

RID **VIEWS**

LEGISLATION

Issue 35, Vol 1
Winter 2018

Highlights

FY 2017 Annual Report

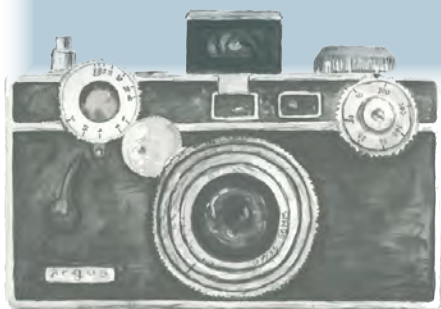
VIEWS Survey Results

New Column! Note From Uncle Dale

Revisiting: Defining the Nature of The “Gap”

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

This issue's cover photo features the U.S. Capitol Building located in Washington, D.C. in order to highlight the theme of "Legislation".



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MISSION

The Registry of Interpreters for the Deaf strives to advocate for best practices in interpreting, professional development for practitioners and for the highest standards in the provision of interpreting services for diverse users of languages that are signed or spoken.

VISION

By honoring its past and innovating for the future, RID envisions a world where:

- Its members recognize and support the linguistic rights of all Deaf people as human rights, equal to those of users of spoken languages;
- Deaf people and their values are vital to and visible in every aspect of RID;
- Interpreted interaction between individuals who use signed and spoken languages are as viable as direct communication;
- The interpreting profession is formally recognized and is advanced by rigorous professional development, standards of conduct, and credentials.

DIVERSITY STATEMENT

The Registry of Interpreters for the Deaf (RID) understands the necessity of multicultural awareness and sensitivity. Therefore, as an organization, we are committed to diversity both within the organization and within the profession of sign language interpreting.

Our commitment to diversity reflects and stems from our understanding of present and future needs of both our organization and the profession. We recognize that in order to provide the best service as the national certifying body among signed and spoken language interpreters, we must draw from the widest variety of society with regards to diversity in order to provide support, equality of treatment, and respect among interpreters within the RID organization.

Therefore, RID defines diversity as differences which are appreciated, sought, and shaped in the form of the following categories: gender identity or expression, racial identity, religious affiliation, sexual orientation, socioeconomic status, deaf or hard of hearing status, disability status, age, geographic locale (rural vs. urban), sign language interpreting experience, certification status and level, and language bases (e.g. those who are native to or have acquired ASL and English, those who utilize a signed system, among those using spoken or signed languages) within both the profession of sign language interpreting and the RID organization.

To that end, we strive for diversity in every area of RID and its Headquarters. We know that the differences that exist among people represent a 21st century population and provide for innumerable resources within the sign language interpreting field.

Registry of Interpreters for the Deaf, Inc.
333 Commerce Street, Alexandria, VA 22314
(703) 838-0030 V • (571)-257-3957 VP•
(703) 838-0454 Fax • www.rid.org



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Region II Representative	Brenda Sellers, NIC, CI & CT region2rep@rid.org
Region III Representative	Byron Behm, NIC, NAD V region3rep@rid.org
Region IV Representative	Sonja Smith, NIC region4rep@rid.org
Region V Representative	Mish Ktejik, NIC, SC:L region5rep@rid.org

RID HEADQUARTERS STAFF

Deputy Director	Elijah Sow esow@rid.org
Director of Communications	Bill Millios bmillios@rid.org
Director of Finance and Operations	Jennifer Apple japple@rid.org
Director of Member Services	Neal Tucker ntucker@rid.org
Director of Standards and Practices	Ryan Butts rbutts@rid.org
Communications Manager	Julia Wardle jwardle@rid.org
Professional Development Manager	Carol Turner cturner@rid.org
Certification Coordinator	Ashley Holladay aholladay@rid.org
Communications Coordinator	Maxann Keller mkeller@rid.org
Accounting Specialist	Joshua Sechman jsechman@rid.org
Accounting Specialist II	Tong Rogers trogers@rid.org
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Letter From the Editor!



