherwise productively engaged when not interpreting. So, when you accept your next on-call assignment, eat a good breakfast, get in as much crossword puzzle work as you can on the subway and arrive at your assignment site ready to engage yourself in a day of professional work productivity. When you are not actively interpreting or at lunch or on break, keeping yourself productively occupied will become second nature. This is the art of the on-call. ■



Gwendolyn M. Bennett, M.P.A., NIC, is a community-based, private practice interpreter located in Dallas, TX, who is working toward the SC:L certification. She holds a Master's of Public Administration, Bachelor's in Government and Politics, A.A.S.-Legal Assistant and A.A.S.-Interpreting. She is a generalist with many years of experience as a legal assistant, city administrator and general business administrator. Contact: gwenben@aol.com.

At Least 60 Things To Do While On-Call

1. Practice working out ethical scenarios
2. Read the latest *VIEWS*
3. Read the latest *Journal of Interpretation*
4. Organize and review your old workshop notes
5. Review ASL classifiers
6. Brush up on the conceptual interpretation of signs with multiple meanings
7. Review Deaf Culture, again
8. Brush up on your fingerspelling online-asl.ms
9. Research your on-call client's line of business
10. Become familiar with your on-call client's jargon
11. Review the history of ASL
12. Start researching degree programs, whether it's your first one or your next one
- 13-19. Read and memorize the seven tenets of Code of Professional Conduct and its sub-tenets
20. Write an article for the *VIEWS*
21. Put together a reference book for your on-call site for new, subbing and existing interpreters
22. Review, refresh and remind yourself of the history of American Sign Language
23. Organize your work calendar
24. Visit, read through and really get to know the RID Web site
25. Work on your college homework
26. Develop your professional goals and objectives
27. Reread the history-making story of Deaf President Now
28. Visit, read through, and really get to know the NAD Web site
- 29-46. Read the RID Standard Practice Papers
47. Watch an online video clip and dissect for ASL linguistic features
48. Develop a mentoring plan
49. Review the Americans with Disabilities Act and other pertinent laws that touch our profession
50. Study for the NIC written exam
51. Study for the SC:L written exam
52. Search for and schedule workshops to earn CEUs
53. Work on self-study CEU work
54. Read the *Wall Street Journal*
55. Read *USA Today*
56. Read your local newspaper
57. Work on building your vocabulary
58. Work on learning a foreign sign language
59. Design a generic business card
60. Review, refine and/or modify your business practices

Meetings Department Spring Update

Regional Conferences



I recently had the opportunity to participate in two regional leadership calls to discuss the new regional conference paradigm with key leaders of RID. Both Regions III and V were very generous with their meeting times and asked some great questions. I wanted to review a few of the questions within this format because I think they are essential as we move forward to the 2012 regional conferences and beyond.

Communications

Question: As a volunteer on a committee for the conference in my region, do I have to report to the national office?

Answer: No, you would report, as always, to your conference co-chairs or sub-committee chair. The national office will have regularly-scheduled conference calls with the co-chairs so as to update each party on their respective responsibilities.

2014 Site Selection

Question: How will the regions be involved in the 2014 site selection process?

Answer: The regions are essential to this process. Two of the regions have already provided feedback as to possible locations for their 2014 regional conferences. Once the regions give the Meetings Department two or three cities to consider, RID will send out a request for proposals to properties of adequate size to host their meetings. The responses will be collected and shared in a report to the specific region representative, who will in turn share the information with their region and gain additional feedback. The national office will then move forward with a contract for the meeting.

Sleeping Room Rate

Question: Will the national office keep in mind that the sleeping room rate is very important in determining if I am able to attend my region's conference? It is increasingly expensive to attend a meeting, and we need to know the national office understands that and will help us to keep our costs to a minimum.

Answer: Yes! Room rate is the number one item the national office negotiates with hotels. It is in all of our best interests to keep this rate as low as possible.

As you can see, no matter if you are from the east or the west or in between, the questions and concerns from RID members are similar. The new structure allows the regions to work on the more creative and intense educational demands of the conference, while the national office becomes responsible for the financial management of the program.

For now though, we must shift our focus to the present – the 2011 RID National Conference is just around the corner. In three short months we will be in Atlanta, learning and networking together. I hope you are able to join us for dynamic educational sessions, two business meetings and a wide-variety of fantastic education, selected by your peers – the 2011 RID National Conference Program Committee. Please do not hesitate to contact us should you have any conference questions at meetings@rid.org. ■

Cori Dossett, CMP, CEM,
RID Director of Meetings





meet you by the shark tank.

Join us for the 2011 RID National Conference in Atlanta!

Dive into new material presented by the interpreting community's best and brightest, network like you never have before and receive a special RID discount on admission to the Georgia Aquarium. **Register today at www.rid.org!** Regular registration ends April 30.



