

# VIEWS



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## Ethical Decision-Making: More Than Following the Rules

Anna Witter-Merithew, M. Ed., CSC, OIC:C, CI and CT, SC: PA, SC:L, Colorado

Kellie Stewart, B.A., CSC, CI and CT, Massachusetts

We live in a society where reflective and informed decision-making is viewed as a fundamental characteristic of a well-prepared and autonomous professional. Professional autonomy refers to our ability to carry out the responsibilities of our position as interpreters without close supervision (Blanchfield and Biordi, 1996). Since many of us work without the benefit of regular supervision, this characteristic is of great significance. A challenge we face, however, is that of gaining an appropriate level of competency in ethical decision-making to warrant our autonomous status.

### Decision-Making Competence

A significant part of decision-making competence relates to our analytical thinking skills. Analytical skills involve the ability to use logic to critically examine and measure a problem. A well-developed internal guide, or intuition, also contributes to our decision-making process. Intuition involves examining a problem based on our feelings, values, and opinions. These skills work together to help us resolve dilemmas (Sullivan, 2000). For example, intuition can help us generate ideas and provide a starting point for further thought while analytical skills help us examine our thoughts in a reasoned manner. It is this dynamic process that helps to separate the workable ideas from

those lacking merit. Both skills can mature with experience, regular reflection, and practice.

The late Harvard psychologist, Lawrence Kohlberg (1969; 1976), found that a person's ability to engage with moral and ethical issues does not develop all at once. Just as there are stages of growth in physical development, the ability to think more deeply about moral and ethical decision-making also develops in stages. As ethical maturity increases, it leads to discretion—the ability to discern the best or advisable option. Rushworth Kidder (1995) refers to this process as moving toward “ethical fitness” which

“...is the capacity to recognize the nature of moral challenges and respond with a well-tuned conscience, a lively perception of the difference between right and wrong, and an ability to choose the right and live by it.” (p. 57)

From the moment we consider accepting an assignment until we begin reflecting on our performance during an assignment, we are making a myriad of decisions (Dean and Pollard, 2001a; 2001b). Decisions about language, goals of the interaction, logistics and protocol, interpersonal and intrapersonal relationships and demands, accessibility, and a host of other factors impact our work. What we sometimes fail to recognize is that a majority of the decisions we make have

*“You cannot dream  
yourself into  
having character;  
you must hammer  
and forge yourself one.”*

—James A. Froude,  
English Historian

ethical implications.

Consider, for example, what on the surface may seem to be nothing more than a routine scheduling conflict. A company calls you seeking to hire an interpreter for a lucrative, all-day interpreting assignment. When you check your schedule, you realize that you have already agreed to interpret a short appointment on that day. The short assignment is for a deaf couple who are involved in an ongoing matter, and everyone involved is expecting you to interpret. Should you honor the commitment already made with consumers, or do you break that agreement, find a substitute and accept the all-day assignment? What duty do you have to the deaf couple or the individual who hired you for the short assignment?

Such a dilemma requires you to decide between keeping a commitment to the first consumers, who expect you to interpret their appointment, or choosing what may be the “better” assignment in

*Continued on page 8.*



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# VIEWS

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### VIEWS

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All submissions to *VIEWS*, except letters should be sent to the national office, c/o Director of Communications, via e-mail. Faxed submissions may be returned or delayed. Any submission that does not meet the guidelines below or is deemed inappropriate will not be published. The author(s), not RID, is responsible for the content of submissions published in *VIEWS*.

#### Articles

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 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* at the national office 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 should be 300 words or fewer.

Submissions to the "letters" section should be sent to the national office.

No more than one letter per writer will be published in a single issue. No more than two letters per writer will be published during a 12-month period.

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.

#### Position Paper from Affiliate Chapters

Position papers submitted by affiliate chapters for *VIEWS* should be 800 words or fewer.

RID reserves the right to limit publication from an affiliate chapter to three (3) position papers in a 12-month period.

RID recommends and encourages representation of both minority and majority views on topics of interest to the membership.

Submissions of position papers from affiliate chapters must indicate whether the positions states have been endorsed by the affiliate chapter board and/or the membership at large.

Unsigned position papers will not be published.

Position papers which do not meet these guidelines or which are deemed inappropriate will not be published. Every reasonable editorial effort will be made, through contact with the affiliate, to make a paper publishable.





## President's Report

# RID's Five Strategic Challenges Identified in 2006

*Angela Jones, CI and CT, California, RID President*

Since 1997, RID has grown by 43 percent. Our membership continues to grow at a steady pace, as does participation in our programs and services. This growth, while exciting, has brought with it challenges. The manifestations of these five strategic challenges are listed below along with the organizational entities impacted by them. The next step for the board is to work with stakeholders to do a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis—a strategic method for identifying our organization's strengths and weaknesses while examining the opportunities and threats in the wider environment.

The following information serves as a summary of how these challenges impact our current membership systems and structures. In addition, it identifies the key stakeholders of each challenge. While it would be remiss not to list the overall membership of RID as a key stakeholder, it is presumed that all members are key stakeholders, and through their involvement with the listed stakeholders, all members will ultimately be involved.

## Challenge I: Increase involvement of Deaf members in organizational leadership at all levels.

**Historical Information:** It has been brought to the board's attention by affiliate chapter leaders, members of the Deaf Members In Leadership Committee, and our parliamentarian that, according to RID Bylaws, only Deaf members who are associates or certified members have the right to vote, and only voting members have the right to hold office. The board seeks to address the challenge of reinfranchising Deaf members toward the ends of increasing their participation in organizational leadership at all levels.

### Stakeholders:

- RID Board of Directors
- Deaf Members in Leadership
- Bylaws Committee

## Challenge II: Dual Membership Verification

**Historical Information:** Since the inception of dual membership as a requirement to vote, the verification of dual membership has been problematic for the association. While the national office can easily verify national membership, verification of affiliate chapter membership is dependent upon the follow through of affiliate chapter volunteers. The national office has implemented incentive programs toward facilitating compliance. Again, however, these programs depend on volunteer follow through. The critical necessity to verify dual membership at all levels of the organization (affiliate chapters, regional, and national) has been brought to the board's attention by the Bylaws Committee.

### Stakeholders:

- RID Board of Directors
- Bylaws Committee
- Affiliate Chapter Relations Committee
- Director of Member Services
- Affiliate Chapter Boards

## Challenge III: Routine cost/benefit analysis of membership benefits and services

**Historical Information:** Membership dues are a critical source of revenue for any membership association, and RID is no exception. It is fiscally prudent for a membership association to routinely conduct a cost/benefit analysis on this primary revenue source. On two occasions in RID's recent history, a cost analysis has been conducted on dues: once in 1997, in response to antitrust concerns and again in 2001, in response to an organizational fiscal crisis. In both cases, the analysis was conducted in response to a threat against the organization. There is a need to conduct a proactive cost analysis with a forward vision, anticipating future growth.

### Stakeholders:

- RID Board of Directors
- Executive Director
- Accounting Department
- Kathy Flaherty, RID CPA

## Challenge IV: Clearly defined membership, voting, and credential categories

**Historical Information:** Currently RID uses the word "certified" as a voting category, as a membership category, and as an indication of a member's credentials.

**Voting:** There are members who are nationally certified, yet who do not maintain membership on the state level. As such, these members are in violation of the dual membership mandate.

**Membership Category:** Interpreters have two avenues into RID: associate (non-credentialed) membership; or certified (credentialed) membership. Since dual membership and certification are prerequisites for the certified membership category, the validity of the voting status of those members is questioned.

**Credential:** Ever since its inception, RID has upheld its National Testing System as the premier service for the credentialing of sign language interpreters. RID certification continues to be viewed as the market standard. However, over the years, other testing products have been developed and recognized by hiring institutions. Test revenues do not generate revenues sufficient enough to be self-sustaining for all aspects of test development and maintenance and, actually drain financial resources. Furthermore, lacking any external funding sources, test research and development is almost impossible to fund. Yet, other private and public organizations continue to develop and maintain valid and reliable testing instruments, and interpreters do seek and obtain credentials using these external instruments as a means of entering the profession. RID has had difficulty embracing these professionals.

### Stakeholders:

- Director of Member Services
- Accounting Department
- Executive Director
- Affiliate Chapter Relations Committee
- RID Board of Directors
- NAD-RID Certification Council

## Challenge V: Future Organizational Growth

**Historical Information:** While RID is the professional association of sign language interpreters; it is not THE profession in and of itself. There are many practicing interpreters within the workforce. Some hold RID certification, others hold reliable and valid credentials developed by private and public organizations, and still many more hold unreliable and invalid credentials or no credentials whatsoever. In its efforts to become more inclusive and less exclusive, RID has made strides toward including interpreters who hold reliable and valid credentials into RID's Ethical Practices System and Certification Maintenance Program.

The board, recognizing that RID's mission is to provide organizational structures that facilitate the continued growth and development of the profession, seeks to embrace a vision that strives to place the professional association on the cutting-edge in looking at other valid and reliable credentialing instruments that would further our mission. To this extent, RID should proactively investigate the impact of such growth with all organizational leaders and members.

### Stakeholders:

- RID Board of Directors
- Executive Director
- All Program Directors (Certification Maintenance Program, Ethical Practices System, National Testing System, RID Press, membership services)
- All Program Oversight Committees (Professional Development Committee, Professional Standards Committee, NAD-RID Certification Council, Professional Publications Committee)
- Specific Board Advisory Committees and their corresponding Special Interest Groups (Affiliate Chapter Relations Committee, Cultural Diversity In Leadership Committee, Deaf Members in Leadership, National Bylaws Committee)

As we work to address these challenges, RID leaders will be seeking member input and involvement, and we will need everyone's participation. Andrew Carnegie has said, "Teamwork is the ability to work together toward a common vision. It is the ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results." RID continues to thrive by having us all work together.

In the December VIEWS I will layout points from our overall Strategic Plan. The plan includes the following areas of focus: Education, Standards, Relationships, and Resources. The plan outlines the steps toward continuing to recognize the importance of a diverse membership and how the organization can meet its overall philosophy, mission, and goals.

Angela Jones

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The **Registry of Interpreters for the Deaf, Inc. (RID)**, a non-profit organization, is the only national association dedicated to the professional development of interpreters and transliterators. 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.



## THE REGISTRY OF INTERPRETERS FOR THE DEAF

### BOARD OF DIRECTORS

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*Unless otherwise noted, all numbers are voice and TTY.*

#### **ANGELA JONES, CI AND CT, PRESIDENT**

4201 Mt. Voss Dr., San Diego, CA 92117 • (858) 504-2777 • [angela\\_jones@mac.com](mailto:angela_jones@mac.com)

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928 Manomin Ave., West St. Paul, MN 55118 • W: (800) 971-1886 CSDVRS,  
Fax: (651) 690-6727 • [jimmyjrRID@aol.com](mailto:jimmyjrRID@aol.com)

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305 Indian Rd., Wauseon, OH 43567 • (419) 822-6168 • [rid\\_treasurer@earthlink.net](mailto:rid_treasurer@earthlink.net)

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[aslb4me2@aol.com](mailto:aslb4me2@aol.com)

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12888 Burchard Rd., Guys Mills, PA 16327 • W: (814) 789-4173, Fax: (814) 789-4608  
[rbcoppelli@earthlink.net](mailto:rbcoppelli@earthlink.net)

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[rbalaam@sbcglobal.net](mailto:rbalaam@sbcglobal.net)

### RID NATIONAL OFFICE STAFF

---

**CLAY NETTLES, MA, MS, Executive Director**

[admin@rid.org](mailto:admin@rid.org)

**MELISSA BOWHAY, Director of Member Services**

[membership@rid.org](mailto:membership@rid.org)

**TANIKA COATES, Member Services Project Assistant**

[membpa@rid.org](mailto:membpa@rid.org)

**THEDA LLEWELLYN, Member Services Assistant**

[membasst@rid.org](mailto:membasst@rid.org)

**LORI FRISON, Director of Certification**

[nts@rid.org](mailto:nts@rid.org)

**YOLANDA TILLERY, Senior National Testing System Assistant**

[ntsasst@rid.org](mailto:ntsasst@rid.org)

**BERNICE DAVIS, National Testing System Assistant**

[ntspa@rid.org](mailto:ntspa@rid.org)

**PAM JONES, Director of Education**

[cmp@rid.org](mailto:cmp@rid.org)

**TINA SCHULTZ, Director of Communications**

[publications@rid.org](mailto:publications@rid.org)

**MICHAEL BOSWELL, Office Manager**

[office@rid.org](mailto:office@rid.org)

**MATTHEW O'HARA, MS, NAD IV,**

[acct@rid.org](mailto:acct@rid.org)

Director of Finance and Administration

**CAROLINE KEMPER, Accountant**

[accounting@rid.org](mailto:accounting@rid.org)

**JENNIFER KEENER, Project Assistant**

[project@rid.org](mailto:project@rid.org)

**CAMERON THOMAS, Publications Assistant**

[advertising@rid.org](mailto:advertising@rid.org)

**ASHLEY ALLEN, Office Assistant**

[info@rid.org](mailto:info@rid.org)



# Ethics and Loopholes: Navigating the Way

*Brenda Cartwright, M.S., CSC, CI and CT, Michigan*  
*Suellen Bahleda, CI and CT, Iowa*

**T**he story goes that as comedian W.C. Fields was dying, a visitor caught him reading the Bible. Surprised because Fields was an avowed agnostic, the man asked him what he was doing. Fields responded, “I’m looking for a loophole!”

Loopholes are, by definition, a way of avoiding the intent of a contract or statute. Tax accountants and divorce lawyers may be on the lookout for loopholes on behalf of others; however, in the interpreting profession, we seek and act upon our own loopholes. As interpreters, we agree as professionals to work within the NAD-RID Code of Professional Conduct (the Code). This Code acknowledges that it is impossible to exhaustively address every circumstance that interpreters encounter but that it serves as a guideline to shape our decisions when facing ambiguous situations. This lack of specificity creates the possibility that an interpreter may see situations as exceptional, as “loopholes,” and make professional decisions based on what they see as their extraordinary circumstances. The reality is that the general guiding principles serve us well, and when we look for “loopholes,” we may be looking for a way to justify our behavior. In addition, one person’s loophole may be viewed by another as a breach or violation.

Once the perspective of “exceptional” or “extraordinary” circumstances is broached, there is a danger that a pattern of seeing situations which are not in fact extraordinary or exceptional as being so with the boundaries established by the Code becoming so porous that they stop serving as the protective, professional guidelines they were meant to be. While there may be times when the Code feels restrictive in fact and in practice, it acts to free interpreters from having to make “loophole” decisions by establishing boundaries and guidelines.

The Code calls upon us to work professionally, in an ethical manner, meaning that it is our obligation to do the right thing whether it is in our own personal interest or not. The “bending” of a tenet or the search for a loophole, does not necessarily make it right. When it comes to making professional decisions about accepting work, stepping out of role, etc., we often succumb to the lure of “just this once,” or “it’s not a big deal.” However, the reality is that every action we take does matter to our profession. Our decisions and our actions establish patterns in our own professionalism, and both reflect on and impact the profession at large. When we make professional decisions based on what might be a “loophole” basis, we create expectations not only of ourselves, but of every other interpreter that the consumers subsequently encounter.

Under what circumstances are we tempted to default to a “loophole” decision? Most often, it is a situation that comes

upon us quickly, unexpectedly, for which we do not have time to consider or employ a more appropriate response. Often, these situations require a quick, short-term solution which, initially do not seem particularly critical. A hearing mother takes her deaf daughter to a doctor’s office. The doctor asks to speak to the mother privately in another room, leaving you to watch the daughter. Will the world really stop turning if you babysit, making friendly conversation for a few moments?

Consider any number of other factors that might be at play. Does the age of the daughter, the kind of doctor, or the nature of the visit make a difference? What happens when five minutes becomes 30 minutes? Suppose you agree to stay with the daughter, what expectations have you created for the doctor, the mother, the daughter and the next interpreter they encounter? The reality is that decisions made in this situation, while seemingly fairly innocuous, can significantly impact the consumers, other interpreters, and your own approach to interpreting.

Once a tenet has been breached, it is very difficult to reassert a non-loophole approach. Once you agree to sit with the daughter, how do you decline to sit with the consumer’s son at another appointment? Once you agree to five minutes, do you have any recourse when it becomes 15 or 30, especially since you are getting paid to be there? Once a boundary is redefined, it becomes at best uncomfortable and at worst impossible to regain the boundaries of the initial line.

When a novice interpreter in a non-demanding setting agreed one day to grade some papers for the deaf professor, that professor then began to expect the interpreter to continue to grade papers. When the interpreter tried to pull back to re-establish her role, it was awkward and unpleasant for both of them.

The irony is that many times our tendency to utilize a loophole is based on our best desires. We agree to babysit because maybe we like the child; we grade papers because we want to help a frazzled professor; or we take a job we are not really qualified for because otherwise there would be no interpreter...and so on. The Code often protects us from ourselves.

A breach of the Code has an impact far beyond the immediate circumstances, no matter how unpleasant, awkward, or satisfying as they may be. There are some truths that no matter how many times we raise them up for consideration or discussion hold and bind us as professionals. Everything one does as an interpreter reflects upon every other interpreter. Everything one does as an interpreter shapes the expectations of consumers. The short-term search for a loophole inevitably leads to far-reaching consequences. Our best practice as professionals is to find ways to serve consumers within the guidelines of the Code. ■

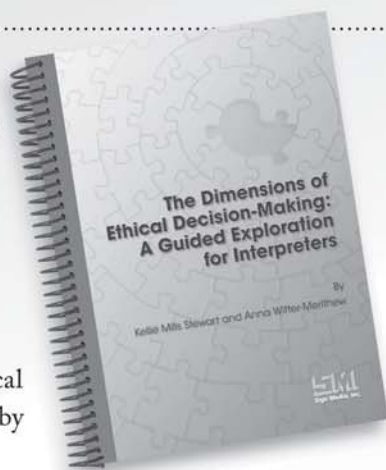
*Suellen Bahleda (sbahleda@wartburgseminary.edu) and Brenda Cartwright (BCartwright@lcc.edu) are both nationally certified interpreters and co-authors of several best selling textbooks published by RID Press.*

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*"Ethical Decision-Making" continued from page 1*

terms of your interests, ability, and financial benefit. Any decision with ethical implications has the potential to carry negative consequences for everyone involved and can enhance or erode consumer trust. It is right to honor your professional commitments, and it is right for interpreters to maximize their ability to earn a living. Kidder (1995) calls this a "right versus right" dilemma. Scheduling decisions are made every day, but what makes this situation unique is that a previously existing commitment conflicts with a new desire.

When such dilemmas occur, where do an interpreter's priorities and ethical duties lie? Ultimately, as it is with all professionals, the duty is to do no harm. Consider the ramifications on our society if doctor appointments went to the highest bidder. What would be the consequences for consumers if interpreter availability followed a similar pattern? Our desires and preferences (feelings, values, and opinions) must be balanced with our analytical skills (logic and reason). Decisions we make reflect our underlying character, as well as our understanding of our professional duty.