The Colossus. That's what I'm calling this issue of VIEWS. The Winter 2018 publication of VIEWS has been a monumental effort on the part of authors, the Board of Editors, the Communications staff, and all of the RID Board and Headquarters. We've combined the publication of several key projects- the 2017 Annual Report, the VIEWS Survey Results, and the columns and articles of our contributors, centered around the theme of "Legislation".

The Annual Report allows you to see RID's 2017 activities and progress from top to bottom. Jenelle Bloom, our web designer, has been drastically improved the AR's readability and streamlined the data and info to be as visually engaging as possible. The VIEWS Survey Report is the outcome of the questionnaire distributed on Facebook during November, and helps to explain the results. We have been able to incorporate some particularly enlightened ideas from our members and hope to be able to put more member-driven and cost-effective solutions in motion.

As for our external contributions to VIEWS, we've received a plethora of new content and we are excited to share it with you in this beautiful publication (shout out to Maxann Keller, our layout artist)! We traveled to Gallaudet University to interview the Director of Public Safety, Ted Baran, NIC, about how interpreting in legislative settings has evolved and the law enforcement community is becoming more aware of the need for Deaf interpreters. However, both communities involved need to be aware of cultural conflicts that take place before communication even begins. Dale Boam, who is an attorney and court interpreter in Utah, is debuting a new column with VIEWS based on his blog Uncle Dale's Rules. He affirms that the responsibility for knowing and navigating the legislation surrounding interpreting rests on us - interpreters. This responsibility is written into the last (but not least) sentence in the CPC - #viewsthelastword.

Also in this issue, Elisa Maroney and Amanda Smith from Western Oregon University present their findings about the gap between graduation and certification for educational interpreters, and how state legislation can make a difference for pushing our profession toward higher standards.

Finally, this VIEWS issue addresses our personal accountability to communication access and advocacy within the Deaf community. A Critical Lens column helps us to pause and recalibrate our level of allyship to the Deaf community through Jeff Pollock's retelling of an audist encounter and its poignant analysis by Jonathan Webb. Brian Cerney's article asserts that we interpret people, not messages. When it comes to the people we are relaying messages to/from, who are some of the underrepresented in the community? Suzanne Terrio claims that we are ethically responsible for relaying messages that don't censor the world that Deaf people are exposed to.

We appreciate your membership and your dedication to this amazing profession! Please read, share, and send in your thoughts about the articles, either to publications@rid.org or through social media, using the hashtags we've provided.



YOUTUBE LINK: <https://youtu.be/vnitVxB1a1o>

VIEWS

Vision:

VIEWS, RID's digital publication, is dedicated to the interpreting profession. As a part of RID's strategic goals, we focus on providing interpreters with the educational tools they need to excel at their profession. VIEWS is about inspiring, or even instigating, thoughtful discussions among practitioners. With the establishment of the VIEWS Board of Editors, the featured content in this publication is peer-reviewed and standardized according to our bilingual review process. VIEWS is on the leading edge of bilingual publications for English and ASL. In this way, VIEWS helps to bridge the gap between interpreters and clients and facilitate equality of language. This publication represents a rich history of knowledge-sharing in an extremely diverse profession. As an organization, we value the experiences and expertise of interpreters from every cultural, linguistic, and educational background. VIEWS seeks to provide information to researchers and stakeholders about these specialty fields and groups in the interpreting profession. We aim to explore the interpreter's role within this demanding social and political environment by promoting content with complex layers of experience and meaning.