Projects and Initiatives to Advocate and Support the RID Members and Interpreting Profession

Janet L. Bailey, CSC, NIC Master, SC:PA, RID Government Affairs Representative



When federal agencies, state administrators, professional organizations, employers or our own members have questions about the field of interpreting, it makes sense that they contact RID. However, there are some questions for which we simply do not currently have the answers. In order for RID to effectively articulate the needs of the interpreting profession and to advocate on its behalf, we need to know more about our members. Offering anecdotal information, which is mostly all we have right now, will not be enough in the long-run. We need data on interpreters in America to accurately paint a picture of the field.

INTERPRETER CENSUS:

With that, the RID Government Affairs Program (GAP), in the absence of having the funds to engage in a marketplace study, is in the process of developing RID's first-ever interpreter CENSUS. This CENSUS will help RID take a SNAPSHOT of working interpreters and present that basic information on interpreters working throughout the country to those who regulate and legislate the field.

GAP's goal is to create a CENSUS that will be user-friendly, quick to complete and easy to compile. We will be reaching out to all interpreters, RID members and non-members alike. This data collection project is the first time RID has attempted to capture information about community interpreters (staff, freelance); educational interpreters (K-12 and Post-Secondary); VRS and VRI; as well as those working in specialty settings.

When the CENSUS is launched, we will need to reach everyone! Watch for more news related to this CENSUS as it is developed and unfolds.

STATE LAW PROJECT:

Thanks to the hard work of many people, we have made significant progress on collecting information on the various state laws and regulations governing the interpreting field. Devon La May, RID Communications Assistant, has worked to collect and analyze the information shared by our affiliate chapters. We have also compared notes with many individuals who have been working on similar projects. We hope to format the information for easy access on RID's Web site. Once compiled, we will be able to compare the language and terms of the various laws and regulations so that we can develop preferred templates and sample language available to our members.

STATE LEGISLATIVE UPDATE:

Washington, DC: Councilmen Harry Thomas, Tommy Wells and Jim Graham have filed a bill titled, "Effective Interpretation for Deaf and Hard-of-Hearing Amendment Act 23 of 2011." GAP will be working with a joint committee comprised of leaders from Potomac Chapter RID and Virginia RID as we

monitor the progress of this legislation. At the writing of this article, the legislation has been referred to the Government Operations and the Environment as well as the Human Services Committee.

Indiana: The Advisory Board of the Division of Professional Standards held a public hearing on February 17 (LSA Document #105-64) on proposed rules regarding educational interpreters' permits. Indiana Chapter RID and educational interpreters in Indiana have submitted a letter commenting on the new rulemaking procedures for educational interpreter permits and standards.

West Virginia: Educational interpreters in West Virginia have been responding via e-mail to legislators in Charleston re-



VRID community chat, Northern Virginia Resource Center for the Deaf, January 29, 2011. Photo courtesy of Jay Moradi-Penuel.

garding House Bill 2895/Senate Bill 374 related to school service personnel; specifically interpreters working in educational settings. The RID Interpreters in Educational and Instructional Settings (IEIS) Member Section's West Virginia representative has also been working with legislators and members.

North Dakota: On January 11, Senators Oehlke, Burckhard and Robinson and Representatives Mock and Hofstad introduced SB 2185 to create and enact seven new sections to chapter 43-52 of the North Dakota Century Code, relating to regulation of sign language interpreters; to amend and reenact sections 43-52-01, 43-52-02 and 43-52-03 of the North Dakota Century Code, relating to regulation of sign language interpreters; and to provide a penalty. GAP is in contact with North Dakota members to support their interests in this legislation.

INDUSTRY RELATIONS:

Members continue to ask for support in their efforts to

advocate and assure safe working conditions and reasonable pay for their work.

Some members believe that video relay service (VRS) practices are in direct contradiction to the NAD-RID Code of Professional Conduct (CPC) and have led interpreters to breach the ethical standards set by the profession. Interpreters who work in VRS settings are so concerned about safe working conditions that they have asked for support from RID and from union organizers. RID has listened to our members and our member sections, and we have made recommendations to the Federal Communications Commission (FCC) asking for rules to assure interpreter safety and high quality VRS services for deaf consumers. RID has been asked by federal government agencies to help them in determining the number of certified interpreters working in VRS today. We will continue to monitor the VRS industry.

In addition to assistance in the VRS setting, members have also asked RID for support in establishing fair and reason-

able standards for the hiring of educational interpreters. Some members believe that local jurisdictions keep hiring standards too low to control the budgetary impact of recognizing professional status for interpreters. GAP has reached out to IEIS and the RID Educational Interpreting Task Force to help support our members working in educational settings. These concerns have come up in specific state level assistance on legislative initiatives. (See the state legislative update section).

FEDERAL RELATIONS:

RID provided testimony to the U.S. Department of Justice at the second of three public hearings to gather public comments on the possibility of revising the ADA regulations. They are specifically looking at 1) accessible Web information and services, 2) movie captioning and video description, 3) accessibility of Next Generation 9-1-1 and 4) accessible equipment and furniture. GAP testified in Washington, DC, on December

16, 2010. The public hearing was Web cast live on ADA.gov and is now available for rebroadcast (with captions and audio description) at http://www.ada.gov/anprm2010/hearing_rebroadcast.htm#sf_hearing.