### Time and Practice: Barriers to Gaining Competence

According to John Dewey, one barrier to achieving competence in reflective thinking is that we must first recognize that a problem exists (1933; 1938). Learning to parse and prioritize complex issues to detect problems is challenging and takes practice.

Returning to the case of the scheduling conflict, if an interpreter has not considered the ethical implications that breaking commitments have on consumers, he or she will not likely recognize an issue with passing the shorter assignment off to another interpreter in favor of the all-day assignment. Initially, we may not see the long-term implications the scheduling decision has on our character or how it affects consumer trust.

To enhance ethical fitness, it becomes important to set aside time to think about broader ethical issues such as responsibility, fairness, trust, honesty, and integrity. Reflecting on ethical principles and consequences of decisions provides a framework for viewing our decisions through the eyes of others. It allows us to ask questions such as: How might I feel if I were the consumer in this situation? What would the effect be if all interpreters sought to maximize income at the expense of commitment? In a professional capacity, should personal preferences take precedent over honoring our commitments? Why or why not?

### Communities of Inquiry and Practice (COIP): Breaking Barriers to Competence

In their book, "Developing Reflective Judgment," (King and Kirchner, 1994), the authors state, "Reflective thinking requires the continual evaluation of beliefs, assumptions, and hypotheses against existing data and against other plausible interpretations of the data" (p. 7). Continual evaluation is crucial. Setting aside regular time to reflect, however, is not a guarantee that we will



become better ethical decision-makers, especially if most of our reflection happens in isolation without the benefit of other points-of-view.

According to Witter-Merithew and Johnson (2004), “A Community of Inquiry and Practice (COIP) offers a mechanism where practitioners, educators, and stakeholders can explore and work toward consensus on the critical questions” (p. 22). By engaging in dialogue with others (colleagues, consumers, and deaf people), we can benefit from examining ethical dilemmas and gaining a broader perspective. This yields both new insight and a deeper appreciation of the importance of our decisions.

Listening to other points-of-view is essential for challenging our own thinking, since dialogue requires us to articulate our views to others. This process can reveal hidden assumptions and shed light on weaknesses or strengths in our analytical reasoning. Group dialogue provides benefits that we cannot get solely from personal reflection. Therefore, a mixture of personal reflection and group dialogue serves as a catalyst for expanding our ability to recognize dilemmas and consider consequences (Amulya, 2004).

Many decision-making models exist which offer a set of linear steps toward making decisions. Obviously the process of decision-making in the real world is inherently complex and non-linear, but decision-making models can provide a framework and a starting place to better evaluate the quality of our thinking. The most important part of working through a decision-making model is to pose questions which address the what, why, where, how, and when, with emphasis on asking ourselves “why.” Answering “why” we make the decisions we do forces us to justify our views.

One such model (Stewart and Witter-Merithew, 2006) can be summarized by these steps:

**Identify the issue(s).** Why have these issues been selected? Why do they need to be addressed? How do these issues relate to each other?

**Gather information.** Who are the players? What are the factors impacting the issue(s)? Which factors are assumptions, not facts? How might my personal biases be affecting how I view the information?

**Identify the principles which may inform options.** Does the NAD-RID Code of Professional Conduct inform my thinking? How so? What power structure exists in the situation? Whose principles take precedent in this situation, and why? How do I evaluate the principles for both the short-term and long-term implications?

**Generate a list of possible decisions.** Why did I choose these options? What personal or professional motivations exist for each possible choice? Are these possible decisions realistic? Why or why not? Whom do these decisions benefit most, and why?

**Evaluate each choice in light of the consequence.** What is the likely outcome of each

*Continued on page 10.*



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choice? Who will be impacted by each choice? Will the impact be favorable or harmful? What standards and judgment criteria am I using to determine each of the consequences? Why did I choose these standards and criteria? Will any of these choices do harm? If so, how?

**Determine the best alternative based on reflection and reason.** Why have I identified this decision as the best alternative? How will this decision affect those involved? What motivations or assumptions may have affected my choice and, why?

**Make a choice, and act.** Thinking about ethical decision-making is not enough; you must act. Remember that to do nothing is still a choice and carries with it consequences.

**Evaluate the outcome of your action.** What lessons can you learn? What feedback occurred? Does feedback need to be elicited? What might you do next time, and why?

Initially, moving through each step requires concentrated effort. With time and practice, however, the steps will become internalized, and the process will become more natural. After all, reflection with colleagues and consumers creates a way for us to "hammer and forge" our character.

## Conclusion

Most of us would characterize ourselves as having high moral character. As interpreters, we want to consider ourselves ethical practitioners, yet defining what is ethical as an individual, professional, or member of society is not an inherited attribute. It develops over time, evolving as our knowledge, life experiences, and beliefs grow and change. Ethical decision-making involves far more than merely following the tenets and guidelines provided in the NAD-RID Code of Professional Conduct.

In our shared goal of becoming more ethically fit, we must seek ways to improve our ethical decision-making process by enhancing both our analytical thinking and intuition. We must work to ensure we are consistent in our decision-making by avoiding contradictions between our standards, values, and actions. Through commitment and ongoing study—particularly with other colleagues who share similar interests—we can demonstrate the quality of ethical decision-making appropriate to the level of autonomy we possess as interpreters. ■

*Kellie L. Stewart, a certified interpreter for 23 years, currently serves as an interpreter and coordinator of services for deaf and hard of hearing individuals at Harvard University. Since 1988, Kellie has taught a course in Ethical Decision-Making at Northeastern University in Boston. Ms. Stewart is currently pursuing a master's degree in the online interpreting pedagogy program at Northeastern University.*

*Anna Witter-Merithew, a past president and vice-president of RID and co-founder of the Conference of Interpreter Trainers*

*(CIT), is the assistant director for the University of Northern Colorado Distance Opportunities for Interpreter Training Center. She recently earned her master's of education degree from Athabasca University.*

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# LETTERS

## Testing Site to Close

Harper College's Sign Language Interpreting Program, its personnel and our local LTAs take their responsibilities to RID very seriously. It has become apparent, despite our best efforts and our attempts to creatively solve the below listed issues, the current regional testing system is no longer viable. It is, with great regret that the longtime RID test-

ing site at Harper College in Palatine, Illinois will close at the end of 2006.

After seeing the notice requesting testing sites on page 34 of the September *VIEWS*, we wanted to share with you the reasons and our recommendations:

- 1) The new NIC test is technologically a marvel. We believe the candidates deserve to be recorded in a method just as clear.
- 2) The LTA system does not work. It is no longer feasible to expect the top interpreters in our field to schedule an entire day for \$20 per candidate (the maximum candidates you can do in a day is 3 equaling only \$60) for RID testing. This is basically volunteering in disguise.
- 3) LTAs should be trained and paid testing professionals on the staff of RID at its office or its satellites. We strongly believe that this is the only way to maintain a level of quality control and equity for all candidates, regardless of which test they are taking.

We wonder if other testing sites have closed for these same reasons. As the list of testing sites dwindles, it becomes harder for RID to test its members, which is why we held on for so long. We believe this problem needs to be seen as a top priority for the Certification Council and the current Board.

*Donna Reiter Brandwein, CSC, CI and CT, et al  
Illinois*

*Thank you for offering testing at Harper College. Your efforts are greatly appreciated. In your letter, you mention the quality of test recordings. Candidate tests can be recorded on a variety of methods that provide a clear recording.*

*You state that "the LTA system doesn't work." While systems can always be improved and we are continuously working on improvements, the alternative you suggest is not feasible. The LTA system is not volunteering in disguise – it is volunteering. LTAs and site coordinators are paid a small stipend for their time, but it has always been acknowledged that these are primarily volunteer positions to support interpreters seeking certification. Ideally, test administrators would be full-time profession-*

*als. However, as a not-for-profit association, RID could not sustain this method of administration without substantially increasing testing fees that would render certification too expensive for many interpreters.*

*Volunteer-based certification administration systems are widely used by not-for-profit professional associations as a financially feasible way to offer certification testing to members in numerous geographical areas. The current system allows most candidates to have reasonable access to sites, but there are still not enough sites to accommodate candidates within the distance and timeframe that they desire. While your proposal has merit, it could lead to many fewer testing sites which would not be in the best interest of interpreters trying to become certified.*

*RID is working to expand the number of sites to offer candidates more opportunities to test in a location near them, as well as to lessen the amount of testing at current sites. We will continue to depend on the goodwill of our certified members and their facilities to offer the highest quality interpreting certification while keeping candidate fees as low as possible.*

*We hope you will continue to offer suggestions for test administration improvements.*

*Lori Frison  
RID Director of Certification*

## EIPA - A Long Time Coming

I have been an interpreter for more than 20 years. I have a B.A. in ASL, RID CI, and an EIPA 4.4. Michigan is in the process of changing the educational interpreter law to accept only EIPA interpreters with a minimum of 4.0 as their guide, and I was one of the guinea pigs who took the test. I was truly impressed with this test and feel it was very fair. It evaluated exactly what I do every day in the educational setting.

I have worked in a variety of interpreting settings over the years. In the state of Michigan, there is a lot of fear with educational interpreters about taking this test, but we keep telling ourselves it is all for the kids.

Many educational interpreters feel they are looked upon negatively by community interpreters because they work in this setting. Often when we go on field trips to venues that provide interpreters, the interpreters come from a local agency. The interpreters are very skilled to work with adults but have great difficulty trying to interpret for children. Educational interpreters need to constantly focus on uses of expansion, prosody, and other skills that are tested in the EIPA that are not tested in any national testing.

Educational interpreters need to start being valued and respected for the work that we do as well as included and welcomed into RID. I thank the board for investigating and accepting EIPA. This has been a long time coming. As you are aware, by accepting EIPA as a nationally recognized credential, it sets a higher standard for educational interpreters.

Thanks again for caring about deaf kids by your support of educational interpreters through your acceptance of the EIPA.

*Kim Willett B.A., CI, EIPA  
Michigan*



# LAST CHANCE... CALL FOR PRESENTERS



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## 2007 RID Conference Information Available

RID now has information available regarding the 2007  
Conference in San Francisco. Information has been dis-  
tributed to list serves, is posted on the RID website at  
[www.rid.org](http://www.rid.org), and will be in future issues of *VEWS*.

You now have access to information on conference reg-  
istration, hotel reservations, San Francisco weather, ten-  
tentative scheduling, sightseeing and points of interest,  
transportation, websites, sponsorship, program book  
advertisements, exhibits, Spanish language interpreting,  
scholarships, space requests, roommates and rides,  
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ects, silent auction, continuing education units, child  
care, motions/resolutions process, and support service  
provider policies.

The registration form will be available as soon as the  
new web-based system is up and operating.

Look for this important information on the 2007 RID  
Conference and be ready to sign up soon for the largest  
gathering of interpreters in the world!

## RID NEEDS YOU!

**PICTURES NEEDED:** RID is  
looking to update the pictures used in  
our exhibit booth, and we need your  
help. Specifically, we are looking for  
pictures of interpreters on the job. If  
you have any pictures that you would  
like to share with RID, please send  
them via email to [views@rid.org](mailto:views@rid.org). If  
you would like to send the hard copy,  
please send it to the following  
address:

Tina Schultz  
Director of Communications  
RID  
333 Commerce Street  
Alexandria, VA 22314

*If you are sending your pictures via e-mail,  
please make sure they are either in the for-  
mat of .tif or .jpg.*

# The Murky Waters of Testifying in Court

Carla M. Mathers, Esq., CSC, SC:L, Maryland

Though I have written previously explaining the evidentiary reasons why attorneys need to subpoena interpreters to testify, no specific guidance regarding what an interpreter should do in preparation for testifying has been given—outside of legal interpreter training. In 2006, in preparation for the Iron Sharpens Iron Conference of legal sign language interpreters, Anna Witter-Merithew and I undertook an examination of interpreters as expert witnesses. As part of that task, we were able to collect a great deal of information on the techniques that expert witnesses use in order to prepare for testifying. Given the time constraints we faced, a significant portion had to be omitted. Nevertheless, I thought it appropriate to share some of that information because of the relative scarcity of guidance in the literature (a gray area, if you will) for interpreters when faced with testifying in court

regarding a prior interpreting assignment.

First, it is helpful to remind yourself why you might be subpoenaed to testify and then tailor your preparation to that end. The majority of cases will likely be to authenticate or demonstrate that you interpreted accurately in order for a third party to testify to the deaf person's comments.<sup>1</sup> In this context, the examination will focus upon your skills, education, and training to establish that the prior interpretation was accurate. Likewise, any cross examination will attempt to demonstrate that you lacked the appropriate skills, education, and/or neutrality to interpret the interaction. Hence, your preparation should focus on presenting your qualifications in the light most favorable to you and on preparing to explain any gaps in your educational or experiential background that might be exploited on cross examination.

The most beneficial way to prepare

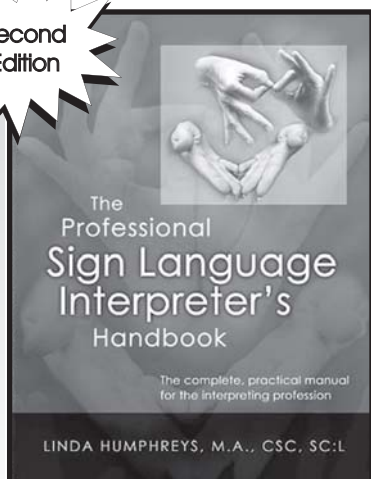
for this task would be to practice answering questions about your skills and knowledge in order to respond concisely and directly to the examiner. Additionally, you should review your résumé and update it if necessary, focusing on your relevant legal interpreting experience and training. You will want to bring copies of your résumé with you to provide to the court. If you have developed a legal portfolio, you should bring it with you as well.

Second, if you are not being called solely to authenticate, you may be called because your interpreting has been challenged as ineffective for the deaf person or because your conduct during the assignment allegedly fell below the generally accepted ethical standards in the field. Most non-skills-based challenges reported in the case law deal with the interpreter's allegedly unprofessional

*Continued on page 14.*

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—Tracy J. Pifer, CI, CSC, SC:L

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behavior at the prior assignment.<sup>2</sup> Again, preparation should focus on presenting a description of your conduct during the assignment in a way that highlights your strengths and minimizes any difficulties encountered.

To prepare for this type of challenge, the interpreter should critically review the assignment. Frequently, interpreters say that they do not recall the assignment well enough to testify. While this may be true, it should not be used as a strategy unless it is, in fact, true. Generally, law enforcement interpreting makes up very little of a private practitioner's interpreting practice. It is probably accurate to say these cases may be emotionally charged and stress-producing. A case can be made that these circumstances, to a reasonable person, make the assignment more memorable. A blanket claim that the witness recalls nothing of the assignment may be used to cast doubt on the interpreter's credibility.

In any event, interpreters can take steps to jog their memories by reviewing their calendar and any contemporaneous notes taken at the time of the assignment. For example, many interpreters keep a journal of legal assignments and will note for themselves circumstances that led to specific decisions. For example, the interpreter might note that the suspect grew up in Austin. Knowing that the deaf person is Texan will guide certain sign choices made by the interpreter. A review of the contemporaneous notes might refresh the interpreter's recollection regarding their choices while interpreting or suggest other circumstances that may be questioned later as ethical or conduct-based issues.

Other times, particularly in law

enforcement assignments, the interpretation may have been videotaped. In that case, the videotape will be in the possession of the prosecution, and the interpreter should ask to review the tape with the attorney to refresh their recollection prior to testifying. In the context of a motion to suppress the evidence, where an expert may have been hired by the defense to critique the law enforcement interpreter's work, this preparation is mandatory. The expert will have viewed the tape and based the opinion regarding the interpreter's effectiveness based on the viewing. It is critical that the interpreter witness also be afforded this opportunity.

Once at court, the interpreter should keep a number of points in mind. The general public has many misconceptions about deaf people and their experience. The interpreter needs to be prepared to provide articulate testimony that is easily understandable to the layperson without using jargon or interpreter-talk.

Additionally, the interpreter should:

- ◆ Communicate only with the attorney who signed the subpoena
- ◆ Not discuss the case with any other witnesses
- ◆ Speak to the judge or the jury during testimony
- ◆ Not ask the attorney for help
- ◆ Stop talking immediately, if there is an objection
- ◆ Ask to look at any contemporaneous notes to refresh your memory
- ◆ Not read notes aloud; review them and testify from memory
- ◆ Listen to the question, think about its intent, and state your answer
- ◆ Not rush; take your time
- ◆ Answer "yes" or "no" whenever possible
- ◆ Elaborate if a simple "yes" or "no" is misleading

On direct examination, the attorney asking you questions is normally "friendly." It is important to highlight your credentials persuasively to demonstrate that your testimony is worthy of belief. The direct examiner's questions will normally establish your educational and professional background. It is easy to become comfortable on direct examination when being questioned by friendly counsel.

Interpreters should retain focus, however, and realize that opposing counsel will take up the examination next and will use statements made on direct examination as fodder for cross. The witness should avoid absolute statements as they are prime targets for a cross examiner. For example, the statement, "deaf people do not read lips" will be challenged, and astute counsel will have examples of successful deaf lip-readers to show that the witness tends to exaggerate and that the testimony should be suspect.

Cross examination is more difficult. Though cross-examination has been called the attorney's greatest tool in ascertaining the truth, the process is not as enjoyable to those on the receiving end. Cross-examination techniques are designed to trap the unwary and obtain damaging admissions that will weaken either the case or the witness' credibility.

The witness will be cross-examined concerning the traditional impeachment areas of bias, prior inconsistent statements, and the like. In these areas, the neutrality, ethical behavior, and professionalism of the interpreter are questioned. For example, if the witness has had unauthorized contact with anyone involved in the case, the cross-examiner will use that contact to imply to the jury that the witness is biased or tainted. Likewise, the examiner will inquire into the interpreter's involvement with the parties or the community to establish bias.

Testimony should be given powerfully, without hedging or qualifying. If there is a point that is unfavorable but is irrefutable, the witness should acknowledge it directly. No good comes from a witness who refuses to concede a point that is harmful but factual. Moreover,

*Continued on page 36.*

<b>As Seen at 2006 RID Regional Conferences!</b>	
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## EIPA Information Available on Web Site

### *Executive Director Clay Nettles*

Information concerning the integration of those who pass the Educational Interpreters Performance Assessment (EIPA) into RID is now on the RID web site, on the front page, located at [www.rid.org](http://www.rid.org).

There is a single document, some 40 pages long, that incorporates all compiled information on this topic. There are separate links for the following portions of the information: Press release, frequently asked questions (FAQs), history, rationale, timeline, *VIEWS* articles, goals, board approved motion, Educational Interpreting Committee members, and current RID certified member count. We hope you will find this information helpful.

At the time of this writing, negotiations continued with Boys Town to complete a contract whereby RID would recognize EIPA evaluated interpreters with national certification status in RID.