RID recommended that VRS communications assistants (CAs) handling E911 calls meet minimum standards (national certification, years of experience and specialized training) and be provided adequate support in the form of employee assistance programs, on-the job protocols for teaming and breaks and on-site counseling when needed.

RID suggested that E911 calls be separated from regular VRS calls, with special rules, or when necessary, special exceptions to support this very special setting allowing interpreters to stay with the consumer throughout the call whenever possible and be trained and allowed to assist communication to assure that the Public Safety Answering Point (PSAP) is connected for ultimate help. We also suggested video remote interpreting (VRI) be allowed as an exception and possibly reimbursed through VRS funding to assure continued interpreting services throughout initial emergency communications.

After this information was distributed in the January 2011 *RID eNews*, we received some feedback from the membership regarding concerns with these recommendations. We have incorporated these well-articulated concerns to add recommendations limiting the use of VRS communication assistants' role in VRI communications to a temporary emergency assistance only. Some of these suggestions include the following:

- Use of a visual banner at the bottom of the VRS screen when the switch is made to VRI, encouraging the emergency responder to contact a local, qualified interpreter immediately to provide effective communication.
- Create a recording system for VRS/VRI E-9-1-1 calls, both voice/video.
- Adopt standards forbidding VRS CAs from interpreting for discussions or interviews that will end up in a police report.

This last suggestion dovetails with the ethical conflicts that have been brought up by other members related to CPC Tenet #2 (Professionalism: Interpreters accept assignments using discretion with regard to skill, communication mode, setting and consumer needs.)

MEMBER RELATIONS:

GAP has hosted several "UPDATES" with local RID affiliate chapters, sharing new developments and looking at how local chapters can identify local issues and strategies for addressing them.

These opportunities to meet with the RID membership is key in helping to establish RID's national GAP agenda. As we have said so many times – we cannot do this without you! ■



RID GAP Representative, Janet L. Bailey, presents to VRID. Photo courtesy of Jay Moradi-Penuel.



The Power of Focus as an Alliance Organization

NAOBI, Inc. as *Focus*

Antonio Goodwin, J.D., M.Div., M.A., CI and CT, NAOBI, Inc. President

“Focus” embodied equals power!

Because focus can be a force itself, it generates its own power to move things, similar to gravity, truth and virtue. These are not moved or forced or bent – they simply are. In the presence of any of the three, we are affected. Focus as a tool creates that kind of immoveable power. It is a power that affects all within its domain, but it itself is affected by nothing.

This article is about NAOBI, Inc. embodying focus in order to be the power and the force that it should, can and must be in the interpreting industry, in the United States and even in the world. “Focus” embodied generates that type of power!

First, this article briefly describes the power advantages of “Focus” when used as a tool or when embodied. Then, the article lists some specific power advantages that occur where NAOBI, Inc. embodied as “Focus” becomes these power advantages. These ideas about the power of focus are ideas that I share with my life-coaching clients and are ideas I have written and discussed in a variety of ways during my interpreter presentations and interpreter leadership meetings. I apply them on an organizational level now while leading NAOBI, Inc.

The Power of Focus

“Focus” is power. It translates into creating a field or a sphere of a force

that influences objects and environments within its domain. These influences are not forced or coerced, they simply are affected. Power is exerted on the objects within the sphere of “Focus” and without force, resistance is lacking. Therefore, “Focus” as power creates the following:

- A generative power – the ability to create freely and effectively
- An attraction power – the ability to bring in needed resources
- A coalescing power – the ability to unite partnerships and organizational bonds
- A changing power – the ability to change and influence through inspiration

These four areas come about as a result of embodying “Focus.” As NAOBI, Inc. moves through the next two years, it intends to embody “Focus” in such a way as to create the previously mentioned four areas.

NAOBI, Inc as “Focus” is “**Generative Power**” for African American sign language interpreters, sign language interpreters in general and other under-represented groups in the sign language interpreting field. Because our focus for the next two years is “Reaching Dreams and Breaking Barriers,” we see one role of accomplishing our mission as one of creation.

We must generate inroads in the African American community to share information about sign language interpreting as a lucrative and well-worthy profession. We must continue to generate high rates of passage of the NIC exam. We must continue to be a resource for second career African Americans who are choosing sign language.

We must continue to generate cutting-edge sign language interpreter leaders. We need people who can lead either as an interpreter or as someone in another arena but who has interpreted before. Sign language interpreters who have been trained as leaders are great allies to have in non-interpreting arenas! NAOBI, Inc. makes use of this power advantage by hosting its annual Leadership Institute. This year it is scheduled for September 23 – 25, in Indianapolis, IN, where our 2012 professional development conference will take place. Be there!

NAOBI, Inc. as “Focus” is “**Attraction Power**” for African American/Black sign language interpreters currently working in the profession, for students in interpreter training programs or interpreter preparation programs, for friends and allies of all who desire to see more African American persons in the field. With that, we must continue to serve as a resource for under-represented groups seeking to make their voices heard in the sign language profession in order to add their contributions to the field. We are doing that when we work with trilingual interpreters, assist start up organizations and so on.

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NAOBI, Inc. as “Focus” is “**Coalescing Power**.” We must continue to bring together partnerships of a variety of community stakeholders, both interpreting and non-interpreting groups, in order to keep the visibility of the profession in the forefront. This type of visibility affords all interpreter groups a space to create teaching moments, and “Aha!” moments for businesses, organizations and individuals who never have worked with sign language interpreters. This power advantage is toward the accomplishment of the NAOBI, Inc. mission but must inevitably have positive and far-reaching impact in the field in general. One example of the use of this power advantage is the NAOBI, Inc. clubs. We are inspiring high school students and college students while increasing the profession’s visibility.

NAOBI, Inc. as “Focus” is “**Changing Power**.” We must, at all times, be barrier busters! That means influencing appropriate mind shifts for appreciating diversity and for getting the word out about African Americans coming to the sign language interpreting field.

One way we use this power advantage is the Mentoring Program we are establishing. There is nothing like it! It includes five specific arenas that are available for NAOBI, Inc. members:

1. Conference Interpreting Mentoring

2. Conference Presenting Mentoring
3. General Sign Language Interpreting Mentoring
4. Religious Interpreting Mentoring
5. Leadership Mentoring and Training for Interpreters

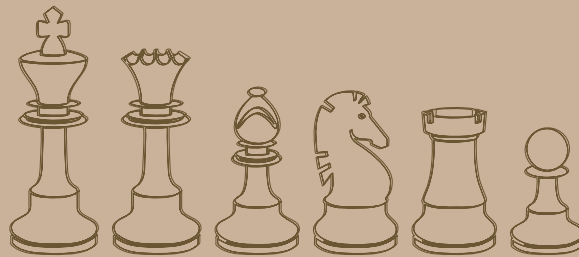
Conclusion

For the next two years, as we focus on training leaders in the interpreting field, training and supporting the increase of top-notch African Americans/Blacks in the field, we have our work cut out for us. The ability to embody “Focus” makes our trip fun and eventful! Come join us. Share your thoughts, ideas and energies toward the accomplishment of the mission as we reach dreams and break barriers by empowering, educating and excelling! Join NAOBI, Inc. at www.NAOBI.org and join our Facebook fan page (National Alliance of Black Interpreters, Inc.) ■



Antonio Goodwin,
NAOBI, Inc. President

Strategic LEADERSHIP vis-à-vis TRANSFORMATIONAL ADVOCACY



Ernest E. Garrett III, M.S., M.S.W., LSSW, C-ASWCM, LMSW, ACSW, C-SSWS, NBDAPresident

In the winter 2010 edition of RID *VIEWS*, the National Black Deaf Advocates (NBDA) had the opportunity to share that we are reviewing, recommitting and redesigning our advocacy efforts to better support our mission statement. To that end, a number of positive, productive and professional changes were made, and once again, we are privileged to have the opportunity to share this information with the RID membership and interpreting profession.

Promoting Leadership Development

NBDA's efforts to promote leadership development can be seen in the number of recent appointments to key positions at the national level. Both the Collegiate Black Deaf Student Leadership Institute (CBDSLI) and Youth Empowerment Summit (Y.E.S.) Programs are now directed by Mia Sanchez and Barbara Smith, respectively. Sanchez and Y.E.S. assistant director Corey Burton are former CBDSLI participants. The Interpreters & Translators of Color (ITOC) Member Section is now coordinated by NAOBI, Inc. Vice President Valerie McMillan, NAD IV. The Miss Black Deaf America Pageant is under new leadership as well, with Alaina Mitchell serving as Pageant Director. Lastly, to round out a system of support for current and future conference planning leadership efforts, NBDA has implemented a conference leadership team that is expected to set the standard for best practices in conference management and leadership.

Educational & Economic Opportunities

NBDA disseminated information on abused deaf children and seeks to remain informed about developments in early childhood special education and what this means for our Black Deaf and hard of hearing community. We shared information about knowing one's rights and responsibilities when flying with service animals and assisted an organization with selecting an expert on cultural competence to provide in-service training. We are working with Drs. Carolyn McCaskill and Ceil Lucas to ensure that our membership is well-informed of research in

Black American Sign Language. Last but not least, I presented a ground-breaking workshop on "Transformational Advocacy: A New Vision for NBDA, Inc." during the Southern Regional Black Deaf Advocates Conference last August.

From an economic standpoint, we have advocated for equal access to housing, as well as referred members to a housing guide for people living with disabilities. In addition, we plan to work with a national museum system on their goal of recruiting more persons of color with disabilities for employment. Finally, NBDA will work to make certain that our membership sees an improvement in their experiences when availing themselves of tax preparation services.

Social Equality

NBDA partnered with a legal intern, to assist lawyers at an agency, with identifying police departments with effective policies and practices for communicating with deaf/hard of hearing individuals and treating them fairly. Most recently, NBDA has worked with the U.S. Department of Justice and a local chapter of the NAACP to address an issue of police abuse and other instances of gross social inequality.