We continue to thank all members who took the time to send in comments, concerns and suggestions. The task force, board of directors and national office have been well-informed and made more aware of members' sentiments, thanks to your efforts. Those

comments, concerns and suggestions continue to be sought. In addition to the board seeing all remarks, they will also be forwarded to the new Educational Interpreting Committee for consideration as they begin their important work. ■



## THANK YOU FOR YOUR FINANCIAL CONTRIBUTION

Thanks go to the following members who made contributions to the operations of RID. These contributions are for the general operations of RID unless otherwise indicated.

### Gifts over \$1,000

Janet Bailey

### Gifts from \$200 to \$999

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Shelley Lawrence

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# CALL FOR SUPPORT STAFF!

2007 RID National Conference  
San Francisco, California

August 3-8, 2007

The National Conference Planning Committee is seeking enthusiastic, hard-working, motivated, and flexible volunteers to work at the RID National Conference, August 3-8, 2007. Applicants may fall in one of two categories: (1) enrolled in an interpreting program within the 2006-2007 academic year or (2) have past experience as support staff (student representative) for a state, regional, or national conference within the last 5 years. After meeting one of the above requirements, the applicant must be a RID member in good standing.

Conference support staff responsibilities may include, but are not limited to: assisting the conference support staff coordinators, the on-site coordinators, and the interpreter coordinators; managing workshops; operating the "help hut" (the resource center for the conference); making copies; and running errands. While functioning as a support staff for the national conference is hard work, it is also an incredible opportunity for interpreting students. It is a chance to interact and be around the board of directors, various chapter officers, and interpreter educators from across the country. It also affords the opportunity to observe speakers and interpreters that are making a mark on our profession!

All conference support staff interested in applying are

strongly encouraged to pre-register for the conference if planning to otherwise attend. If you are hired as a support staff member, you will then be reimbursed for these fees. Support staff will receive a waiver of the conference registration fees, and accommodations at the official conference site will be provided. A first-time nominal per diem and travel allowance will be offered to support staff who have been accepted to work the 2007 conference.

To apply, please download the conference support staff application from [www.rid.org](http://www.rid.org), complete it, and send it along with your official transcripts, 2 letters of recommendation (in sealed envelopes), and your resume to the following address:

Jo Hilton  
142 Funston Pl  
San Antonio, TX 78209  
210.785.6368 (fax)

*Please do not send the materials certified or signature required.*



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2020 43rd Ave. E, Suite 2  
Seattle, WA 98112  
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Sign Shares is interested in knowing when and how it may be appropriate to contact you. Please visit our web site to register for opportunities nationwide as well as specific opportunities in Science and Engineering or Medical Specialty working primarily with

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## 2007 RID Conference Sponsors

RID wishes to thank our earliest 2007 Conference Sponsors. These contributions greatly assist RID in keeping registration costs down. RID is grateful for the generosity of these organizations and hopes members will let them know of your appreciation as well.

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# TALKING WITH YOUR LEGISLATORS...

## EFFECTIVE COMMUNICATION 101

*Stephanie Vance*

Deliver your message in a way that will make members of Congress and their staff sit-up and take notice! Members of Congress and their staffs are not mind readers. They won't know how you feel about an issue unless you tell them. But you have to be sure to deliver your message in the right way. Otherwise, your communication will be lost in the flood of mail, e-mail, phone calls and faxes that come in to a Congressional office everyday. Following are some tips and techniques that will help ensure that your voice is heard above the fray.

**Method of Communication:** The methods of communication you chose should depend on the type of message. A simple request to vote for a particular bill can easily be relayed over the phone, while a more complicated message might better be put in writing. Think also about what works best for you in terms of time, energy, personal preference, and money.

**Volume Does Not Necessarily Equal Effectiveness:** Highly controversial issues that are national in scope can create a flurry of communications to Congress. Many offices consider the numbers when making a decision, but only to a point. In fact, one thoughtful and well-argued message from a constituent can have more of an impact than a thousand letters or calls.

**Always Identify Yourself:** It is a waste of time to communicate with your congressional office without identifying yourself. Unidentified information will generally be ignored and thrown away. Because the main duty of a congressional office is to represent the people who live in the congressional district, they need to know who is trying to communicate with them.

**Be Specific:** If you know of a particular bill, ask him or her to cosponsor. If your concern is with a federal agency action, ask him or her to send a letter. Whatever it is, the best way to ensure that the office pays attention to your issue is to force a decision.



**Prioritize Your Requests:** If you ask for too many things without making it clear what your top priorities are, the congressional office may feel overwhelmed. Let the office know what actions need the most attention or time your requests so that you are not asking for more than a few things at once.

**Offer To Be a Resource:** Congressional staff usually are not experts in the issue areas they cover and often turn to trusted outside experts. Knowing that there's someone in the district who really understands patent law, or ancient fishing rights, or how to build a widget can be very helpful. If you are an expert in your field, let your congressional office know that you can answer any questions they may have.

**Be Polite:** Treat the staff and the office with the same respect you expect. If you are disagreeable, it will make the staff far less likely to want to work with you in the future. You can be forceful about your views and opinions without being rude.

**Be Patient and Follow-up:** You should not expect an immediate response to your comments or concerns. In many cases, the issue may be one about which the member has not yet formed an opinion. Do, however, ask when you should call back to see if the member has taken a position.

**Always Tell the Truth:** Congressional staff turn to outside individuals for advice and assistance on important policy issues all the time. They must feel that they can trust the individuals with whom they are dealing.

**Don't Vilify Your Opponents:** At the very least, you should refrain from labeling those who disagree with you as unenlightened idiots. In fact, you can go even further by fairly presenting the other side's argument and then explaining why you have the stronger counter-argument. It's a great way to build trust, especially since the staff person you are dealing with most likely will hear from the other side. He or she will realize that you have developed your position based on a careful evaluation of the facts.

**Don't Talk About the Campaign with Staff:** Most congressional staff get very nervous or even offended when people

## SHARE YOUR SUCCESS STORIES...

If you have had success in communicating with your elected officials and want to share your techniques and tips with the RID membership, please submit your stories of success to [views@rid.org](mailto:views@rid.org).

they are meeting with mention the member's campaign. The laws against staff involvement in their member's campaign are very strict. The only exception is the chief of staff who, under law, is allowed to be involved in campaign related activities. In particular, any suggestion that the staff person's help on a legislative issue may translate into a campaign contribution is strictly forbidden. Such a suggestion may, in fact, make a staff person avoid helping you because they are worried it would look bad for their boss. Perhaps the most important thing to remember in dealing with Members of Congress and their staff's is that persistence pays. In many cases, you may have to ask two, three, or even a dozen times before your congressional office is able to respond to your request. So keep plugging away - and happy advocating! ■

*Stephanie Vance, the Advocacy Guru, is author of "Government by the People: How to Communicate with Congress" and a former Capitol Hill staff director. She believes that "Government Isn't Broken," and she trains advocates on how to work the system and beat the odds. Find free articles, sign up for her Advocacy Tipsheet, and learn how she can help you at [www.advocacyguru.com](http://www.advocacyguru.com).*

### Ethical Practices System Clarification:



The September issues of *VIEWS* (page 17) included an EPS violation notification which included Hilda Colondres' credential at the time of the printing, not at the time of the violation. Ms. Colondres was an Associate member at the time of the infraction (2004). She has since completed the review panel's recommended coursework and is a current member in good standing and she holds a Certificate of Interpretation.

## CAUTION:

### Internet & E-mail Fraud on the Rise

From time to time, the national office receives notification from concerned interpreters who believe that they have been contacted for fraudulent purposes. Often, the suspicious party e-mails the interpreter, saying that he or she is coming to town soon and is seeking an estimate for services. Such fraudulent attempts take many different forms, so RID advises you to be careful in dealing with all potential customers.

Please remember that common sense is your greatest tool against fraud.

Members should be wary of any communication in which funds are requested.

Likewise, be cautious in providing personal information—whether a cell phone number

or a social security number—to any suspicious parties, since identity theft is on the rise.

As an organization, we can only do so much in preventing fraud, especially in cases that involve the Internet. More importantly, many complainants are better than one when it comes to pinpointing the source of a problem. If you have been contacted by what you believe to be a fraudulent e-mail and wish to pursue the matter further, you may file a complaint with the FBI at the following address: [www.ic3.gov](http://www.ic3.gov).

For those members who have forwarded suspicious e-mails to RID in the past, we thank you for your concern for the profession.



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## INTERPRETING IN THE NEWS

### PONY Baseball Inc. Agrees to Use Interpreters During Games

In a press release dated August 17, 2006, the U.S. Department of Justice (DOJ) announced that PONY Baseball, Inc., a youth baseball and softball organization, has reached an agreement under the Americans with Disabilities Act (ADA), to ensure that players with disabilities, including those who are deaf or hard of hearing, have an equal opportunity to participate in PONY's baseball and softball leagues. The settlement resolves a complaint by a deaf PONY player.

Among other things, **PONY has agreed to:**

Modify its rules to specifically allow players to use sign language interpreters during games. Provide, in conjunction with PONY's local leagues, sign language interpreters for players who are deaf or hard of hearing. Appoint an ADA coordinator who will be responsible for ensuring that PONY responds properly to requests for auxiliary aids, including sign language interpreters, and requests for reasonable modifications.

For a complete copy of the press release, go to:

[http://www.usdoj.gov/opa/pr/2006/August/06\\_crt\\_549.html](http://www.usdoj.gov/opa/pr/2006/August/06_crt_549.html)

## IN THE NEWS...IN THE NEWS

## CALLING ALL INTERPRETERS...

*Your Participation is Needed in an Important Survey about the Profession!*

The National Collaborative of Interpreter Education Centers (NCIEC) has undertaken a federally-funded, wide-scale assessment project to quantify the interpreter supply and demand question nationwide. Toward that end they wish to gather data from the RID membership. They have constructed an anonymous on-line survey for interpreter feedback. The RID results will provide information on the supply side of the issue. They will also be conducting a survey of NAD members and other members of the Deaf community to quantify the need side of the issue. The higher the participation rate the more accurate the survey. The on-line interpreter survey address is:

<http://www.zoomerang.com/survey.zgi?p=WEB225JMN7H4RF>

This link is expected to be active until December 31, 2006.

**Don't Delay • Take the Survey Today!!**

**DEAR REALITY:** When I voice for deaf clients, I tend to utilize a great deal of lag time before I actually begin to speak. In the audience, though, there is always someone who knows just enough sign language to be dangerous. He or she blurts out words, hoping to help me, but the outbursts only make things worse. I'm distracted, and the audience is wondering what in the world is happening. What should I do in these situations?

#### EXPERIENCED INTERPRETER'S

**RESPONSE:** In these situations, the interpreter needs to let the audience member know that his or her outbursts are interfering with your ability to do your job. How you would approach this issue depends on several factors. Can you get the attention of your team interpreter? Can you signal whoever is in charge? If you can enlist someone to privately approach this audience member and let him or her know that your work is being compromised, you can avoid making any more of a scene than has already occurred. If no one is readily available and it is possible to stop the speaker, do so. Explain that you are having a logistical problem and that



#### Encounters With Reality

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

you need to speak to someone in charge. Otherwise, just carry on to the best of your ability by ignoring this person, and let your work speak for your professionalism.

#### EXPERIENCED DEAF CONSUMER'S

**RESPONSE:** Assuming that there are at least two interpreters working, the team interpreter can quietly go talk to the well-intentioned "helper" in the audience. In order to minimize disruption, the initial contact could be brief and polite. Simply ask this person to refrain from calling out verbal prompts. In addition, you and your partner could offer to meet with this person during the next break in order to explain the importance of processing time for a highly skilled interpreter such as yourself. Reassure the individual that you and your partner are there to support each other, if and when you need a feed. Calmly explain why it is disruptive to have someone calling out from the audience—it creates distraction, discomfort and embarrassment—which you are sure is not their intent. Finally, thank them for their desire to help.



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# Super Site Test Locations for Performance Tests

RID National Office  
 Site N. O.—Alexandria, VA  
 Only the NIC, SC:L and OTC  
 written tests are offered by  
 appointment on the second and  
 fourth Friday of the month.  
 CDI written exams are not  
 offered at the national office.  
 (703) 838-0030, ext. 215  
 Yolanda Tillery [ntsasst@rid.org](mailto:ntsasst@rid.org)

To schedule a testing date at one of the supersites listed below, you must first submit your application and payment to RID and allow us time to process the application and send you a receipt letter. Only when you have the receipt letter in hand may you contact a supersite to schedule a testing date.

Supersites marked with a (\*) are locations that are currently offering the NIC Interview and Performance exam.

**Please note:** Many of these supersites offer a variety of RID tests. Please contact the site coordinator directly for their availability.

## REGION I

### Univ. of Southern Maine

Site 142 - Portland, ME  
 (207) 780-5955  
 Judy Shepard-Kegl

### \*Northeastern University

Site 107 - Boston, MA  
 (617) 373-3526  
 Bethaney Long  
[b.long@neu.edu](mailto:b.long@neu.edu)

### \*CC of Allegheny County

Site 144 - Pittsburgh, PA  
 Fran Whiteside  
[gpridprez@yahoo.com](mailto:gpridprez@yahoo.com)  
 Joanne Lengle  
[joannelengle@aol.com](mailto:joannelengle@aol.com)

### \*Northwestern CT CC

Site 118 - Winsted, CT  
 (860) 738-6375  
 Patricia Owen  
[powen@nwcc.commnet.edu](mailto:powen@nwcc.commnet.edu)

### \*FSW

Site 122 - Bridgeport, CT  
 (203) 258-2359  
 Bridget McBride

### \*Teachers College—Columbia University

Site 145- New York, NY  
 Jeffrey S. Jaech  
 (212) 678-3853 V/TTY  
[jaech@tc.edu](mailto:jaech@tc.edu)

### \*Mill Neck Interpreting Services

Site 199 - Mill Neck, NY  
 (516) 512-6222 ext. 1  
 Judy Rackovitch

### \*Interpretek

Site 171 - Rochester, NY  
 (585) 235-7500  
 Michael Rizzolo

## REGION II

### \*St. Petersburg College

Site 104 - Clearwater, FL  
 (727) 791-2797  
 Cynthia Bedient  
[bedientc@spcollege.edu](mailto:bedientc@spcollege.edu)

### \*Gallaudet University

Site 202 - Washington, DC  
 (202) 448-6948  
 Sue Harrington  
[Susan.harrington@gallaudet.edu](mailto:Susan.harrington@gallaudet.edu)  
 Mon-Fri testing ONLY

### \*CC of Baltimore Co.

Site 166 - Catonsville, MD  
 (410) 455-4975  
 Carol Tipton  
[ctipton@ccbcmd.edu](mailto:ctipton@ccbcmd.edu)

### Jonesboro High School

Site 208 - Jonesboro, GA  
 (770) 473-2855  
 (770) 296-7879  
 Mary Loggins  
[mloggins@clayton.k12.ga.us](mailto:mloggins@clayton.k12.ga.us)

## REGION III

### \*Southport High School

Site 200 - Southport, IN  
 (317) 403-9550  
 Judy Cain  
[caininterp@sbcglobal.net](mailto:caininterp@sbcglobal.net)

### \*Bethel College

Site 134 - Mishawaka, IN  
 (574) 257-2577  
 Angela Myers  
[myersa@bethelcollege.edu](mailto:myersa@bethelcollege.edu)  
 (no Sunday testing)

### \*KY Comm. for the D/HH

Site 147 - Frankfort, KY  
 (502) 573-2604  
 Virginia Moore  
[virginia.moore@kcdh.ky.gov](mailto:virginia.moore@kcdh.ky.gov)

### \*College of St. Catherine

Site 100 - Minneapolis, MN  
 (651) 690-6035  
 Paula Gajewski  
[plgajewski-mickelson@stkate.edu](mailto:plgajewski-mickelson@stkate.edu)

### \*Sorenson Columbus

Site 204 - Columbus, OH  
 (866) 348-1213(toll free)  
 Kathy Prince  
[KPrince@sorenson.com](mailto:KPrince@sorenson.com)

## REGION IV

### \*Univ. of AR Little Rock

Site 106 - Little Rock, AR  
 Jami Hollingsworth  
[jjhollingswo@ualr.edu](mailto:jjhollingswo@ualr.edu)

### \*Deaf Action Center Shreveport

Site 115 - Shreveport, LA  
 (318) 425-7781 Ext. 205  
 David Hylan

### \*Tulsa CC

Site 125 - Tulsa, OK  
 (918) 595-7459  
 Sharon Limas  
[slimas@tulsacc.edu](mailto:slimas@tulsacc.edu)

### Pike's Peak CC

Site 160 -  
 Colorado Springs, CO  
 (719) 635-3165  
 Lariisa McClung

### \*Front Range CC

Site 112 - Westminster, CO  
 (720) 560-2224 (cell)  
 Ann Topliff

### \*El Paso Comm. College

Site 126 - El Paso, TX  
 (915) 831-2224  
 Carolyn Buntyn  
[carolynb@epcc.edu](mailto:carolynb@epcc.edu)

### \*Univ. of New Mexico

Site 105 - Albuquerque, NM  
 (505) 277-6605  
 Helen Arenholtz

### \*Montana School for the Deaf and Blind

Site 131 - Great Falls, MT  
 (406) 771-6000  
 Sandra Van Tighem  
[tslvt@bresnan.net](mailto:tslvt@bresnan.net)

### \*CSD

Site 206 - Sioux Falls, SD  
 (605) 782-1047  
 Kay Oldfather-Daigle  
[koldfather@c-s-d.org](mailto:koldfather@c-s-d.org)

### \*St. Louis CC at Florissant Valley

Site 207 - Ferguson, MO  
 (314) 513-4470  
 Mary Leubke  
[mluebke@stlcc.edu](mailto:mluebke@stlcc.edu)

## REGION V

### \*Clark Co. School District

Site 201- Las Vegas, NV  
 (702) 799-8660  
 Janet Painter  
[jpainter@interact.ccsd.net](mailto:jpainter@interact.ccsd.net)

### \*NCOD/CSUN

Site 120 - Northridge, CA  
 (818) 677-2054  
 Christine Tieri  
[christine.tieri@csun.edu](mailto:christine.tieri@csun.edu)

### \*Salt Lake CC

Site 128 - Salt Lake City, UT  
 Connie Spanton-Jex  
 (801) 957-4642  
[connie.spanton-jex@slcc.edu](mailto:connie.spanton-jex@slcc.edu)

### **\*SignOn**

Site 129 - Seattle, WA  
Tamara Moxham  
[www.signonasl.com](http://www.signonasl.com)

### **\*AZ Comm. for the D/HH**

Site 110 - Phoenix, AZ  
(602) 364-0986  
Christi Smith  
[christi.smith@acdhh.state.az.us](mailto:christi.smith@acdhh.state.az.us)  
(For SC:L performance testing,  
contact Marie Tavormina-Stewart  
at [mstewart@u.arizona.edu](mailto:mstewart@u.arizona.edu))

### **\*Santa Rosa Junior College**

Site 195 - Santa Rosa, CA  
(707) 483-4381  
Teresa Reynolds  
[Teerey@aol.com](mailto:Teerey@aol.com) or  
[Treynolds428@aol.com](mailto:Treynolds428@aol.com)

### **Kapiolani CC**

Site 116 - Honolulu, HI  
(808) 392-2549  
Debbie Jackson

### **Portland CC**

Site 209 - Portland, OR  
(503) 977-8112  
Julie Moore  
[jmoore@pcc.edu](mailto:jmoore@pcc.edu)

## **Performance Test Dates and Application Deadlines**

The discontinued RID Generalist Written Test is the **ONLY** test that was replaced by the new NIC Knowledge (written) Test in 2004. As it stands, those who took and passed the Generalist Written Test within the past five years and are currently candidates for certification, still have the remainder of their five-year cycle to take and pass a performance test.