Promoting General Health & Welfare

NBDA distributed information on mental health services and participated in research studies – captioning on mobile devices, health studies, hearing dog use, deaf education and doctor/patient relations – to ensure more balanced research studies that will ultimately impact the general health and welfare of Black deaf and hard of hearing people.

Strategic Planning & Implementation

With the first decade of the twenty-first century behind us, NBDA takes pride in "how we do things around here" now. This means keeping our mission, "to promote the leadership development, economic and educational opportunities, social equality, and to safeguard the general health and welfare of black deaf and hard of hearing people," at the forefront of



NBDA Executive Board (seated; left to right): Ernest E. Garrett III, President; Benro T. Ogunyipe, Vice President; Sharon D. White, Secretary; Betty Henderson, Treasurer. Additional board members (standing; left to right): Thomas Samuels, Appointed Board Member and Advisor to NBDA; Fred M. Beam, Eastern Regional Representative; Cory Parker, Southern Regional Representative; Dale Moore, Midwestern Regional Representative.

everything that we do as an organization. We are pleased to announce that under my leadership, a five-year strategic plan was voted on and passed at the board of directors meeting in February 2011:

Goal 1: NBDA Strategic Fiscal Management

To develop and implement a system of organizational fiscal management that is transparent, adheres to proper fiscal accounting and management, and results in positive, productive and professional strategic revenue generation.

Goal 2: NBDA Strategic Operations Management

To develop and implement a system of organizational operations that is transparent, supportive of chapter needs, and results in positive, productive and professional strategic alliances between NBDA and local chapters.

Goal 3: NBDA Strategic Public Relations Management

To develop and implement a system of organizational public relations management that is transparent, supportive of chapter needs; and results in a positive, productive and professional public relations coup.

Goal 4: NBDA Strategic Programs Management

To develop and implement a system of organizational programs management that is transparent, supportive of chapter needs and results in positive, productive and professional programs that are efficiently and effectively administered.

Goal 5: NBDA Strategic National Agenda Management

To develop and implement a system of national agenda management that is transparent, supportive of chapter needs, and results in a positive, productive and professional means of achieving NBDA's mission and vision.

This strategic plan, which goes into effect October 1, 2011, will be instrumental in navigating the organization toward its vision: ***"In five years, National Black Deaf Advocates, Inc. will serve as a model for transformational advocacy by using the pillars of empowerment, leadership and history to advocate with and on behalf of the Black deaf and hard of hearing community."*** ■



Ernest E. Garrett III, M.S., M.S.W.,
LSSW, C-ASWCM, LMSW, ACSW,
C-SSWS, National Black Deaf
Advocates President

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Read! Share! Learn! Earn!

News from NCIEC



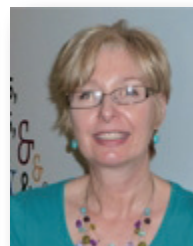
The winter 2011 issue of *VIEWS* shared the announcement of the 2010-2015 federal grants being awarded to establish the National Interpreter Education Center and five Regional Interpreter Education Centers located across the U.S. The grants support interpreting education activities offered on regional and national levels, all with the aim of growing and enhancing the skills, knowledge and versatility of the interpreting workforce. Each regional center offers educational services and technical assistance to its regional stakeholders, including curricular resources for interpreting education programs, educational opportunities for all levels of interpreters, consumer self-advocacy training and new interpreter recruitment. The national center has three primary roles: As coordinator, the national center works to identify emerging trends and opportunities for cross-center collaboration, dissemination and knowledge transfer; in its evaluator role, the national center seeks to assess the quality of the educational programming offered by the Consortium member centers; and in the realm of interpreting educator preparation, the national center provides educational opportunities, resources and technical assistance to enhance teaching practices across the U.S.

To date, the Consortium centers have identified three major projects on which multiple centers are collaborating: The Vocational Rehabilitation (VR) Interpreter Training initiative seeks to identify subject matter content for a series of instructional modules and resources designed to prepare interpreters for work across VR settings with a diverse range of consumers. The first step will be a review of the literature, including the Professional Development and Endorsement System developed from 1995-2000 with federal grant support. The Interpreting in Trilingual Settings initiative will create a national task force to delineate the competencies and strategies for effective work in trilingual settings, develop leadership and public awareness and provide resources for ongoing training and support for effective performance and utilization of interpreters who work in these settings. And, continuing the work of the past grant cycle, the Deaf Self-Advocacy Training initiative will work to review and refine the curriculum, even as the regional centers continue to expand training opportunities to consumers, interpreters and VR providers within their geographic region.

At the same time, individual centers have been gearing up for upcoming educational activities on the regional and national level.



Cathy Cogen



Trudy Schafer



Lillian Garcia Peterkin

National Center

The National Interpreter Education Center is in the process of establishing the Outcomes Circle (OC). The OC will serve as a learning laboratory allowing us to collectively explore and create innovative practices in interpreter education. Our activities will include the following: development of online graduate courses that focus on assessment, mentorship, practicum and/or interpreter education; implementation of ASL proficiency assessment standards in conjunction with the American Council of Teachers of Foreign Languages (ACTFL); an online Curriculum Resource Center to house a plethora of curricular resources, including an undergraduate research journal; development of instruction modules for use in interpreter education programs; a VR internship program; and, technical assistance for programs seeking Commission of College Interpreter Education accreditation.