ALL other written and performance tests (OTC, SC:L and CDI) will continue to be administered as usual.

In 2005, the NIC Interview and Performance Test debuted. All who take and pass the NIC Knowledge Test will go on to take this test in order to gain certification. They may not take the RID CI and CT Performance Tests. Certified members of RID and those who are RID Generalist Written Test candidates for certification will not be required to take the NIC Knowledge Test in order to take the NIC Interview and Performance Test.

In 2009, the NIC Interview and Performance Test will completely replace the CI and CT performance tests. **No further CI and CT tests will be administered after December 31, 2008.**

Unless otherwise noted, all sites administer the CT test on Saturday and CI on Sunday.

**1/27 - 2/07 Deadline: 12/1/06**  
Deaf and HH in the ARC  
Anchorage, AK  
Site: 136

**5/5 - 6/07 Deadline: 3/9/07**  
Deaf and HH in the ARC  
Anchorage, AK  
Site: 136

**10/13 - 14/07 Deadline: 8/17/07**  
Deaf and HH in the ARC  
Anchorage, AK  
Site: 136

### **CDI Written Test (ASL Version); CDI Performance Test**

Once you have applied for either of these tests and received your receipt letter, you may then schedule an individual testing date at any supersite that offers that test.

Those applying for the CDI Written Test are encouraged to schedule and take the ASL version since only this version has much more flexible test scheduling and includes a copy of the English version as a reference. This means that you may refer to either, or both, version(s) of the test questions while taking the CDI Written Test—ASL Version.

## **NIC Practice DVD**



The National Interpreter Certification Interview and Performance Exam Practice DVD will allow you to simulate the NIC Interview and Performance test experience or you can access individual scenarios one at a time to prepare for the exam.

**Nonmembers: \$41.95**

**RID Members: \$34.95**

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## REGION I REPORT



Rachel Coppelli, CI and CT  
Region I Representative

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Vermont  
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New Brunswick, Nova Scotia  
Quebec  
Ontario



*It was an honor to be invited to attend the New York City Metro RID (NYC Metro) membership meeting on Sept. 21. I want to say a big "thank you" to Melanie Girshick and the NYC Metro Board for the warm welcome and "congratulations" to Debbie Swamback for being the recipient of the Region I Outstanding Service Award. It was a pleasure to be there to take part in the presentation.*

### Connecticut RID

President Tammy Boutin

Connecticut RID (CRID) is proud to announce that the Helena Beauchamp Memorial Committee has been established. The committee, comprised of Erin O'Brien (chair), Janice Knauth, Pat Clark, and Sarah Wicks, is currently developing a plan-of-action to support the interpreters of Connecticut in Helena's memory. At first, the committee intended to create a scholarship in Helena's name but then realized that only one candidate would benefit from such an effort each year. With the goal of touching as many interpreters as possible, the committee decided to create a fund so that workshops could be held at reduced costs each year. The workshops will focus on four areas that were important to Helena: legal interpreting, theatrical interpreting, ethics, and preparation for the national testing system. CRID and the committee are very excited with all of the progress and support that it has received thus far. As planning continues, more information on how you can help support the committee in their goal to provide these workshops in Helena's name will be available on the CRID website: [www.cridonline.com](http://www.cridonline.com).

### Genesee Valley Region RID

President Frank Polvino

Fall has been even more exciting than we had anticipated here in the Genesee Valley. The leaves are changing to reveal their true colors and so is the face of Genesee Valley Region RID (GVR). After the resignation of two of our board members (secretary and treasurer), it has been our priority to find dedicated, qualified members to carry on their duties so that we can continue to pursue our goals of outreach, professional development, networking, and fun. We feel that the forthcoming elections are an opportunity for us to enhance our service to the community by attracting candidates who will bring their own "true colors," ideas, and vision to our landscape. For information about GVR nominations and elections, please visit our website: [www.nyrid.org/gvr](http://www.nyrid.org/gvr). GVR kicked off September with two special events. We were invited to join "Deaf Strong Hospital," where GVR and several other community organizations met 104 incoming medical students at the University of Rochester, introduced them to Deaf culture, and provided them with strategies to better serve their deaf patients. Of particular



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interest to me was a role-reversal exercise where the medical students assumed the role of patients while their deaf instructors played the role of physicians. We also worked in cooperation with Rochester Institute of Technology's Department of Access Services (RIT/DAS) to make a voicing workshop, which was presented by Dan Veltri, available to our members at no cost. I would like to personally thank Steve Nelson, director of DAS, and Theresa Jones, coordinator of DAS, as well as Kathy Darroch, Ken Finton, Kathy Gillies and Kip Webster, managers of DAS, for welcoming us to their event. I would also like to thank the GVR members who took advantage of this opportunity. Your participation indicates that such cooperative events, as these, is worthwhile, and I am hopeful that we can continue to work with RIT and DAS in the future.

Speaking of participation, the field of interpreting has become more dynamic than ever, and the best thing to do is to get involved! Attend a meeting, join an organization that looks after your interests, and vote on the important issues! Too often, our working conditions, workload, and protocol are subject to the decisions of the people for who we work. We, as a unified group of professionals, have enormous potential; as individuals, we have none. Do not be a bystander! Participate in your profession!

## NYC Metro RID

*President Melanie Girshick*

NYC Metro RID's general meeting on Sept. 21, 2006, was well-attended with approximately 65 members present. Not only did Rachel Coppelli make a special guest appearance, but our meeting was packed with important events and discussions. Lewis Merkin and Rachel Coppelli officially presented the Region I Outstanding Performance Award to our very own Debbie Swambach. Debbie has been a vital asset to the NYC Metro interpreting and Deaf communities, and we are excited that Region I has recognized her hard work.

The membership voted on extending the incoming board's term by six months to assist in making the transition to a July-June membership and fiscal year a smoother one.

We also began nominations of board members for the 2007 term.

Last, but definitely not least, there was a 45-minute discussion regarding the recent EIPA news release. Fortunately, Rachel Coppelli was there to provide us with information and details to clarify some of the details being discussed. Unfortunately, we only had 45 minutes but be on the look-out for further discussion on this issue.

Also, keep an eye out for upcoming NYC Metro events regarding the Westchester social "Celebrating US," the Deaf/Interpreters Relations Committee (DIRC), the workshop for advanced interpreters concerning the analyzing of printed text to ASL, and the November general meeting to announce the new board! We are also revamping our website, so be sure to check out our website from time-to-time. You will be seeing some significant changes at [www.nycmetrорid.org](http://www.nycmetrорid.org)!

## Rhode Island RID

*President Christopher Haas*

Holidays are fast approaching, and Rhode Island RID (RI RID) is still riding high from the Region I conference held this past summer. Nothing quite compares to the exchange of ideas with colleagues. These events revitalize the work within the profession like nothing else.

At this point, many states have already gone through the process of creating licensure for interpreters. Enough time has passed, and now many of us are confronting a new challenge: the revision of that license legislation. In the past year, RI RID has worked closely with the Rhode Island Department of Health to revise its license law. Change has been initiated by RI RID's desire to keep apace with the national office. Organizational change can be so much more efficient than governmental change. This is certainly a challenge that other states are

confronting as well. As RID evolves, which can happen in leaps and bounds, RI RID has faced the occasionally daunting task of bringing about legislative change, which can be agonizingly slow. There are many bills introduced each year, and the legislative session is limited. With much testimony and advocacy from RI RID, the revised legislation has finally been heard and enacted this year.

This month RI RID will again work with the Rhode Island Department of Health to revise the rules and regulations of our licensure as guided by legislation. Luckily, RI RID is and has been directly involved in the each of these steps. One of the highlights of the recent revisions is that there is a process by which RID certified interpreters from other states can now work in Rhode Island without a license for a specified amount of time. Another necessary revision to our law that successfully came about is the recognition of NAD certification as adopted by RID. ■

## RID NATIONAL OFFICE HOLIDAY CLOSINGS



The national office will be closed on Veterans Day, November 10th, to honor those who have served and are currently serving in the U.S. Armed Forces. The office will also be closed on November 23rd and 24th for the Thanksgiving holiday.

## REGION II REPORT



**Connie Jo Lewis, MA, CI and CT**  
Region II Representative

Alabama  
District of  
Columbia  
Florida  
Georgia  
Maryland  
Mississippi  
North Carolina  
Puerto Rico  
South Carolina  
Tennessee  
Virginia  
Virgin Islands



### Virginia RID

*President Joshua Pennise*

Virginia RID (VRID) is busy with activities this fall. After summer elections, we have a new mix of board members who are eager to move the organization forward. The current board of directors includes:

Joshua Pennise, president  
Candace Burton, vice president  
Tara Handy Palmer, membership director  
Laurie Shaffer, secretary  
Flora Dowdy, treasurer  
VACANT, District I representative  
Shirley Hedeem, District II representative  
Amy Utter, District III representative  
Kathy Campbell, District IV representative  
Sue Graham, District V representative

We are planning several workshops and training activities for this membership year. After hosting the successful RID Region II conference in Herndon, Virginia. VRID has provided additional training in southwest Virginia and will be having a specialized medical interpreting workshop in Richmond on November 4. For more information on professional development opportunities, check out [www.vrid.org](http://www.vrid.org), or your latest copy of the VRID Online Digest. Remember, the digest is a membership benefit, so if you still have not renewed, do so today!

### Potomac Chapter

*President Lauren Potempa*

Mark your calendar for the Potomac Chapter RID (PCRID) annual conference November 17-19. You can earn 1.65

CEUs during the 3-day event. The conference will be at the Doubletree Hotel in Annapolis, Maryland. Register today!

PCRID members are encouraged to consider running for or submit nominations for the board of director positions which are up for election (president, second vice president, secretary and member-at-large, Washington, D.C.).

For more conference information, visit [www.pcrd.org](http://www.pcrd.org) or e-mail [conference@pcrid.org](mailto:conference@pcrid.org).

### Tennessee RID

*President Lisa Godfrey*

During the month of November, I am reminded of the many things for which I am thankful. It is such a privilege to do what I love and with such a great group of people—thanks to all of you who make the profession what it is. I especially want to thank former Region II Representative Suzanne Piper for making my first year as an affiliate chapter president a great one. I owe thanks to Connie Jo Lewis, the new Region II representative, for all she is doing to improve our region. I would also like to thank the Tennessee RID (TRID) Board and the local chapter presidents for their work around the state. Tennessee is a great place to be an interpreter.

On September, 23, the Tennessee Association of the Deaf hosted their first Tennessean Deaf Expo, and TRID was proud to be involved. Thank you, Bea Lyons, for representing TRID at the event. We will be hosting a table at the statewide workshop on November 11 in Nashville, and we hope to see many of you there.

Our local chapters are all well underway with their fall programming and are beginning to elect officers for 2007.

As we begin preparations for the New Year, we have a lot of new things going on in Tennessee. Our newsletter has a new look and a new editor. Many thanks are owed to Heather Lawson for her willingness take over the editing responsibilities. TRID also has a new Yahoo group, and our website has a new section where members and friends can post announcement, activities, and job listings. Contact Daniel Eimers at [dbaeimers@gmail.com](mailto:dbaeimers@gmail.com) for more information about the Yahoo group or the website.

### Georgia RID

*Editor Keith Smith*

During the past several years, observation of the Georgia Registry of Interpreters for the Deaf (GaRID) showed noticeably shallow breathing, slight muscle twitching, and rapid eye movement: all symptoms indicative of a deep slumber. At moments, the organization would stir in its sleep, and some felt that it would surely, at any moment, awaken to sit up in bed, yawn widely, and inquire as to what was for breakfast. At other times, the peaceful rest of GaRID proved to be so deep and so profound that some wondered if it would ever see the light of day again.

Well, we are happy to announce that GaRID is now wide awake, showered, dressed, and ready to leave the house for the first time in quite a while! This accomplishment can be credited to several recent events in Georgia that have given our state affiliate chapter a new direction for the future.

Momentum in the state began last April with the "Interpreters Unite!" symposium that drew more than 150 attendees from around the state. The symposium offered the perfect forum for professional interpreters, interpreting students, and the Deaf community to come together to discuss issues important to the profession and to begin to map out a future plan for the state. The symposium generated a renewed interest in GaRID and began a groundswell of support for the organization.

Riding the crest of its recent revitalization, GaRID held a 2006 state conference in August. Convened in College Park, this was the first state conference for the organization in four years. Since April, GaRID's membership roll had increased from single digits to 130 members. More impressive was the fact that 50 percent of the group's membership was in attendance at the state conference. The event proved very successful with a sincere sense of camaraderie among the membership that perhaps had not been felt in a long time. During the chapter's business meeting, the membership was presented with a full slate of nominations for the board of directors who were elected by acclamation.

Helping to promote and sustain the new drive within the organization is GaRID's re-formatted newsletter, "GaRID Faces," and newly constructed website. Both can be seen at [www.garid.org](http://www.garid.org). Under the leadership of our newly elected president, Jean Plant, you can expect more new and exciting changes to the organization in the near future.

Nature dictates a certain ebb and flow in the cosmos, and all creatures need sleep in order to live long and productive lives. If the same can be said for group dynamics, then GaRID's period of rest seems to have provided the right catalyst to carry the organization into a long and vital future.

### **North Carolina RID**

*President Mark Whisenant*

North Carolina RID (NCRID) held its annual conference in the beginning of August. Our foothills chapter was the host for this grand event in the city of Hickory. This was one of the highest attended conferences for NCRID with more than 225 people in attendance. There was a plethora of workshops to be attended, plenty of food to be eaten, and lots of fun to be enjoyed.

At this year's conference, we also held elections for board officers. As you already know, Connie Jo Lewis, former NCRID president, decided not to run for reelection so that she might step into the large shoes left vacant by Suzanne Piper. As 1st vice president, I stepped up to the plate to run for the NCRID president position. Of course, I am surrounded by a wonderful board: Jennifer Boyd, 1st vice president; Sandy Tomlinson, 2nd vice president; Kim Barden, treasurer; Kelly Hodgins, secretary; Susan Lanier, member-at-large and newsletter editor; Catherine Johnson, member-at-large historian; and Dr. Mary High, member-at-large parliamentarian and conference liaison. We also have each of our chapter presidents serving on our board. Their elections take place next year.

Please feel free to visit our website, [www.ncrid.org](http://www.ncrid.org), for a complete listing of our board, current activities and miscellaneous information. We have many exciting events coming up in the state of North Carolina. Many workshops will be offered, many new ventures will be embarked upon, and many new relationships will be forged. I will share with you my goals and aspirations for NCRID in the next issue of VIEWS. ■



## **SAVE THESE DATES!**

**Thursday January 11 to  
Saturday January 13, 2007**

The National Center on Deafness  
presents our

## ***25<sup>th</sup> Anniversary Interpreter Symposium***

at California State University,  
Northridge

**Join us and take a look**

***"Back to the Future"***

Information posted on the NCOD website  
<http://ncod.csun.edu>



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business at our event?  
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[kbess@csun.edu](mailto:kbess@csun.edu)



## REGION III REPORT



**Kelly Flores, CI and CT  
Region III Representative**

**Illinois**

**Indiana**

**Kentucky**

**Michigan**

**Minnesota**

**Ohio**

**Wisconsin**



*October was a whirlwind month—off to the East Coast for the face-to-face meeting with the RID Board of Directors, off to the West Coast for the Conference of Interpreter Trainers (CIT) Conference, and then to Minnesota for their chapter's fall conference. It was a great experience. Thank you to the national office staff, CIT, and Minnesota RID for their hospitality. This month, I will be in Wisconsin and Indiana for their fall conferences.*

### Illinois RID

*President Sara Lucas*

Collaboration is a vital part of making our organization truly thrive. Collaboration takes devotion, compromise, agreement, communication, and the ability to recognize strength in diversity. I am thrilled to report that we were able to work with the Illinois Association of the Deaf and the Western Suburban Association of the Deaf to provide a free, all-day workshop in November on parliamentary procedure with speaker Libby Pollard. Part of what makes collaboration a success within our own organization is the willingness of volunteers to see an opportunity and run with it. This has been and continues to be the case for a group of volunteers who serve on our Legal Interpreting Committee and who will be bringing Carla Mathers back to Illinois in February for the next installment of the legal interpreting series. Ms. Mathers will be presenting "Evidentiary Foundations for Interpreters" and "Interpreting in Law Enforcement Settings" for this four-day event. Check out the Illinois RID (IRID) website for more details at [www.ilrid.org](http://www.ilrid.org). And, lastly, the strength of any organization rests firmly on its adherence to its own policies and procedures. We are currently seeking IRID member feedback to recommended changes to our bylaws which were provided by our Bylaws Committee. The document, which had not been amended since 2003, is also available on our website. With a mail referendum pending, the new bylaws would take effect January 1, 2007.

### Indiana RID

*President Judy Cain*

I know we are just entering the fall season, but do you realize that the holidays are just around the corner? With that in mind, seasonal shoppers will soon be hitting the malls to find that one unique gift for that one special individual. Surprisingly, a trip to the mall and the field of interpreting have much in common. Bath and Body Works is a store of endless options, which is much like freelancing. Barnes and Noble is stocked with knowledge, a café, and reference materials. This store encourages inquisitiveness, learning, and preparation for classes—the daily tools for all qualified educational interpreters. One can find an interpreting program student at Toys 'R Us for the purposes of stress management. Interpreters working full-time in the legal system are usually found at Nordstrom eyeing that navy suit, a courtroom favorite. Medical interpreters like J.C. Penney and can be seen shopping in

the uniform department. Why shouldn't they be able to wear a pair of scrubs when interpreting preoperative or postoperative? SUN-COAST is a favorite of performing arts interpreters because they carry the latest movies, musicals, and Broadway plays at reasonable prices. Oral transliterators can always be found sitting at the back table of the Starbucks located in the mall's most secluded corner. After a consumer gets buzzed on a chocolate mocha and begins talking a mile a minute, it gives the oral transliterator plenty of practice reading lips. Even staff from the national office can be found making special selections at Godiva Chocolate because they tend to be some of the sweetest people. Wow...I didn't know a drive to the mall could reveal so much about our profession.

### Kentucky RID

*President Shannon Grider*

The Kentucky RID fall conference will be a joint effort with the Bluegrass ASL Teachers' Association. The conference will take place November, 10-11 at the University of Louisville. Dr. Steven Collins, professor in the Department of Interpretation at Gallaudet University, will present "Mental Processing in Interpreting." There will be a Saturday luncheon at Masterson's, which is included in the registration fees. If you did not receive a conference flier, be sure to check out [www.kyrid.org](http://www.kyrid.org) for more information. Please be sure to attend the conference this year, and let us know what conference topics you would like to see in the future.

### Michigan RID

*President Micki Baumgart*

We all know that a regional conference is a great place to make new friends. This past Region III Conference in Milwaukee, Wisconsin, was no exception. Gail Pursell Elliott (known as the dignity and respect lady!) came to facilitate our pre-conference leadership training, and, since then, I have had the pleasure of getting to know her as a friend and a colleague. I would like to share just a snippet of the kind of nurturing and caring wisdom that she imparts in her effort to create a healing environment for all of us:

◆ Our power to make a difference lies not only in the tremendous impact that we can have on others by our words and actions but also in how we choose to interpret what comes to us and the impact we decide to assign to the words and actions of others in our own lives.

◆ Our thoughts, words, and actions are like pebbles tossed out into the waters of the world.

◆ Whether we toss pebbles of light or of darkness is a true choice each of us makes, despite our awareness.

◆ Everyone makes a difference and has an impact on our world and the way things play out.

◆ What that difference will be is up to us.

◆ Think you can't change the world? Too late, you already have. It was changed for the better the minute you were born. There are more people than you can imagine who will never be the same because they came in contact with you, if only for a fleeting moment.

## Minnesota RID

*President Eileen Gray*

Greetings from Minnesota. Fall is always a busy time for Minnesota RID (MRID). The conference committee has been working extremely hard putting together our annual get-together. This year's theme is "The Many Hats an Interpreter Wears." Look for highlights from the conference in next month's *VIEWS* article.

The MRID Board of Directors has been busy working on a number of projects, including completing a comprehensive MRID conference planning handbook and working with the Bylaws Committee on some necessary changes. Board meetings are open to the membership, and members are always welcome to attend. Board meeting information can be found on the MRID website at [www.mrid.org](http://www.mrid.org).

We have exciting news! Minnesota has agreed to host the 2010 Region III Conference! As you know, a great deal of work goes into planning a conference of this size, and many volunteers will be needed. If you are interested, please contact Eileen Gray or Lynn Wander (their contact information can be found on the MRID website). We are very excited to have this opportunity to serve the members of Region III and look forward to a fabulous time in the great state of Minnesota in 2010!

## Ohio RID

*President Melanie Somnitz*

The Ohio Chapter of RID (OCRID) is excited to announce that we were awarded the RID mentoring grant. We will be partnering with Hallenross and Associates to bring an excellent program to the state of Ohio. The focus of the mentoring grant is to provide deaf interpreters and their hearing counterparts the opportunities to grow and work together. Working with the local chapters, we will begin creating standard practices to be used with agencies, organizations, and business, educating them on the need and use of deaf interpreters. Developing the necessary educational tools is just the beginning; next we will provide training for all OCRID interpreters on the how, why, and when to call in our deaf peers. This is an exciting collaboration, and we are looking forward to all the doors it will open.

Also, if you have not heard, OCRID will be hosting the 2008 RID Region III Conference. Anthony Nelson has accepted the responsibility as chair, and he will be scouting sights and determining the dates. Please start considering what skills you might bring to the regional conference. Calls for committee members are forthcoming, and we are hoping that each of you will be a part of the team.

As we say goodbye to another October, the OCRID annual conference, "Cruising to Professional Development" will be setting sail. As president, I want to thank each of the committee members for their dedication and hard work. I especially want to thank Anthony Nelson for his leadership and support. For more information, please visit our website at [www.ocrid.org](http://www.ocrid.org).

## Wisconsin RID

*President Elect Susan Gordon*

Wow—how time flies! It seems like the leaves just started turning colors. Now there are only a few leaves left on the trees, and we are getting ready for snow. It feels like the semester just started, and now we are gearing up for finals. I imagine that all of the wonderful people involved in planning our fall conference are feeling that way too. It was not that long ago that we were volunteering to help, and now the conference is upon us. But as time flies, we grow. We do not grow at the same pace or in the same way—we may grow in one

dimension and not another—but the past, present, and future mix together and pull us backward and forward. That is how I feel about our organization. Wisconsin RID has a rich history that we need to utilize to help focus us on the future. One of my goals for the next year is to work with our Historical Committee to make sure that our past is preserved. Another goal is to encourage more members to get involved. We have many committees that have openings and need members to reactivate them. In the words of Dr. Sonya Friedman, we should all "feel gratitude that you have made it to this point and take responsibility for what comes next." ■

## MEET THE NEW RID NATIONAL OFFICE STAFF



Theda Llewellyn, pictured left, is the new RID member services assistant. You may encounter her pleasant voice when you call the office. Her responsibilities include data entry processing and responding to general membership inquiries. Theda recently located to Virginia from her hometown of 19 years in central Florida. Her future goals include enrolling in an interpreting program in the spring to start the process of becoming an interpreter.

Tina Schultz, pictured right, joined RID on September 1 as the director of communications. She started her career working on Capitol Hill for a congressman from her hometown of Pittsburgh, Pennsylvania. After six years in the political arena, she moved into the non-profit world gaining experience in member communications, government affairs and strategic planning. Tina enjoys spending time with her husband and trying to keep up with their 18 month old son, Aiden. Oh, and if you cannot tell from the picture, Tina is expecting her second child on the quickly approaching due date of Thanksgiving Day!

## REGION IV REPORT



**Glenace L. Humphrey, CI and CT**  
Region IV Representative

Arkansas  
Colorado  
Iowa  
Kansas  
Louisiana  
Missouri  
Montana  
Nebraska  
New Mexico  
North Dakota  
Oklahoma  
South Dakota  
Texas  
Wyoming  
CANADA  
Alberta  
Manitoba  
Saskatchewan



*Hello to and from Region IV,*

*Fall is in full swing with great activity happening in each affiliate chapter. States are holding fall conferences, weekend workshops, and fundraising activities. After a summer packed with fun, family, friends, conferences, and leisure time, we are renewed, ready to give our full attention to our duties as members and leaders of Region IV.*

*Region IV has just completed our second annual leadership training for two members from each affiliate chapter in Region IV. The leadership training was held in Boulder, Colorado at the Colorado Chautauqua Association, which is a lodge located outside of Boulder. Be sure to read the December issue of VIEWS for more details of the event.*

*Now is a great time to start saving for the 2007 RID Conference in San Francisco! The challenge has gone out to the 2007 RID Conference Committee and Region V Representative Rob Balaam to see if they can top the 2005 RID Conference held in Region IV in San Antonio. We had more than 1700 attendees, but this year we hope to hit 2,000! Good luck, Region V!*

### **Louisiana RID**

*President Cam Sharpe*

Louisiana has a membership roster again! We now stand strong with more than 60 members. It feels like we have just crossed the finish line of a big race. With RID's recent decision regarding the Educational Interpreters Performance Assessment (EIPA), Louisiana RID's (LRID) goal is to grown even stronger by welcoming more educational interpreters into our ranks.

We held our annual fall conference, "Off the Record: A Closer Look at Legal Interpreting," in Lafayette on September 21-23. We had a wonderful attendance from all over the state. We were honored to have several educational interpreters join us as well as a group of students from New Orleans. Our special thanks goes to Laura Berzas from Georgia for preparing us for testing, Randi Turner from Texas for her incredible insight into the law, and Priscilla Moyers from California for her encouragement and vast

knowledge on certified deaf interpreting and teamwork. Their hard work and informative workshops gave us new insight into the law. We also greatly appreciate our conference interpreters who gave whole-heartedly of themselves to LRID.

During our fall conference, LRID's members voted to support the concept of licensure, which our state is pursuing. We were pleased to have been able to provide an in-depth workshop on licensure in June and a constructive three-hour follow up discussion with members this past week. These types of discussions and information-sharing are what we need to ensure that licensure is a success in Louisiana.

One last note about the conference: I am personally blessed to have such a wonderful board working with me during this conference. Thank you all for your dedication and collective support! This conference would not have happened without your hard work and clever ideas.

In August, LRID was pleased to have

had six individuals representing Louisiana at the Region IV Conference. We had one of our own, Janie Powell, receive the Excellence in Service to RID Award. It was a pleasure to see the Region IV states working together. Well, Louisiana is back on track and moving fast!

### **New Mexico RID**

*Vice President Dana Sumrow*

Greetings from the land of enchantment! The air is crisp, the leaves are changing, the smell of roasting green chiles permeates the air, and hot air balloons pepper our blue sky: it must be fall. Autumn marks the end of a busy summer for interpreters in New Mexico. Many of our members attended the Region IV Conference in Montana where they took in the majestic beauty of the north country, mingled with other Region IV members, and, of course, attended a variety of excellent workshops. New Mexico had the honor of hosting the conference's silent auction, which ran smoothly thanks to the hard work of Shelly Chappell, our co-president, and many others.

Autumn has brought many events to our state. We were fortunate enough to offer several workshops during the month of September. Sorenson VRS held a "Personal Power and Effectiveness" workshop for the interpreting community. Proceeds from that workshop have been donated to New Mexico Registry of Interpreters for the Deaf (NMRID). Clovis Community College and the ASL! Club hosted a workshop in eastern New Mexico. New Mexico Commission for Deaf and Hard of Hearing Persons partnered with NMRID in order to host the third and final installment of Robyn Dean's "Demand-Control Schema" workshop series; a popular workshop which has benefited many of our interpreters. In addition to workshops, our members continue to enhance their skills by participating in the New Mexico Mentor Program, which recently began a new mentoring session.

In October, NMRID hosted our annual general membership meeting. For details, go to [www.NMRID.com](http://www.NMRID.com). ■



## REGION V REPORT



**Robert Balaam, CI and CT  
Region V Representative**

**Alaska**  
**Arizona**  
**California**  
**Hawaii**  
**Idaho**  
**Nevada**  
**Oregon**  
**Utah**  
**Washington**  
**CANADA**  
**British Columbia**



new RID testing supersite in the state. Coordinators are preparing the site, and training for test administrators is getting underway. Check our webpage for more information as it becomes available.

### **Nevada RID**

*President Caroline Bass*

Just when you think things are going smoothly, something always messes things up! NVRID's new board has been trying to continue with our plan of teleconferencing our workshops so that the individuals who live in the rural areas can still benefit without having the expense of travel. The northern part of our state has the support of the

Western Nevada Community College in providing a location where the workshops can be linked. However, we are having trouble finding an available and willing site to host our teleconferenced workshops in Las Vegas. Needless to say, we are frustrated. We have agreed to alternate workshops each month (north and south) and teleconference back and forth. Our goal is in place, and our minds are made up that this WILL happen! We will not be prevented from reaching our goal and would appreciate any thoughts or recommendations to support this goal from the membership. The Nevada Association of the Deaf has agreed to our proposal to have the first statewide conference with both NVAD and NVRID jointly sponsoring the event. Along with the NVAD Clark County Chapter President, Annette Loader, I am co-chairing this conference which will be held September 7-9, 2007. We already have a very strong planning committee and are arranging spectacular entertainment. We are looking forward to celebrating NVAD's 25th year with a gala Western Celebration at Bonnie Springs Ranch. NVRID wishes to congratulate NVAD on a successful 25 years.

### **Sacramento Valley RID**

*President Catherine Thomas*

November rocks at SaVRID. We have elections during our regular meeting, with a workshop, a chili cook-off, and a pie raffle; food, fun, and education all in one. Our new meeting location, the M.I.N.D. Institute, is glorious. Special thanks to Caren Stringer for getting us the space free-of-charge. I am sure our next president, James Henderson, his new vice president, Erica Love, and the rest of the slate of new officers will reign supremely over the next two years. Susan Snapp, our new editor, has taken the SaVRID Voice online, and it looks great.

SaVRID also diversified our Helping Hands Fund into three funds, each named after important figures in our community: the Willis and Alma Burke Professional Development Fund; the McCaffrey Student Scholarship Fund, for Eileen McCaffrey; and the Thielman Emergency fund, for Ellen Thielman and her late son Kevin Keane. We extend our sincere gratitude to founders, educators, and supporters. ■

### **Oregon RID**

*President Vicki Darden*

By the time this report reaches the membership, Oregon RID will be basking in the afterglow of our fabulous Chapter Potential Resuscitation (CPR) project event on October 14. Sharon Neumann Solow presented "Grow Your Own Skills;" our local members had the opportunity to meet with RID President Angela Jones, Region V Representative Rob Balaam, and members of the Affiliate Chapter Relations Committee (ACRC) to discuss the state of the profession and Oregon's community of interpreters. Our membership numbers have swelled tremendously, and we all feel renewed and inspired to work together to build community, collegiality, and to take an active role in our affiliate chapter! On behalf of the ORID board and membership, I would like to thank the ACRC for their help with this project, as well as the many individuals who have worked hard to see this event to fruition.

One accomplishment we are particularly proud of is the recent establishment of a scholarship program for deaf high school seniors from the state of Oregon. Thanks to an anonymous sponsor, we have been able to raise money through the sale of t-shirts (see the link on our website, [www.orid.org](http://www.orid.org)) to fund a scholarship for deaf students who will be attending college. We are pleased to have been able to award two scholarships in the amount of \$250 this year through a competitive selection process, one to a student from the Oregon School for the Deaf in Salem who will attend Gallaudet University and the other to a student from Henley High School in Klamath Falls who will attend Southern Oregon University. The scholarship for the 2007/2008 school year is already funded and our committee is working to draft the selection criteria for the next round. If you know of a deaf high school senior from Oregon who may be interested, please encourage her or him to send an e-mail to [treasurer@orid.org](mailto:treasurer@orid.org) to be placed on the mailing list for the application packet which will be mailed out in January 2007. Please consider purchasing a t-shirt to support this program and get *Voice Activated!*

We are also excited that the national office has approved a

# Ethical Behavior for Participants

*Brenda Cartwright, MS, CSC, CI and CT, Michigan*

*J.D. Schein, New York*

One of the distinguishing characteristics of a profession, as opposed to a trade, is the requirement that members of the profession abide by a code of ethics. These rules for appropriate behavior may be general, specific, or both. They state actions members must take and prohibitions against other actions. The essence of an ethical code is its commitment to the welfare of the profession and those it serves. The best known code of ethics is the Hippocratic Oath, to which physicians swear. It pledges them to refrain from practicing beyond their competence and from taking advantage of patients during their moments of vulnerability. Likewise, interpreters are bound by an ethical code, a code 3,000 years younger than the Hippocratic Oath, but just as important to interpreters as the older code is to physicians. Ethics are dynamic and extend beyond the principles outlined in any organization's code. Ethics are about how we conduct our daily personal and professional affairs, and how we relate to the people we encounter as a professional. No one code will cover every situation. Following are some examples of ethical problems interpreters may face:

## The Ambiguous Physician

An interpreter accompanies a client to her gynecologist. The doctor orders the interpreter to go away, but the client convinces him that she should remain and interpret for them. The doctor examines the client and announces that she definitely has endometritis, but without a biopsy he cannot say definitely that she does not have a uterine cancer. He speaks rapidly using these and other medical terms without any attempt to define them. He tells the client to schedule an appointment for the biopsy and leaves.

The client is shocked. She thinks the doctor told her she had cancer. She is upset with the interpreter because she did not clarify what the doctor said. She blames the interpreter for her failure to understand the medical terms and for not being able to tell her whether or not she has cancer.

What should the interpreter do? After all, she performed carefully within the NAD-RID Code of Professional Conduct Guidelines. The doctor was the one who was speaking obscurely and not giving the client an opportunity to clarify his remarks.

## The Inattentive Student

Another familiar case: How to manage situations in which the deaf person does not pay attention to a speaker. A deaf student came to class and fell asleep during the lecture. Two weeks

later when he failed the exam, he threatened to file an ethics charge against the interpreter! Do we have clear ethical principles to follow under similar conditions?

## What Might RID Do?

The point of the above two examples is explored by "Sign Language Interpreting: Exploring Its Art and Science" that interpreting is not the sole responsibility of the interpreter (Stewart et al., 2004). It is an activity in which all parties bear some responsibility for what transpires. The speaker who reads a list of names faster than anyone can fingerspell; the deaf person who uses unconventional signs (school slang, home signs, etc.); the judge who threatens interpreters for voicing what the deaf person signs, even when it is vulgar; all of these situations may confront interpreters with ethical dilemmas. In any event, they fall into the grey areas for which guidelines do not seem to apply directly.

Is the interpreter free to interrupt speakers and tell them that reading names at a rapid pace cannot be conveyed to deaf people or to make other arrangements to facilitate interpreting? Should the interpreter explain that the Americans with Disabilities Act (ADA) requires that interpreting be provided free-of-charge to deaf people?

Perhaps RID could provide brief educational materials to distribute to hearing persons who are unfamiliar with working with interpreters. Such a handout would briefly outline the guidelines of hiring and working with an interpreting. In addition, it would explain the ADA provision that requires interpreters be provided free-of-charge in particular situations. Since the handout is a resource tool provided by a recognized, national organization, the interpreter should not offend the person to whom it is handed, because it applies to all people, not just the one who receives it.

## What Might Interpreter Educators Do?

Faculty of interpreter education programs need to provide students with ethical ways of coping with these, and similarly puzzling, situations. For example, when the doctor uses technical terms, the interpreter can voice the deaf client's facial expression: "What does that mean?" When the deaf student is leaving class during which he did not pay attention to the lecture, the interpreter may tell him or her to get notes from a classmate, because the lecturer said many things that might appear on the final examination.

## What Might Deaf Educators Do?

As for deaf participants, courses in how to relate to interpreters and how to behave in interpreted situations should be part of the curriculum for deaf students. The assumption is false that deaf people automatically know how to work with interpreters. As with any other aspect of daily living, deaf students need instruction. They need to understand there is a shared responsibility for communication with hearing individuals, and they should be instructed how to manage their roles as persons for whom interpreters are provided.

Ethics and the management of other grey areas should not be left to chance. Correct ways to deal with interpreted communication should not be assumed—they should be taught.

## In Summary

At the heart of every profession's code of ethics lies an obligation to do

well and refrain from behavior that is unbecoming to the profession and to those it serves. Interpreters face daily dilemmas for which they alone are not responsible. Being responsible as an interpreter means coming to terms with limitations and strengths. To interpreters, our Code of Professional Conduct suggests the boundaries of our practice. To interpreter organizations, ethics mean being responsible for each affiliated member. To oversee these responsibilities, organizations depend, in part, on feedback from those who make use of their members' services. That is one reason we strongly support the education of participants as to their rights and obligations when utilizing interpreters. Well-informed participants enhance professional relations. RID, interpreter-education programs, and deaf education can assist in resolving these dilemmas. These agencies must discover acceptable means of doing so. ■

*Dr. Schein is a Professor Emeritus at New York University and an Adjunct Professor at the University of Alberta Canada.*

*Brenda Cartwright is the Director of the Lansing Community College Sign Language/Interpreter Program in Lansing, Michigan.*

## Reference

Stewart, D. A., Schein, J. D., and Cartwright, B. E. 2004. *Sign Language Interpreting: Exploring Its Art and Science*. 2nd ed. Boston: Allyn & Bacon.

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### STAFF/FREELANCE

#### ***EXCELLENT opportunity for Interpreters looking for diversity***

Individuals needed to provide interpreting/transliterating in and around the Baltimore-Washington Metropolitan area. RID certification or NAD preferred but not required.