The OC will consist of 15 interpreter education programs across the country acting as “first implementers.” Eventually, the work of the OC will be shared with the interpreting education community at large. Working closely with the five Regional Interpreter Education Centers across the U.S., we are finalizing the selection of the participating programs and are laying the groundwork for swift implementation. The first face-to-face meeting of the OC was slated for March 29 through April 1 at Northeastern University. For more information, contact Trudy Schafer at g.schafer@neu.edu.

Visit our Web site at www.northeastern.edu/niec.



Richard Laurion



Rosa Ramirez

CATIE Center at St. Catherine University (Serving MN, WI, MI, MO, OH, IN, IL, NE, KS, IA)

Registration is now open for our online module, “Body Language,” offered through www.healthcareinterpreting.org. Participants will develop their use of classifiers in structured activities related to anatomy. Using online resources, they will create ASL explanations of certain topics and then view sample ASL videos from Nigel Howard, Doug Bowen-Bailey and others. After viewing the sample videos, they will apply insight gained to re-creating their own video. Participants can begin work anytime after March 1. We are also piloting a student cohort, with interpreting students from St. Kate’s and William Woods University.

At the writing of this, we're surviving cold temperatures in Minnesota by planning our summer Deaf Mentor Training and ASL Immersion programs in collaboration with the MARIE Center. The Deaf Mentor Training will take place June 3-6, with ASL Immersion participants joining from June 6-10. This program will again be hosted on the St. Catherine University campus in St. Paul, MN, to take advantage of the beautiful campus and dorm space available in the summer.

We are also working with Hilary Hardin of Perpetual Development to offer an NIC certification preparation program. This blended program will allow participants to do ten weeks of intensive online coursework and cement that experience with three days working with their peers in an on-site workshop. We are planning to offer the on-site component in two locations, St. Paul and one other location still to be determined. The online component will begin in April.

Visit our Web site for details: www.stkate.edu/catie.



Beverly Hollrah



Mary Lightfoot

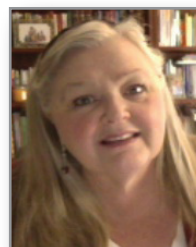
Gallaudet University Regional Interpreter Education Center (GURIEC) (Serving AL, DE, DC, FL, GA, KY, MD, MS, NC, PA, SC, TN, VA, WV)

The Gallaudet University Regional Interpreter Education Center is busy planning for upcoming events. Two themed mentorship programs are being developed for deaf-blind interpreting and regional mentor-mentee paired training and experiences. These mentorship projects are based on the NCIEC evidenced based mentorship approach.

A regional learning community is being established under the GURIEC Web site. The learning community will house training and discussion of topics ranging from video interpreting to cultural themes, to learning online, as well as traditional interpreting topics. Mentorship will also be represented through the learning community. Both synchronous and asynchronous communication opportunities will enhance discussions. Check our Web site in the coming months for more details: <http://guriec.gallaudet.edu>.

In addition, GURIEC is in collaboration with the National Association of Black Interpreters-DC for a community outreach project bringing the field of interpreting to the greater Washington, DC, community.

Several interpreting-related courses are taking place at Gallaudet University this summer. The release of the DVD, "Black Deaf ASL," will happen soon as well as a summer course titled, "Black Deaf People's Studies." Courses on deaf interpreting, discourse analysis and communication accessibility will also be offered this summer. The GURIEC Web site has additional information on these offerings.



Anna Witter-Merithew



Amy Kroll

Mid-America Regional Interpreter Education Center (MARIE) (Serving AR, CO, LA, MT, NM, ND, OK, SD, TX, UT, WY)

The MARIE Center is a resource center on interpreting and interpreter education housed at the University of Northern Colorado DO IT Center. MARIE proudly serves Arkansas, Colorado, Louisiana, Montana, New Mexico, North and South Dakota, Oklahoma, Texas, Utah and Wyoming and collaborates with our sister centers as part of the NCIEC. Anna Witter-Merithew is the MARIE Director, and Amy Kroll is the MARIE Coordinator. A new Web site for MARIE was launched in March at www.unco.edu/marie.

MARIE will sponsor five deaf mentors and 20 ASL/interpreting students to attend the Deaf Mentor Training and ASL Immersion programs being held at the CATIE Center June 3-10. An extended five-week, ASL language mentorship, delivered through distance technologies, will also be available to select individuals.

This summer, MARIE will train a group of diagnosticians to conduct diagnostic assessment services to support an individualized skills development program we are launching next year. The goal of the program is to prepare novice interpreters for certification.

A new cohort for the Interpreting in the American Legal System Program (LITP) is now being recruited. The LITP is a four-semester program designed to prepare interpreters to work in legal settings. The lead teacher is Carla Mathers, Esq. Tuition costs are reduced through MARIE sponsorship. Priority is always given to applicants from MARIE states.