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# Theatre Development Fund's **INTERPRETING** for the **THEATRE** at The Juilliard School

**June 3-9, 2007**

The 10th Annual One-Week Summer Institute  
for Professional Sign Language Interpreters  
[www.tdf.org](http://www.tdf.org)

Theatre Development Fund (TDF) is sponsoring the 10th annual one-week summer institute, *Interpreting for the Theatre*, to be held at The Juilliard School in NYC. The program offers proficient interpreters the opportunity to explore the process of interpreting plays and musicals. Classes will be taught by New York's top theatre interpreters, with involvement from the Deaf community throughout the week.

TDF is an approved CMP-ACET sponsor and certified interpreters will earn up to 5.4 CEUs. Enrollment is limited to 20 students. Tuition for the week will be \$950 and partial scholarships are available for applicants who need financial assistance.

Currently scheduled faculty for June 2007:

Candace Broecker-Penn & Alan Champion—Technique Instructors  
Stephanie Feyne & Lynnette Taylor—Translation Instructors  
Lauren Schiff—Alexander Technique Instructor

**A videotaped audition is required.** TDF will provide applicants with audition materials.  
If you would like an application mailed to you, please contact:

Sarah Aziz, Theatre Access Project Coordinator  
Theatre Development Fund

1501 Broadway, Suite 2110, New York, NY 10036

Tel: (212) 221-0885 Ext. 216 • Fax: (212) 768-1563 • TTY: (212) 719-4537 • E-mail: [saraha@tdf.org](mailto:saraha@tdf.org)

**The application is also available on our web site: [www.tdf.org](http://www.tdf.org)**

**Final Deadline for application and audition videotape is November 6, 2006**

Theatre Development Fund (TDF) was founded in 1968 to encourage the production of plays and musicals. Today, TDF is the largest not-for-profit service organization for the performing arts in the country. One of the programs TDF operates is the Theatre Access Project (TAP) which assists theatregoers who have physical disabilities. TAP schedules sign language interpreted and open captioned performances of Broadway shows. In 1991, TDF joined with The Juilliard School to address the need for more qualified theatre interpreters and to set national standards for excellence in theatre interpreting.

Sponsored by



## National Testing System Update

*Lori Frison, Director of Certification*

Several content experts who developed the NIC exams were granted the NIC Master certification. Content experts are members of the profession who are considered top authorities in their field by the industry and their peers. Their knowledge, skills, and experiences are used to develop the exams. Content experts are often granted the certification they helped to create as their involvement in developing the exam precludes them from taking the exam. The content experts granted NIC Master status are: Janet L. Bailey, Suzanne Garcia-Lightbourn, Pasch McCombs, Marilyn Mitchell, Geri Mu, Wanda Newman, David G. Quinto-Pozos, and Linda L. Ross.

## NEWLY CERTIFIED

*Newly Certified 9/1/06 to 9/27/06 (Unless otherwise noted, dates listed are dates of certification, not testing.)*

### National Interpreter Certification

#### Region II

Rose Marie Crews, GA

#### Region III

Jennifer McCarty, MN  
Kelli Sanchez, KY

#### Region IV

Amber Goertz, TX

#### Region V

Bryan D. Berrett, CA  
Kate M. Loo, CA

### National Interpreter Certification – Advanced

#### Region IV

Treva Ullom, KS

#### Region V

Frank Alatorre, CA  
Lee Bradley, CA  
Nicole V. Pancino, CA

### National Interpreter Certification - Master

#### Region II

Carolyn I. Ressler, MD

#### Region III

Emily Ann Shaffer, IN

#### Region IV

Bonnie- Lyn Barker, NM  
Lariisa K. McClung, CO

#### Region V

Pasch McCombs, CA

### Certificate of Interpretation

#### Region I

Patricia R. Dean, NY  
Stephanie A. Ellison, PA  
Joe Loga, VT  
Kellyann Parry, NY  
Christine M. Romp, CT

#### Region II

Holly Barrett, MD  
Donna R. Fernandez, FL  
Sarah Gumina, MD  
Pamela R. Hill, GA

Erika A. Stucker, FL  
Michelle Swaney, TN

### Region III

Marla L. Berggoetz, IN  
Terry Lee Bullock, IN  
Pauline J. Cook, MN  
Karen Gardner, MN  
Robyn LeClerc, MI  
Nicole Lynn, IL  
Pat Maier, IL  
Annette Peters, MN  
Garnet M. Short, KY  
Shannon Stafford, KY

### Region IV

LaVina Berglund, OK  
Jameie L. Combs, OK  
Amanda M. David, TX  
Bruce Derouen, LA  
Leah G. Ekrut, NM  
Corey Ekrut, NM  
Amber Goertz, TX  
Michelle Gray, CO  
Hazel A. Lucas, OK  
Susan A. Petrov, NM  
Ross Kelly Blair, WA

### Region V

Tammy Bradford, CA  
Kennedy L. Cooper, HI  
Stephanie Gage, CA  
Tammy Kowalski, HI  
Roxanne V. Lyons, CA  
Ellen Madison, CA  
Louise Magarrell, OR  
Marcia W. Maynard, WA  
Ginger Navarrete, CA  
Carri Richardson, CA  
Elaine C. Schnepple, CA  
Elaine Stagner, CA  
Lisa Stiefel, CA  
Rhea von Atzigen, CA

### Certificate of Transliteration

#### Region I

Lori Adams, NJ  
Aaron Airgood, NY  
Susan C. Dougherty, NY  
Maria C. Elia, PA  
Dena Hazen, NJ  
Tara Keefe, CT  
Brian T. McHale, PA  
Kellyann Parry, NY  
Lucy Renaud, MA

Brett L. Reynolds, MA  
Nancy Sophie Smith, NY  
Lucille Traina, MA

### Region II

Holly Barrett, MD  
Janice A. Brackett, GA  
Joy Caldarella, FL  
Cindy Halberg, GA  
John R. Jarvis III, GA  
Jennifer Perna, VA  
Heather G. Slighter, TN  
Michelle Swaney, TN

### Region III

Katherine T. Block, WI  
Pauline J. Cook, MN  
Nicole Lynn, IL  
Tracy Vetter, WI  
Geri Wilson, MN  
Kathleen E. Youngblom, MN

### Region IV

Crystal Anderson, MO  
Devon N. Finnman, CO  
Michelle Trujillo, NM

### Region V

Marcie E. Bowman, OR  
Alicia M. Flores, WA  
Ellen Madison, CA  
Alexis McMannis, CA  
Carrie Rasmussen, CA  
Elaine Stagner, CA

### Specialty Certificate Legal

#### Region II

John Mark Ennis, DC  
Carolyn I. Ressler, MD

#### Region V

James Foster, CA  
Lynne Wright Lumsden, WA  
Pasch McCombs, CA  
Damon Thayer, OR

### Oral Transliteration Certificate

#### Region II

Jacqueline Lightfoot, GA

#### Region V

Linda S. Humphreys, CA

arguing with an attorney simply makes the witness look defensive.

It is perfectly appropriate to truthfully answer a question with "I do not know" or "I do not recall." The attempt to answer a question that one does not actually know the answer to can only lead to trouble. The witness may become flustered, casting doubt on those portions of the testimony that the witness testified to confidently. Even worse is a witness who does not know but readily speculates on an answer. If the witness cannot answer a question with confidence, the answer should be "I do not know" not "I do not know, but I imagine..." If pressed, the response should be "I am sorry, but I am not going to speculate on that."

It is human nature to try to help other people. If the cross examiner is struggling with the question, do not help them. Many attorneys use a technique of appearing to be ignorant while seeking the witness's assistance to understand the testimony. The goal is to get the witness to volunteer information which provides the examiner with further ammunition. Answer only the question asked. A common example is: Do you know what color

the counsel's tie is? The answer should always be "yes" or "no," not "blue." Force the examiner to work for each question. If a question is misleading and cannot be answered without an explanation, provide one concisely. Most people are uncomfortable with silence. If the examiner stops talking, resist the urge to fill the gap with speech.

Testifying in court can be a nerve-racking experience, yet it does not have to be uncharted territory. Probably the most important advice is to remain calm and answer all questions truthfully. Though many of these suggestions are based on common sense, the need for education and preparation of interpreters who are called as witnesses is an important area to focus on in legal, and in all, interpreter training. Testifying in court may be a rare occurrence; nevertheless, being thoroughly prepared is a critical skill to develop, since it will bear fruit in navigating the murky waters of testifying in a legal proceeding. ■

*Carla M. Mathers, Esq., who is a senior associate with McCollum & Associates, LLC in College Park, MD, is licensed to practice law in the state and federal courts of Maryland and the*

*District of Columbia. She graduated magna cum laude from Howard University School of Law, summa cum laude from the University of Maryland, and received her interpreting degree from the College of Southern Idaho. In 2005, Ms. Mathers received the Region II Judie Husted Leadership Award from RID. Her publications, including the 2006 "Sign Language Interpreters in Court: Understanding Best Practices," may be found at [www.DeafLawBlog.com](http://www.DeafLawBlog.com).*

## Footnotes:

<sup>1</sup> Most often, interpreters who work in law enforcement settings are the ones who find themselves subpoenaed to testify about the prior interpreting. While this paper discusses testifying about a prior law enforcement assignment, the principles apply to any setting.

<sup>2</sup> You might wonder how you know the purpose for which you are called to testify. I recommend contacting the attorney whose name and telephone number appear on the subpoena and ask them directly the purpose for your testimony.

*"Medical Terminology Demystified: A Self-Teaching Guide" by Dr. Dale Layman. McGraw-Hill, 2006. ISBN 0-07-146104-3. \$19.95.*

We all know how hard it is to interpret when you do not understand what is being said in the source language, and medical terminology provides some of the most challenging source language that interpreters face. This self-paced guide goes far beyond your basic medical dictionary by providing background information, context, and history, all in an entertaining and easy-to-read format. Divided logically, the book's first section details "The Foundations of Medical Terminology" with a broad introduction to the basics. Later sections delve into the specifics of cells, bones and muscles, respiration and circulation, and other body systems. This, along with the comprehensive index, allows an interpreter to use the book for general medical terminology or as a ready reference for a particular subject area. Terms are introduced in context. They are also accompanied by a pronunciation guide and are broken down by meaning for better memory retention. "Case histories"



## Interpreter's Resource Shelf

Kathy MacMillan, M.L.S.

demonstrate the practical use of the terms, providing the reader with a better understanding, and notable names in medicine (such as Hippocrates, Florence Nightingale and Shen Nung, the "founder of pharmacology") are presented along with their accomplishments. A helpful summary table at the end of each chapter breaks down key terms by prefix, root, and suffix. The book also features a multiple-choice quiz at the end of each chapter, a test at the end of each section, and a final exam at the end of the book. Though the illustrations are frankly amateurish and the author's elaborate "Memory Pillbox" system is of debatable use, "Medical Terminology Demystified: A Self-Teaching Guide" will

assist interpreters who work in the medical setting in learning new medical terminology, gaining confidence with terms already deemed slippery, and providing a more conceptually accurate interpretation for deaf consumers.

*This column appears monthly in VIEWS. Please direct questions, comments, or suggestions for resources to highlight in future issues to Kathy MacMillan at [info@kathymacmillan.com](mailto:info@kathymacmillan.com).*



# RID to Fund Research for Second Year

## Application Deadline December 31, 2006

RID has approved a limited amount of funds to support research projects conducted by its members. Depending on the applications received, RID may decide to fund one or more projects.

Last year, the first RID grant was awarded to the National Center on Deafness at California State University at Northridge for research on interpreter shortages in the United States. Watch for articles about this project in *VIEWS*.

Proposed projects should address an important concern currently facing the profession, expand the knowledge base within the discipline of sign language interpreting, and have an innovative and/or original concept of significance to the field.

Applicants should submit a proposal of no more than five pages which addresses the following categories:

### Significance and Innovation

- The project should address an important problem within the profession;
- The anticipated outcomes should advance the knowledge base within the discipline; and
- The projects aims and concepts should be significant and innovative.

### Approach

- The conceptual framework, plan, methods, and analyses should be adequately developed and clear;
- The amount of work should be realistic for the time required; and
- The timetable should be realistic and achievable.

### Dissemination

- There needs to be a clear plan for dissemination of the results of this project;
- There should be a reasonable timeline for dissemination; and
- Appropriate audiences should be suitably included (i.e. state/regional conferences).

### Researcher

- The project should be appropriate to the researcher's career stage (i.e., will this project get done?).

### Resources

- The scope of the project should be appropriate to the budget, which should delineate a timeline for payments; and
- The project will be examined to determine if it utilizes reasonable financial collaborative sources.

### Application Procedures

Those interested in applying should submit an electronic copy by December 31, 2006, to Clay Nettles at [admin@rid.org](mailto:admin@rid.org). The materials can be sent to the attention of 'Research Project Proposal.' Questions can be sent to this same location.

Applicants should include all contact information for them and applicable institutions and/or chapters supporting the project. They should also submit two letters of recommendation from current RID members. Those awarded would be required to make quarterly reports in *VIEWS* on project progress.

### Funding

The RID Board of Directors has approved \$15,000 in funds for fiscal year 2007 (July 1, 2006 – June 30, 2007). Projects can extend into more than one fiscal year.

Further information on this program can be found at [http://www.rid.org/research\\_grants.html](http://www.rid.org/research_grants.html). Questions about this program can be addressed to Clay Nettles of the national office at [admin@rid.org](mailto:admin@rid.org). ■

## RID OUTSTANDING WEB DESIGN AWARD

The Outstanding Web Design Award recognizes exemplary Affiliate Chapter Web Sites based on content, format, originality, special features, links, and graphics. Recipients will be presented with a monetary award (\$200 to the chapter with 150 members or less, \$300 to the chapter with more than 150 members). The chapter names will be inscribed on the respective plaques in the RID National Office. Applications may be obtained at [www.rid.org](http://www.rid.org) or via the fax-on-demand system (800/736-9280; document number 213).

**Deadline: February 1, 2007**

*The integrity of RID certification requires a commitment to life-long learning. It is the mission of the Certification Maintenance Program (CMP) to ensure the quality and effectiveness of educational opportunities provided for certified members, to establish standards for professional development, and to provide a framework for certification maintenance, which will guarantee full and fair participation for all certified members. It is the charge of the Professional Development Committee to oversee the Certification Maintenance Program. This column is an ongoing forum for members to seek information from the PDC regarding the CMP.*



## Questions about the CMP?

**Ask the PDC!**

**Dear PDC:** What are the time lines for requesting CEUs for a sponsor initiated activity and a participant initiated non-RID activity (PINRA)?

*- How Much Time Do I Have?*

**Dear How Much Time:** For a sponsor initiated activity (workshop or conference sponsored within RID CMP system), an approved sponsor must submit a completed continuing education activity form to the national office no later than 30 days prior to the activity. This will insure enough time for the national office to process the information for CEUs. This also allows time for the national office to post conference and workshop information on the RID web site. So if you are planning an activity and would like to offer RID CEUs, please contact an approved sponsor prior to the 30-day timeline to make arrangements.

A participant initiated non-RID activity (PINRA) is a class, workshop, or conference not sponsored by an RID CMP entity. The forms must be obtained from a RID CMP Approved

Sponsor, completed, and submitted prior to the start of the activity. There is not an official timeline for this. Keep in mind that most sponsors have full-time jobs other than their work as sponsors. Please give them enough time to discuss the PINRA with you to determine whether it is CEU-worthy, as well as how many CEUs can be awarded for the activity and for the forms to be sent to you and completed. Please do not call a sponsor the day before an activity. Otherwise, you might be disappointed to find that the sponsor will not be able to sponsor that event for you. You can search for an approved sponsor on the RID web site.

**Dear PDC:** Do school district in-services count for CEUs for interpreters in an educational setting? If so, how do I apply to get CEUs for these?

*- CEUs for In-service?*

**Dear CEUs for In-service:** The answer is yes and no. Most of the in-service training you are required to attend in your school can be approved for CEUs, as long as the trainings are not topics that are specific to your school or district. By that we mean if you are attending a meeting or workshop on new employee benefit plan (insurance, etc.) or a new computer system in the offices, that training would not be eligible for CEUs. However, any workshops or meetings containing information you could use in other employment opportunities (diversity training, vocabulary development, etc.), can be used for CEUs.

Contact an approved sponsor and ask them about applying for CEUs though a PINRA, participant initiated non-RID activity. Please give the sponsor enough time prior to the in-service to process the forms and discuss with you the amount of CEUs awarded and whether they will be professional studies or general studies.

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[www.InterpretingInfo.com/ppi](http://www.InterpretingInfo.com/ppi)

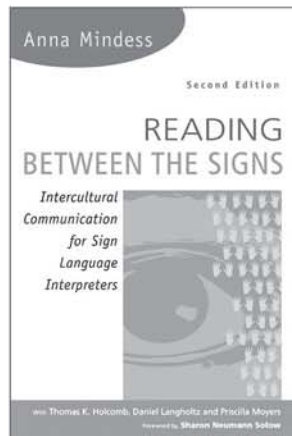


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**Reading Between the Signs**  
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or call 1.888.273.2539



**Intercultural Press**

## November 30 Deadline Approaches for 2007 Journal of Interpretation

Anthony Aramburo, Ph.D., is beginning work on the 2007 *Journal of Interpretation*.

Dr. Aramburo encourages you to send your articles in by the deadline of November 30.

The *Journal of Interpretation* publishes article, research reports, and commentaries. The *Journal* reflects a broad, interdisciplinary approach to the interpretation and translation of languages. The *Journal* expressly desires to serve as a forum for the cross-fertilization of ideas from diverse theoretical and applied fields, examining signed or spoken language interpretation and translation.

American Psychological Association (APA) formatting for style, notes, and references is required for editorial consideration. Manuscripts should be submitted to the RID National Office. Submissions or questions should be sent directly to [admin@rid.org](mailto:admin@rid.org). Files should be in Word formats.

***The deadline for submissions for the  
2007 edition of the Journal is  
November 30.***

### **Instructor, Interpreter, Transliterating Program— Req. # 001161**

Houston Community College is currently accepting applications for an Instructor, Interpreter and Transliterating Program for Coleman Campus.

Requirements: Bachelor's degree in Sign Language/Communication Disorders.

Master's degree preferred. Three (3) years in the community as a Level III interpreter. Level IV preferred. Three (3) years teaching experience preferred. (Photocopy of transcript conferring degree must accompany the application.) OFFICIAL TRANSCRIPT IS REQUIRED AT THE TIME OF EMPLOYMENT.

Salary will be commensurate with education and experience.

Applications are only accepted online. Prior to completing the application, please review Job Requisition # 001161 for complete details and requirements. In order to apply, view the HCC web page: [www.hccs.edu](http://www.hccs.edu) and proceed to [Jobs@HCCS](mailto:Jobs@HCCS). If you need assistance, please call (713) 718-8565

HCC provides equal employment/educational opportunities without regard to race, color, religion, national origin, gender, age, disability or veteran status.



# BOOKS



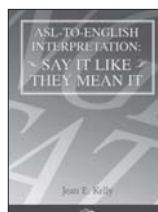
## ★NEW FROM RID★

### ***Toward Competent Practice: Conversations with Stakeholders***

Anna Witter-Merithew & Leilani J. Johnson.

This study provides helpful historical context for understanding the roots of interpreter education and exposes readers to the recommendations of several distinguished thinkers in the field for the ideal interpreter preparation program.

**Nonmember: \$12.95, Member: \$9.95**

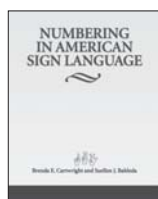


### ***ASL-to-English Interpretation: Say It Like They Mean It***

Jean Kelly  
This book looks at difficulties and issues that can arise as interpreters work between ASL and English. With exercises at the end of every chapter, *ASL-to-English Interpretation: Say It Like They Mean It* will not only give students currently studying interpret-

ing an opportunity to learn how to interpret from ASL-to-English but also give students the opportunity to discuss and work on the task of the English interpretation with their teacher and fellow students.

**Nonmember: \$32.95, Member: \$27.95**



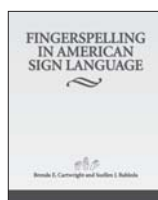
### ***Numbering in American Sign Language***

Brenda E. Cartwright & Suellen J. Bahleda

A comprehensive text that examines numbering uses and applications in American Sign Language and how to sign them. This stimulating book incorporates lessons on a wide

range of numbering topics, including both citation forms and common variations. Each topic is accompanied by practical and creative exercises, drills, and activities. A perfect text for beginning to intermediate American Sign Language students.

**Nonmember: \$29.95, Member: \$24.95**



### ***Fingerspelling in American Sign Language***

Brenda E. Cartwright & Suellen J. Bahleda

Fingerspelling topics from A-Z! This innovative approach to fingerspelling practice incorporates lessons on history, use, receptive and expressive pointers, lexicalized fingerspelling, and more. It is

also chock full of practical and creative exercises, drills, and activities. This is the text for beginning to intermediate American Sign Language classes and study groups.

**Nonmember: \$29.95, Member: \$24.95**

### ***Crossing that Bridge***

Morgan Grayce Willow

*Crossing that Bridge* leads arts administrators and literary event programmers through the process of making public readings accessible to Deaf and Hard-of-Hearing audiences.

Beyond showing how to profitably comply with the ADA, this pioneering guidebook illustrates how ASL interpretation opens new channels of understanding, discovers unforeseen layers of artistic meaning, and facilitates communication

among diverse communities.

**Nonmember: \$10.00, Member: \$9.00**



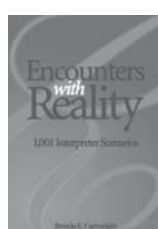
### **★NIC Reference Text★ *Translating: Show Me The English***

Jean Kelly

This important text provides a comprehensive overview of the task of transliterating, and serves as a standardized curriculum for students currently enrolled in IPPs who have

taken at least one semester of interpreting skills. An NIC reference text (included in NIC Study Package #1).

**Nonmember: \$29.95, Members: \$24.95**



### ***Encounters With Reality: 1001 Interpreter Scenarios***

Brenda Cartwright.

Read over 1,000 scenarios that will mirror unpredictable situations that interpreters often face during the course of their careers. This book sheds light on the way interpreters must be mentally prepared for the unexpected. It includes ethical,

cross-cultural, and communication challenging scenarios with sample responses from both Deaf consumers and experienced interpreters.

**Nonmember: \$29.95, Member: \$24.95**

### **★NIC Reference Text★ *Interpreting: An Introduction***

Nancy Frishberg.

This book sets the standard for texts in the interpreting field. It contains overviews of the history of interpreting, working conditions, and research. Includes the RID Code of Ethics, nationwide state interpreter laws, and a complete bibliography of resources. An NIC reference text (included in NIC Study Package #1).

**Nonmember: \$22.50, Member: \$17.95**



### **★NIC Reference Text★ *So, You Want To Be An Interpreter? Third Edition***

Janice H. Humphrey & Bob J. Alcorn

This popular text explains the interpreting process, ethics, the job market, and many more aspects of the field of interpreting. Author Janice Humphrey is a former president of RID. An NIC reference

text (included in the NIC Study Package #1).

**Nonmember: \$49.95, Member: \$43.95**



### ***Educational Interpreting: A Collection of Articles From VIEWS***

A "must have" resource for interpreters, parents, school administrators, and teachers. Includes 30 articles covering a wide range of educational interpreting topics. Also includes RID's Standard

Practice Paper on Educational Interpreting and the Code of Ethics.

**Nonmember: \$19.95, Member: \$15.95**

### ***"Pedagogic Raisonnee de L'interpretation" - A Systematic Approach to Teaching of Interpretation***

Danica Seleskovitch & Marianne Lederer

This invaluable book deals with interpretation

in oral languages - French, English, German, etc. - in various combinations. However, the fundamentals outlined here also apply to sign language interpretation. The book is the first publication to provide a deep insight into the strategies applied in the training of interpreters.

**Nonmember: \$15.95, Member: \$12.95**

## VIEWS

The RID monthly publication *VIEWS* contains valuable information on interpreting issues; local, national, and international interpreting news; reports on the testing system and RID committee actions; employment opportunities; and more!

*\$36.00 yearly subscription (\$72.00 international); \$3.50 single issues. (FREE to current RID members; \$2.50 for missed issues).*

## CONFERENCE PROCEEDINGS

### ***Proceedings of the 13th National Convention - Conference of Interpreter Trainers, 2000***

(CIT at 21: Celebrating Excellence, Celebrating Partnership)

**Nonmember: \$42.00, Member: \$35.00**

### ***Proceedings of the 17th National RID***

***Conference, 2001 (Tapestry of Our Worlds)***

**Nonmember: \$29.95, Member: \$24.95**

### ***Proceedings of the 16th National Convention, 1999 (Honoring Our Past, Creating Our Future Together)***

**Nonmember: \$24.95, Member: \$16.95**

### ***Proceedings of the 15th National Convention, 1997 (Celebrating the Vision: RID in the 21st Century)***

**Nonmember: \$16.00, Member: \$12.95**

## JOURNAL OF INTERPRETATION

The *Journal of Interpretation* (JOI) contains articles, research reports, and commentaries that examine signed or spoken language interpretation and translation. The journal reflects a broad, interdisciplinary approach and serves as a forum for ideas from diverse theoretical and applied fields of interpretation and translation. The journal is included with RID membership. Individual copies of past issues are sold separately. To request a copy of the table of contents from past issues, please send an email to [publications@rid.org](mailto:publications@rid.org).

### ***2006 Journal of Interpretation***

***2005 Journal of Interpretation***

***2004 Journal of Interpretation***

***2003 Journal of Interpretation***

***2002 Journal of Interpretation***

***2001 Journal of Interpretation***

***2000 Journal of Interpretation***

(2000 *Journal* included in NIC Study Package #1). Each issue **Nonmember: \$19.95, Member: \$16.95**

### ***1999 Journal of Interpretation***

**Nonmember: \$16.95, Member: \$12.95**

### ***1997 Journal of Interpretation***

**Nonmember: \$10.00, Member: \$ 8.00**

### ***1993 Journal of Interpretation***

**Nonmember: \$7.00, Member: \$6.50**

### ***1986 Journal of Interpretation***

**Nonmember: \$6.95, Member: \$6.50**

## RID PUBLICATIONS AND PRODUCTS

**Proceedings of the 14th National Convention, 1995** (A Celebration of the Profession)  
Nonmember: \$16.00, Member: \$12.95

**Proceedings of the 9th RID National Convention, 1985** (Interpreting: The Art of Cross-Cultural Mediation).  
Nonmember: \$10.95, Member: \$10.00

### NATIONAL TESTING SYSTEM REFERENCE MATERIALS

#### **National Interpreter Certification (NIC) Study Materials Package # 1**

A special price on reference materials for the new NAD-RID NIC Knowledge Test. Includes RID publications *Interpreting: An Introduction*; the 2000 *Journal of Interpretation* with the Cokely article, the book *Translating: Show Me the English* and *So You Want to Be An Interpreter?* Also included are the RID Code of Ethics, the RID Bylaws and the RID Standard Practice Papers.  
Nonmember: \$122.80, Member: \$99.95

#### **NIC Practice DVD**

The National Interpreter Certification Interview and Performance Exam Practice DVD will allow you to simulate the NIC Interview and Performance test experience, or you can access individual scenarios one at a time to prepare for the exam.  
Nonmember: \$41.95, Member: \$34.95  
NOT REFUNDABLE

#### **CDI Sample Written Test Package**

This package contains written English and videotape ASL versions of the multiple choice sample test developed by the CDI Task Force. These sample questions are excellent indicators of the types of questions found on the CDI Written Test.  
Nonmember: \$59.95, Member: \$47.95  
NOT REFUNDABLE

#### **Sample Generalist Written Test**

This sample test contains 75 multiple choice questions taken directly from the RID Generalist Written Test between August 1995 and March 1998. These questions are excellent indicators of the types found on the current written test.  
Nonmember: \$24.95, Member: \$19.95  
NOT REFUNDABLE

#### **National Testing System Reference Tapes Package # 200 (1988 version)**

Two one-hour videotapes will help prepare you for the Certificate of Transliteration (CT) and the Certificate of Interpretation (CI) tests. Tapes show actual test format.  
Nonmember: \$81.25, Member: \$64.95  
NOT REFUNDABLE

#### **Certificate of Interpretation Reference Tape (1988 version)**

This one-hour videotape shows the actual test format and will help you prepare for the Certificate of Interpretation (CI) Test.  
Nonmember: \$46.25, Member: \$36.95  
NOT REFUNDABLE

#### **Certificate of Transliteration Reference Tape (1988 version)**

This one-hour videotape depicting the actual test format will help you prepare for the Certificate of Transliteration (CT) Test.  
Nonmember: \$46.25, Member: \$36.95  
NOT REFUNDABLE

### SHIPPING POLICIES

- If special postage is requested and it does not arrive on time, appeals must be filed within one week in order to receive any credit.
- 10% for 10 or more of the same title or item. 20% for 24 or more of the same title or item. Discount will apply to the total order prior to shipping charges.
- Canadian/foreign orders must add 20% to orders for shipping (min. \$2.50). All foreign orders must be pre-paid in U.S. dollars.

### CUSTOMER INFORMATION

☐ Residential Address ☐ Commercial Address  
WE DO NOT SHIP TO P.O. BOXES

NAME \_\_\_\_\_ STREET \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_ Phone \_\_\_\_\_

☐ VISA ☐ MC ☐ Discover ☐ AmEx ☐ Check# \_\_\_\_\_ ☐ Money Order

Card #: \_\_\_\_\_ Exp. Date: \_\_\_\_\_ RID Member # \_\_\_\_\_

Signature: \_\_\_\_\_ In order to receive the member price, please include your member number.

DESCRIPTION	QUANTITY	UNIT PRICE	SUB TOTAL

Make check or money order payable to RID Publications. Allow 2-3 weeks for standard UPS delivery. Call the National Office for express delivery options, or order online (U.S. only) at [www.rid.org](http://www.rid.org). Canadian orders must add an additional 20% to order for the shipping and handling charges listed below.

#### MAIL THIS FORM TO:

RID  
333 Commerce Street  
Alexandria, VA 22314  
(703) 838-0030 V  
(703) 838-0459 TTY  
(703) 838-0454 FAX

#### SHIPPING AND HANDLING CHARGES\*

\$9.99 and under	add	\$3.50
\$10.00 - \$19.99	add	\$4.50
\$20.00 - \$49.99	add	\$6.00
\$50.00 - \$99.99	add	\$8.00
\$100.00 - \$149.99	add	\$10.00
\$150.00 - \$199.99	add	\$12.00

Total Amount of Order \$ \_\_\_\_\_

Discount (if any) \$ \_\_\_\_\_

Shipping and Handling \$ \_\_\_\_\_

5% Sales Tax (VA Residents Only) \$ \_\_\_\_\_

Grand Total \$ \_\_\_\_\_

For faster service, order online (Mastercard and Visa only) at [www.rid.org](http://www.rid.org)!

# WELCOME NEW MEMBERS!

*A heartfelt welcome goes to our new members who joined in September. We're glad to have you with us!*

## REGION I

### Delaware

Muschiatti, Theresa

### New Jersey

Aviles, Michelle  
McDevitt, Leight

### New York

Reynolds, Wanette  
Willover, Bobby

### Pennsylvania

Barbis, Krystal  
Barnett, Chad  
Dimmick, Angela  
Helsel, Marlena A.  
Hurst, Ramona A.  
Johnson, Brooke  
Klemm, Carlene J.  
Leone, Carla  
Reed, Sifira

## REGION II

### Florida

Berger, Donna  
McElroy, Julia J.  
Noel, Ellen, Marie  
Silverstris, Lesley

### Maryland

Elliott, Brooke  
Mitchell, PD  
Rakes, Stephanie  
Sugiyama, Lucy  
Winters, Jason

### Puerto Rico

Ortiz, Ricardo

### South Carolina

Westbrook, Selena G.

## Tennessee

Cox, Kris, TN  
Skidmore, Lydia

## Virginia

Foster, Donna K.  
Petersen, Danielle

## REGION III

### Illinois

Bareford, David G.  
Clohesy, Pamela  
Janik, Amanda  
Krup, Bethany

### Indiana

Callbeck, Amanda  
Mayhew, Hilary  
Robinson, Jessica S.

### Kentucky

Cox, Julie A.

### Michigan

Chesebro, Beverly  
Clark, Teresa  
Mitchell-Wilson, Robin  
Parrish, Erin  
Taylor, Bethany M.  
Williams, Gwendolyn

### Minnesota

McMillin, Sara, MN

### Ohio

Lintz, Laura M.  
Mansour, Kathy  
Peters, Lori

### Wisconsin

Paul, Emily  
Steele, Emily  
Van Hout, Sarah

## REGION IV

### Arkansas

King, Julie

### Colorado

Smith, Jennifer

### Iowa

Crayne, Donna  
Meyer, Dixie  
Opril, Sarah

### Nebraska

Masters, Bernard  
Perez, Kayla

### New Mexico

Bolt, William  
Buchanan, Julie  
Goldberg, Megan  
Guillory, Phillip  
Laurence, Kami  
Powell, Kelsey

### Texas

Drayton, Renee'  
Fraga, Fredric J.  
Gutierrez, Angela A.  
Hamel, Irene  
Hoover, Dana  
Jarma, Donna  
Morgan, Debra  
Rachuig, Lindsey  
Wayman, Holly K.  
Zarb-Cousin, Shannon

## REGION V

### Arizona

Herbold, Michelle  
Lane, Melissa  
Schultz, Thomas

## California

Barnard, Lorraine  
Chapman, Jennifer  
Cronk, Kendra  
Downs, Lisa  
Kemp, Albert  
Kemp, Megan  
Martinet, Micae  
Morgan, Kate  
Scalercio, Loni  
Silva, Melanie  
Smith, Shannon  
Sudhalter, Rachael  
Waters, Jane  
Williams, JoJene

### Idaho

Smart, Lacey

### Nevada

Mele, Aimee  
Sansevero, Sandra Breeze

### Oregon

Tye, Linda

### Utah

Carr, Shawn B.  
Ingerson, Sara  
Thomas, Matthew

### Washington

Sanborn, Elizabeth  
Taylor, Mimi





# We Care



**Birnbaum Interpreting Service (BIS)** is a Deaf-owned company that cares about the interpreters who choose to partner with us. Whether you work in VRS, VRI or in the community, BIS will provide you with all of the resources and support you need for a successful career. We offer an excellent package of wages and benefits as well as many opportunities for advancement. BIS continues to grow more prominent in providing VRS to the nation (we now have call centers located across America, from Maryland to Hawaii). We are always looking for skilled interpreters to join our family.

**BIS takes pride in leading the industry by offering Health, Dental, EAP and Flexible Spending benefits for domestic partners.**

## CURRENT OPENINGS

- Our Silver Spring, Maryland location is seeking qualified full-time staff for community interpreting in the greater metro Washington, DC area.
- Call centers in Maryland, Hawaii, Louisiana and Wisconsin are seeking full-time (40 hrs./wk.) or part-time (20 hrs./wk. minimum) video interpreters.

## REQUIREMENTS

- Must be qualified. Certification (NIC, CI, CT, CSC, NAD IV or V, or highest level state QA) is expected for VRS interpreting, and preferred, but not mandatory, for VRI and community interpreting.
- Excellent, flexible, professional attitude is a must, along with the ability to work well in a team environment.
- Must exhibit strong professional ethics.
- A desire to provide outstanding customer service is essential.

## BENEFITS

- \$1,000.00 signing bonus for all certified community, VRS or VRI interpreters.
- Health, Dental, EAP and Life Insurance benefits for staff members.
- Relocation assistance for certified interpreters.
- 40 hr. work week with overtime opportunities.
- Paid Vacation/Sick/Holiday leave
- 401K Retirement and Flexible Spending plans available.
- Educational Stipend program and multiple opportunities to earn RID-CEUs at no cost.

For more information, or to apply for a position, please contact Human Resources at [Careers@BISworld.com](mailto:Careers@BISworld.com), 800.471.6441 Ext. 112 Voice, or 301.608.2382 Fax

In partnership with Hamilton Relay in providing VRS



# NAD-RID NATIONAL INTERPRETER CERTIFICATION KNOWLEDGE (WRITTEN) TEST APPLICATION



Name: \_\_\_\_\_  
Last First M.I.

SSN: \_\_\_\_\_ RID Member #: \_\_\_\_\_

Address: \_\_\_\_\_  
Street Apt. #

City State Zip

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
Specify V, TTY, or both Specify V, TTY, or both

Pager: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Cell Phone: \_\_\_\_\_  
NOTE: All Information is mandatory except pager, cell phone, and RID member number for non-members.

## PLEASE CHOOSE ONE METHOD OF TESTING

☐ Computer-based Testing

☐ Pencil and Paper Test

- Offered at over 200 sites nationwide
- Testing retakes allowed every 3 months
- Results available immediately at test site
- On-demand test scheduling through CASTLE Worldwide
- You will receive instructions on how to schedule your test with your confirmation letter.

- Offered at 50 sites nationwide
- Testing retakes allowed every 6 months
- Results available 10 business days after receipt of test from site
- Test offered on the first Saturday of June and December
- Application deadline 8 weeks before test date

Test	Item	Member	Non-Member	Payment
NIC Written - Computer-based	Test Fee (includes \$40 non-refundable application fee)	\$240.00	\$340.00	
	Retake Fee (includes \$40 non-refundable application fee)	\$190.00	\$290.00	
NIC Written - Pencil and Paper	Test Fee (includes \$40 non-refundable application fee)	\$175.00	\$275.00	
	Retake Fee (includes \$40 non-refundable application fee)	\$125.00	\$225.00	

In order to receive the RID member rate, you MUST already be a member in good standing and include your member number.