MARIE will also host a Legal Interpreting Institute in Denver, CO, in April 2012. Please visit our Web site for more information on activities, resources, program descriptions and applications!



Alberto Sifuentes, Anna Davis, Diana Doucette

Regional Interpreter Education Center at Northeastern University (NURIEC) (Serving CT, ME, MA, NH, NJ, NY, PR, RI, USVI, VT)

The NURIEC started a Student and Novice Interpreter Network by creating a Facebook Group to connect together

RID STAKEHOLDERS

Interpreter Education Program (IEP) students in our region. Students have expressed the need for peer support on a greater scale than just in their classrooms. This network is the first step to address this need. Members of this group are IEP students, with three years or fewer post graduation. As this announcement is being written, plans are underway for the first Student and Novice Interpreter Network Conference, held March 31-April 1, in Boston. Students and recent graduates have registered for the conference from as far away as Puerto Rico. For more information on the conference, visit our Web site www.asl.neu.edu/riec.

In collaboration with the University of New Hampshire, University of Southern Maine and the National Technical Institute for the Deaf, NURIEC is supporting ASL faculty in a pilot project to identify ASL program strengths. ASL faculty will develop stimulus materials and rubrics with which they will evaluate student performance outcomes at the end of one year of ASL study. Faculty will then exchange DVDs of students' responses to the stimulus material, rate them again and compare evaluations in an effort to identify program strengths and potential areas for improvement. A proposal was submitted to the 2011 ACTFL Conference to present on the design of this pilot project. Further advancement of this work will compare program strengths on a regional and then a national level.



Pauline Annarino



CM Hall

Western Region Interpreter Education Center (WRIEC) (Serving AK, AZ, CA, NM, Guam, ID, HI, NE, OR, WA)

A snapshot of the Pacific Rim reveals a geographic area far larger than the contiguous United States. It is home to approximately 120 deaf and hard of hearing Islanders who are served by an estimated nine interpreters. This community, while a U.S. territory of American citizens, operates very differently than our mainland collectivist culture and society. Our NAD-RID Code of Professional Conduct and ethical behavior is often challenged there because the community is so insular; that interpreters and Deaf community are so interconnected it can be perceived as both an advantage and a drawback.

WRIEC is committed to supporting this cadre of interpreters and the Deaf community they serve. To this end, WRIEC is establishing a local resource center, providing technical assistance and offering ongoing educational opportunities to the outer islands. On Christmas Day 2010, CM Hall, WRIEC Project Coordinator, flew to Guam to begin an 80-hour, nine-month blended training with interpreters from Guam and Saipan. Over three days, 15 participants had their interpreting skills assessed, reviewed the fundamentals of the Educational Interpreter Performance Assessment (EIPA), discussed levels of mastery and

interpreter process models and executed professional development agreements. Their education will continue with online learning, homework assignments and Saturday chats. CM will return in April for the second, three-day training and again in September to wrap-up the training and facilitate skill assessments using the EIPA. For more info on this endeavor and initiative, please contact WRIEC. ■



The National Consortium centers are funded from 2010-2015 by the US Department of Education Rehabilitation Services Administration, CFDA #H160A & H160B.

Man

David Quinto-Pozos, Ph.D. CI and CT

There may be no better way to say it; we're headed full steam ahead, so fasten your seatbelts!

Mano a Mano board members have been putting in many hours to organize programming and resources for the benefit of interpreters throughout the country. We have been busy planning the upcoming trilingual track that will occur within the 2011 RID National Conference program. We have been building a new Web site for interpreters and other colleagues interested in interpreting in Spanish-influenced settings and members in some regions of the country have been rallying to establish affiliate chapters. The building momentum is exhilarating!

Mano a Mano, in close collaboration with RID, will be hosting a trilingual track at the upcoming 2011 RID National Conference in Atlanta, GA, July 17-22. We want to extend our gratitude to all those at RID who have been supporting this noteworthy event. This is the first time that the Mano a Mano professional development activities for trilingual interpreters will take place during the RID conference rather than as a pre-RID conference event. Not only will this allow trilingual interpreters to attend the RID conference workshops as they choose, but it will allow bilingual (ASL-English) interpreters who are curious about trilingual interpreting and general themes about interpreting in Spanish-influenced settings the opportunity to attend trilingual track workshops. It's a win-win situation for everyone! The program will be announced on RID's Web site, so watch closely for that. And, make your plans to join us in At-

Mano

o a

, President Mano a Mano

Education Center (WRIEC). We are happy to say that we have worked with Web site developers to create a new logo (included on this page) that will be easily recognizable and will hopefully serve to represent our organization for years to come. In addition, mock-ups for our new Web site pages are currently being produced, and we hope to have that new site online very soon. It is our belief that the new Web site will be an invaluable resource for all those interpreters and other stakeholders who are searching for trilingual resources. Thanks to WRIEC for providing valuable support on this project!