Do you maintain other NAD or RID certification? ☐ YES ☐ NO

If yes, which? \_\_\_\_\_

Test location/date preference(s)? For Pencil and Paper Test Only

Date: \_\_\_\_\_ Site Code \_\_\_\_\_

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

If you have a disability or need that requires a special accommodation, please describe below. Official verification of the need for the accommodation MUST accompany this application.

TOTAL amount enclosed (U.S.)

## PAYMENT INFORMATION

IMPORTANT: RID must receive payment in full before you will be eligible to take the test. You may fax or mail your application.

Money Order or Check # \_\_\_\_\_

☐ VISA ☐ Master Card ☐ AmEx ☐ Discover

Card # \_\_\_\_\_

Expiration Date \_\_\_\_\_

Signature \_\_\_\_\_

Make check payable to RID, Inc.

Send application, fees, and any supporting documentation to:

NAD-RID National Interpreter Certification  
C/O RID, Inc.  
333 Commerce Street  
Alexandria, VA 22314  
(703) 838-0454 Fax

**IMPORTANT:** Please read the following statement and description of the NAD-RID NIC tests. All applicants must sign this acknowledgement that they have read and will abide by the following agreement.

I understand and agree that all materials developed and used in the test that I am applying to take are the copyrighted property of the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf, Inc. (RID), which are not-for-profit organizations; that the test and test results are likewise the property of NAD and RID and are not to be shared, duplicated or disseminated in any fashion; that such are not diagnostic in nature and can be used for no purpose other than as intended by NAD and RID; and that the scores and method of grading cannot be reviewed by anyone (myself included) except by those authorized by NAD and RID to evaluate and/or grade.

I have read and understand the conditions and requirements placed on me by NAD and RID in taking the test applied for and do agree to abide by all of these and the rules for taking the test as set out by NAD and RID. I hold harmless NAD and RID, its officers, agents, and employees from any and all liability, except intentional wrongdoing, in the offering, taking, grading, and reporting of these tests. I understand and agree with the above statements.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(REQUIRED) By signing this, I certify that I am 18 or older.

RID shall not discriminate in matters of certification testing or membership on the basis of age, color, creed, disability, ethnicity, hearing status, national origin, race, religion, gender or sexual orientation

REV 1/30/06



# Annual Membership Application

Fiscal Year 2007 (July 1, 2006 - June 30, 2007)

## Registry of Interpreters for the Deaf

333 Commerce Street  
Alexandria, VA 22314  
(703) 838-0030 (V) (703) 838-0459 (TTY), (703) 838-0454 FAX  
membership@rid.org • www.rid.org

☐ Deaf ☐ Deaf-Blind ☐ Hard-of-Hearing ☐ Hearing | ☐ Female ☐ Male

Check All That Apply:

☐ African American/Black ☐ Asian American/Pacific Islander ☐ Euro-American/White  
☐ Hispanic/Latino(a) ☐ American Indian/Alaskan Native ☐ Other \_\_\_\_\_

Mr. Mrs. Ms. Dr. \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Home: V TTY B

Work: V TTY B

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

### CODE OF PROFESSIONAL CONDUCT:

By joining RID, a member agrees to adhere to the NAD-RID Code of Professional Conduct. The Ethical Practices System applies to current individual members who are providing interpreting services and not to organizations or non-practitioners.

### Confidential Information:

This information will not be listed online or released to anyone. Please note that street addresses are never listed online.

☐ Home Phone ☐ Work Phone ☐ Address  
☐ Fax ☐ E-mail

Would you like to be listed in the Membership Directory as a freelance interpreter? ☐ YES ☐ NO

Are You an NAD Member? ☐ YES ☐ NO

List any RID Affiliate Chapter(s) that you belong to:  
(Voting members must be a member of an affiliate chapter)

## MEMBERSHIP CATEGORIES

Definitions and requirements for membership categories are located on the reverse of this application. To ensure correct processing of your application, make sure you have followed all the instructions for your category.

<input type="checkbox"/> RID Certified Only	\$115 (1 Year) \$225 (2 Years - Save \$5!) \$335 (3 Years - Save \$10!)	<input type="checkbox"/> Certified: Inactive	\$24 (1 Year)
<input type="checkbox"/> RID Certified Only Senior Citizen Discount	\$67 (1 Year) \$129 (2 Years - Save \$5!) \$191 (3 Years - Save \$10!)	<input type="checkbox"/> Certified: Retired	\$24 (1 Year)
<input type="checkbox"/> NAD Certified Only	\$155 (1 Year) \$300 (2 Years - Save \$10!) \$445 (3 Years - Save \$20!)	<input type="checkbox"/> Associate	\$85 (1 Year) \$165 (2 Years - Save \$5!) \$245 (3 Years - Save \$10!)
<input type="checkbox"/> NAD Certified Only Senior Citizen Discount	\$92 (1 Year) \$174 (2 Years - Save \$10!) \$256 (3 Years - Save \$20!)	<input type="checkbox"/> Associate Senior Citizen Discount	\$45 (1 Year) \$85 (2 Years - Save \$5!) \$125 (3 Years - Save \$10!)
<input type="checkbox"/> RID and NAD Certified	\$155 (1 Year) \$300 (2 Years - Save \$10!) \$445 (3 Years - Save \$20!)	<input type="checkbox"/> Organizational	\$150 (1 Year)
<input type="checkbox"/> RID and NAD Certified Senior Citizen Discount	\$ 92 (1 Year) \$174 (2 Years - Save \$10!) \$256 (3 Years - Save \$20!)	<input type="checkbox"/> Student	\$25 (1 Year)
		<input type="checkbox"/> Supporting	\$24 (1 Year)
		<input type="checkbox"/> Trial	\$15 (1 Year)

## SPECIAL INTEREST GROUPS - Activities of SIGs are determined and carried out by the SIG leadership. You must be an RID member to join a SIG.

☐ Deaf Caucus - \$10.00 ☐ Educational Interpreters and Translators - \$ 5.00 ☐ Interpreters with Deaf Parents - \$ 10.00  
☐ Interpreter Service Managers - \$ 5.00 ☐ Interpreters and Translators of Color - \$ 5.00 ☐ Interpreters for the Deaf-Blind - \$10.00  
☐ Bisexual, Lesbian, Gay, Intersexed, Transgendered Interpreters/Translators - \$10.00

## PAYMENT METHOD

☐ Ck# \_\_\_\_\_ ☐ Money Order # \_\_\_\_\_

☐ MC ☐ VISA ☐ Discover ☐ AmEx

Card#: \_\_\_\_\_

Exp. Date: \_\_\_\_\_ Signature: \_\_\_\_\_

## PAYMENT INFORMATION

Membership Dues and Fees \$ \_\_\_\_\_  
Late Fee - Add \$9.50 \$ \_\_\_\_\_  
Certified members renewing after 7/31/06.  
ACET - Add \$15 \$ \_\_\_\_\_  
Associate members only - optional  
Special Interest Group - optional \$ \_\_\_\_\_  
Tax Deductible Contribution \$ \_\_\_\_\_  
Optional Contribution for ☐ RID ☐ NAD  
TOTAL Enclosed (U.S. Dollars Only) \$ \_\_\_\_\_



## Membership Categories – Definitions and Requirements

**RID Certified\*:** Individuals holding current RID certification only.

**RID Certified Senior discount:** For individuals 55 years of age or older. Must attach a copy of an I.D. if not already submitted.

**NAD Certified\*:** Individuals holding current NAD certification only. Includes RID and NAD membership, with associated benefits and privileges.

**NAD Certified Senior discount:** For individuals 55 years of age or older. Must attach a copy of an I.D. if not already submitted.

**RID and NAD Certified\*:** Individuals holding current RID and NAD certification. Includes RID and NAD membership, with associated benefits and privileges.

**RID and NAD Certified Senior discount:** For individuals 55 years of age or older. Must attach a copy of an I.D. if not already submitted.

**Certified - Inactive:** Contact Membership Services for details on the requirements to change to this category.

**Certified - Retired:** Formerly certified individuals who have retired from interpreting or transliterating. Must be 55 years of

age or older. Must attach a photocopy of an I.D.

**Organizational:** Organizations and agencies that support RID's purposes and activities.

**Associate:** Individuals engaged in interpreting or Transliterating but not holding RID or NAD Certification. Eligible to participate in the Associate Continuing Education Tracking Program (ACET).

**Associate Senior discount:** For individuals 55 years of age or older. Must attach a copy of an I.D. if not already submitted.

**Student:** For students currently enrolled at least part-time in an interpreting program. Must attach current copy of class schedule or current letter from coordinator/instructor to application. Does not include eligibility to vote.

**Supporting:** Individuals who support RID but are not engaged in interpreting. Does not include eligibility to vote or reduced testing fees.

**Trial:** Receive a subscription to *VIEWS* as an introduction to RID. No other benefits or member discounts apply.

**\*IMPORTANT:** Certified members must satisfy Certification Maintenance Program (CMP) requirements to maintain certified status.

## Pro-rated Membership Dues - For NEW Members Only

Pro-rated membership dues are available only to NEW members joining after the first quarter of our fiscal year. See the chart below to determine if pro-rated dues apply.

If you join between:	4/1 – 9/30	10/1 – 12/31	1/1 – 3/31
<b>CATEGORY:</b>			
Associate	\$85.00	\$63.75	\$42.50
Student	\$25.00	\$18.75	\$12.50
Supporting	\$24.00	\$18.00	\$12.00
Organizational	\$150.00	\$112.50	\$75.00
Trial	\$15.00	\$11.25	\$7.50

## Four Easy Ways to Join RID or Renew Your Membership

- 1. Online:** Go to RID's website, [www.rid.org](http://www.rid.org), and use your VISA or MasterCard. (Unavailable for Student members, members switching to the Certified: Retired category, or members taking advantage of senior discounts for the first time.)
- 2. Mail:** Send this application along with your payment and any necessary information to 333 Commerce St; Alexandria, VA 22314. RID accepts checks, money orders, VISA, MasterCard, Discover, and American Express.
- 3. Fax:** Fax this application with your credit card information to 703/838-0454.
- 4. Phone:** Call Membership Services at 703/838-0030 with your credit card information



**IMPORTANT:** Membership benefits (i.e. testing, product, and conference registration discounts) do not apply until membership application and payment is processed, which can take up to six weeks.



## Advertiser Index

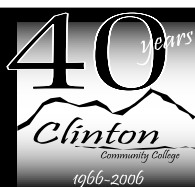
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## Charlotte County Public Schools

is currently seeking both full-time and substitute Sign Language Interpreters. Applicants should hold VQAS III Certification or comparable certification recognized by the Virginia Department for the Deaf and Hard of Hearing. Starting salary will be commensurate with experience and certification.

### For more information please contact:

Mrs. Charlene Bowman,  
Director of Special Programs  
Charlotte County  
School Board Office,  
P.O. Box 790  
Charlotte Court House, VA 23923  
Phone: 434-542-5151  
FAX: 434-542-4261  
Website: [www.ccps.k12.va.us](http://www.ccps.k12.va.us)



## Clinton Community College SIGN LANGUAGE INTERPRETER EDUCATION SPECIALIST

Immediate opening for FT Sign Language Interpreter to provide interpretive services for students in classes and tutoring sessions, including higher level math and technology coursework, and graduation ceremonies, special events and meetings, as needed. The Specialist will also work with staff in Student Retention Services to provide accommodative services to students with disabilities. Strong proficiency and experience in American Sign Language (ASL) and oral interpretation required. Certification and/or membership in the National Registry of Interpreters of the Deaf (RID) and experience in signing in an educational setting preferred. Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons. Competitive salary with comprehensive benefit package. Some weekend and evening work required. Review of applications begins immediately and continues until position is filled. For full consideration, submit CCC application ([www.clinton.edu](http://www.clinton.edu)), resume, appropriate certificates, and unofficial transcripts to: **Human Resources Officer, Clinton Community College, 136 Clinton Point Drive, Plattsburgh, New York 12901.**

Clinton Community College, a member of the State University of New York System, is an Equal Opportunity/ Affirmative Action employer and complies with ADA requirements. Consistent with the Americans with Disabilities Act, applicants needing reasonable accommodations during the employment process should advise HR as necessary.

## DEPARTMENT CHAIRPERSON ASL-English Interpretation Department

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Columbia College Chicago is an urban institution of over 11,500 undergraduate and graduate students, emphasizing arts, media, and communications in a liberal arts setting. The ASL-English Interpretation Department of Columbia College Chicago invites applications for the full-time position of Department Chairperson. Columbia College offers a four-year BA degree in ASL-English Interpretation and a minor in American Sign Language Studies within the School of Liberal Arts and Sciences.

We have an excellent opportunity available for a creative and visionary educator who will be actively involved in safeguarding and implementing the mission of the College while assuring quality instruction and student experience within this department. This professional must remain actively engaged as a creative, scholarly, and professional practitioner in respective disciplines and industries. Specific responsibilities include overseeing the mentoring, teaching, and advising of students; developing curricula and programs; managing the departmental budget; supervising faculty and staff; fundraising for special projects and ongoing activities within the department; and teaching one course per semester.

Qualified candidates will possess a terminal degree in ASL-English Interpretation, Linguistics of ASL, or a field related to research and training in interpretation or Deaf Studies. Administrative experience in a college/university setting as well as demonstrated excellence in teaching at the college level within an ASL-English interpretation program for a minimum of 5 years are required. This professional must be bilingual in ASL and English and also possess RID certification (NIC, CI & CT, or CDI) and/or ASLTA certification.

The start date for this position is August 16, 2007.

We offer a competitive salary and an excellent benefits package. Columbia College Chicago encourages qualified female, Deaf, GLBT, disabled, international & minority classified individuals to apply for all positions. Please send a letter of application, statement of teaching philosophy, curriculum vitae, graduate transcript and three references by January 15th, 2007 to:

Peter Cook • ASL-English Interpretation Department  
Columbia College Chicago • 600 S. Michigan Avenue • Chicago, IL 60605 • 312-344-7837



## SAN DIEGO COMMUNITY COLLEGE DISTRICT HOURLY SIGN LANGUAGE INTERPRETER FILING DEADLINE: Ongoing -EOE-

Applications are now being accepted on an ongoing basis for the hourly Sign Language Interpreter positions for the Disability Support Programs and Services (DSPS) in the San Diego Community College District. The district is comprised of three college campuses and six Continuing Education units.

Under the direction of the Interpreting Services Supervisor, the hourly interpreter interprets for deaf and hard of hearing students and performs related duties. Possession of national interpreter certification is required. Certifications that are accepted as part of application are as follows:

- National Interpreter Certification (NIC)
- Registry of Interpreters for the Deaf (RID): CI, CT or CSC
- American Consortium of Certified Interpreters (ACCI): Levels 3, 4 or 5
- National Association of the Deaf (NAD): Levels 3, 4 or 5

**Hourly Rate Range: \$23-\$42 depending on SDCCD Level Assignment upon review of certification(s).**

**In addition, hourly interpreters receive the following benefits:**

- Free Parking
- Retirement - Bencor
- Mileage reimbursement

For the required application packet, please contact Dianne Buchanan, Administrative Technician, DSPS, at 619-388-6983. For questions regarding the position, please contact Naomi Sheneman, Interpreting Services Supervisor at 619-388-2694 TTY/ VP or nshenema@sdccd.edu.

# Western Oregon University

## Assistant/Associate Professor of American Sign Language/English Interpreting

**Application deadline:** Review of completed applications will begin November 6, 2006 and continue until the position is filled. Start date: September 15, 2007.

The Division of Special Education seeks qualified applicants for an Assistant Professor with experience in teaching American Sign Language/English Interpreting. This is a full-time, 9-month, tenure track position with a 12-credit hour load per term. Salary dependent upon qualifications and degree. Excellent benefits package.

### **Qualifications:**

- ◆ Ph.D/Ed.D preferred, MA required
- ◆ 3 years experience teaching ASL/English Interpreting required
- ◆ Certification by a national body required (e.g., RID, NAD, ASLTA)

**Responsibilities:** The individual hired for this position will teach undergraduate classes and supervise practicum students. Other responsibilities may include student advising, alternative calendar/off campus teaching, program development, and committee work as required by the union contract. Summer employment is a possibility.

For more information, contact: Elisa Maroney, Ph.D., Program Coordinator, at 503-838-8735 (TTY/V) or [maronee@wou.edu](mailto:maronee@wou.edu) . For more information about the program, go to [www.wou.edu/rrecd](http://www.wou.edu/rrecd) .

### **Required Application Materials:**

- ◆ Letter of intent
- ◆ Curriculum vita including evidence of scholarly activity
- ◆ Copy of transcripts (Official transcripts will be required of finalists.)
- ◆ Three letters of recommendation
- ◆ WOU Application [www.wou.edu/facultyapp](http://www.wou.edu/facultyapp)

**Recruitment Number:** S0645 (Please include on all correspondence and application materials.)

### **Submit to:**

S0645, ASL/English Interpreting, Western Oregon University, Human Resources,  
345 N. Monmouth Avenue, Monmouth, Oregon 97361,

or

E-mail (as attached document) to: [employment@wou.edu](mailto:employment@wou.edu),

or

Fax to: 503-838-8144

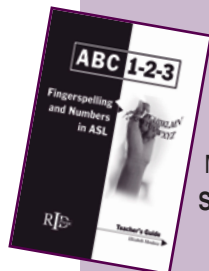
Western Oregon University is steadily emerging as a leading comprehensive public liberal arts institution. A university of almost 5,000 students, it is located in an increasingly diverse rural area in the Willamette Valley approximately one hour from Portland, the coast, or mountains, and only 15 miles from Salem and the Oregon School for the Deaf. The University has a long history in teacher education and the College of Education has won several national awards. It is home to the Regional Resource Center on Deafness and a variety of programs preparing professionals to work with individuals who are deaf including Rehabilitation Counseling, Teacher Preparation, ASL/English Interpreting, American Sign Language Studies, and related continuing education and technical assistance programs.

*Western Oregon University is an equal opportunity employer committed to increasing the diversity of its workforce.*

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Elizabeth Mendoza, MA, SC:L, CI and CT

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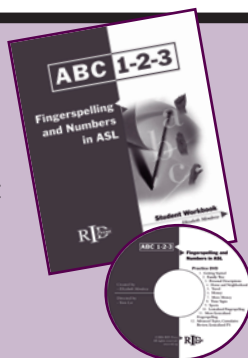
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# VIEWS

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All ads should be mailed or e-mailed as a TIF, JPG, or Word file ([advertising@rid.org](mailto:advertising@rid.org)) and received at the RID national office by the 1st day of the month prior to the issue month. For example, if you wish to run an ad in the May issue of *VIEWS* then the ad needs to be in the RID office by April 1. A 10% surcharge will be added to all ads that need to be typeset.

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# VIEWS

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For more information regarding submissions and advertising,  
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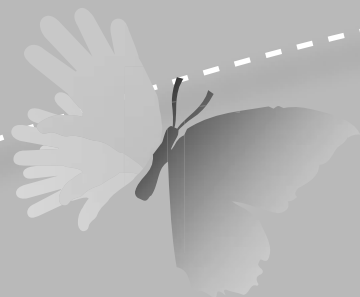
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