If the top two news items aren't enough for you, let me add that I'm extremely excited to report that we have members from multiple regions throughout the country organizing to establish their own state chapters of Mano a Mano. This will allow them to focus on local and regional needs while also enjoying the benefits of being a part of the larger organization that serves as a resource at the national level. Mano a Mano, like RID, advocates for all interpreters nationally, though it also relies on people in various parts of the country to work for what is important within their own community. This is indeed an exciting time, and I encourage you to look to our new Web site for announcements for the newly formed state chapters after that information has become official.

Thus far we have an Illinois Chapter of Mano a Mano (that was our first state affiliate formed nearly two years ago), and that chapter is busy sponsoring workshops on trilingual inter-

lanta. Don't delay! If you haven't already registered for the conference, do so now at www.rid.org!

For months, we have been working on our new Web site, which represents a partnership between Mano a Mano and the Western Region Interpreter

preting. They hosted one in mid-February, and they are planning on a weekend conference September 9-11. Make your plans to visit the windy city in early September and gain valuable training at the same time! Stay tuned

for more information on our Web site or contact our Region III representative at region3@manoamano-unidos.org.

What an honor it is to work with so many wonderful people! There are many incredible organizational activities occurring, and I feel strongly that it is only the start of many good things for the future.

If you have not renewed your Mano a Mano membership or you wish to become a new member, visit our Web site at www.manoamano-unidos.org. You need not be a trilingual interpreter to be a supporter of this great effort; you simply need a desire to be a contributor to the making of history. As always, if you have any questions, feel free to contact me (president@manoamano-unidos.org) or any of the other board members, whose e-mail addresses can be found on our Web site.

I hope to see you in Atlanta, and I suggest that you keep those seatbelts fastened! ■



David Quinto-Pozos,
Mano a Mano President

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Key positions

Entire video (19:31)

- 00:00:00 Introduction
- 03:28:20 Introduction to Vocabulary
- 07:29:68 Bravo Family Visit
- 09:10:28 Sample Lesson Topics
- 09:56:59 Practice Sentences
- 11:14:30 Cultural Notes
- 13:55:56 Practice Story

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National Interpreter Certification

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Krystin Balzarini, NY
Vanessa Gallo, NY
Holly Jentsch, NY
Kathryn M. Rodkey, PA

Region II

Colleen Doyle, DC
Jessica Gabrian, DC
Emily Schenker, DC
Emily Haynes, GA
Shawn Maldon, MD
Lisa Uscanga, MD
Christopher Merritt, NC
Laura Ogborn, VA
Jessica R. Simpson, VA
Jennifer Stevens, VA

Region III

Margaret Krueger, IN
Melissa Briery, KY
Renita Creasy, MI
Brandi Nelson, MI
Jane Viola Pfromm, MI
Jaime Anderson, MN
Renee Michelle Kerrigan, MN
Paula Ann MacDonald, MN
Amanda Rose Manship, MN
Dana Redfield, MN
Tonya J. Thimons, MN
Rachel LouAnn Hazard, OH
Emily Erin LeGros, OH
Nick Miller, OH
Lisa Linn Sadowski, WI

Region IV

Karla N. Giron, CO
Danielle Johnson, KS

Sara Ware, NM
Daniella Howell, TX
Lesley Siegel, TX
April Love Cook, TX
Tamara J. Dowda, TX
Martin Vasquez, TX

Region V

Theresa Marie Robison, AZ
Casey Breen, CA
Stephanie Chao, CA
Amber Cull, CA
Megan Ericks, CA
Amy Eshelman, CA
Erin Uribe, CA
Shannon McGowan, ID
Stefanie Arciniega, NV
Elizabeth Donovan, NV
Judy Ann Kraft, OR
Graham A. Mackenzie, OR
Mariko Rossiter, UT
Cassie Ulasich, UT
Andrea Haralson, WA
Yael Herbstrom, WA
K.L. Mack, WA
Carrie Renner, WA
Bronwynn Jolene Shew, WA

International

Kyle Duarte, FR

National Interpreter Certification – Advanced

Region I

Jamie E. Steinberg, NJ
Jennifer Miller, PA

Region II

Monica McGee, NC
Adria Michelle Van Heule, TN

Region III

Andrea Opatrny, MN

Region IV

Marie Shirek, ND

Region V

Alonzo Pack, CA
Antonia G. Peel, CA
Robert McIntire Sutton, CA

National Interpreter Certification – Master

Region III

Megan Owens, IL

Region V

Daniel Greene, AZ
Emily Lynn Herb, OR

Certified Deaf Interpreter

Region I

Keven Poore, PA

Region II

Ryan Shephard, MD

Region III

Tamara Fuerst, WI
Michael A. Maffucci, WI

Region V

Juliann Wasisco, AZ
Tiffany Green, CA
Mistie Owens, UT

Specialist Certificate: Legal

Region I

Sarah Blattberg, DC
Joseph McCleary, MD

Ed: K-12 Certifications

Awarded 11/1/2010 to
2/17/2011

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Elle Langevin, ME
Laurie-Ann Gilbert, NH
Emily A. Keniston-Wallis, NY
Kathleen Jenkins Hagen, PA
Bernadette Iuliucci, PA
Jody Longo, PA

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Lori King, NC
Cynthia R. Quintero, NC
Michelle H. Eckert, VA
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