While we publish updates on our website and social media platforms, unique information from the following areas can only be found in VIEWS:

- Both research- and peer-based articles/columns
- Interpreting skill-building and continuing education opportunities
- Local, national, and international interpreting news
- Reports on the Certification Program
- RID committee and Member Sections news
- New publications available from RID Press
- News and highlights from RID Headquarter

Submissions:

VIEWS publishes articles on matters of interest and concern to the membership. Submissions that are essentially interpersonal exchanges, editorials or statements of opinion are not appropriate as articles and may remain unpublished, run as a letter to the editor or as a position paper. Submissions that are simply the description of programs and services in the community with no discussion may also be redirected to a more archival platform on the website. Articles should be 1,800 words or fewer. Unsigned articles will not be published. Please contact the editor of VIEWS if you require more space. 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. Publication of an advertisement does not constitute RID's endorsement or approval of the advertiser, nor does RID guarantee the accuracy of information given in an advertisement.

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Recruiting, Vetting, Appointing and Supporting Volunteers: Changing Trends?



Melvin Walker, M.Ed., CRC, CI and CT,
NAD V,
RID President, Interim ED



YOUTUBE LINK: <https://youtu.be/cictF9bN5To>

The purpose of this article is to review RID's current volunteer recruitment and appointment process and to seek feedback from the membership on how the process might be improved and/or streamlined. A member-driven association relies heavily on the interest, expertise, availability, and commitment of individual members to serve the needs of the membership through volunteer service. RID has been richly blessed by the outstanding and dedicated contributions of many individuals, and yet, it is important to recognize that institutional/organizational barriers may be prohibiting us from achieving the level of engagement members desire. This can limit our potential and exclude the involvement of individuals who have much to offer. Demographic changes in our membership and new trends in volunteering nationwide may also have implications for member engagement.

The 2017-2019 Board of Directors will soon begin the process of recruiting and appointing volunteers for a variety of committees, task forces, and councils that serve the RID membership. This process provides us with a perfect opportunity to pause and consider our effectiveness and seek membership feedback. The goal of the recruitment process is to engage members to serve in a volunteer capacity that reflect the diversity found in the interpreting and Deaf communities—individuals who bring interest and content expertise as well as availability and commitment to do the work assigned.

The process we have historically used involves several steps:

- **Determining the priorities of the association and what member-driven groups need to be established.** To this end, the strategic planning process, as well as the actions and decisions of the members during business meetings can help shape our priorities. There are long-standing committees—such as Certification and Professional Development—that maintain central activities in support of the membership. There are councils that serve in an advisory capacity

to the Board of Directors. Finally, there are committees and/or task forces that address unique needs—such as reviewing and updating the EPS system or assessing the currency of the Code of Professional Conduct.

- **Defining the Scope of Work for each group.** When asking members to commit their time and expertise, it is important that they know what they are being asked to do. A Scope of Work [SOW] outlines expectations, tasks, and timelines.
- **Calling for volunteers.** The call for volunteers is announced on the website, included in our publications (VIEWS and eNews), and announced via social media. How else might we improve this part of the process and let the membership know what volunteer opportunities exist?
- **Vetting and appointing committees.** Applications for committees are reviewed by the Board, with assistance from HQ staff. Membership status, diverse composition, experience, expertise, availability, and motivation are all considered in making selections. Terms typically run concurrently with the Board of Directors—in two-year terms of service. When there is insufficient diversity available within the applications received, the Board reaches out to member sections and/or councils for individual recommendations. When the committee/council/task force is formally appointed, a chair is selected, and the work of the group can begin. The selection of a chair has happened in one of two ways—either by Board appointment or by the group itself identifying who among them is the best choice.
- **Supporting volunteers.** A Board member and a staff member are designated as liaisons to support the workgroup. The Board member provides support around governance issues—such as clarifying the SOW, length of term, defining communication strategies for recommendations and/or proposed actions to the Board and membership, monitoring timelines, etc. The staff member provides support for operational issues—such as providing access to technology (emails, website, remote meetings), information from the archives, and other forms of administrative support.

Committees, councils, and task forces operate with a great deal of autonomy in terms of when they meet, how they manage and approach their work, and the division of labor. The guiding document they use is the Scope of Work and their progress and needs are communicated through their designated Board and staff liaisons. With the exception of the staff liaisons, all individuals engaged in this process are volunteers.

For a long time, a significant portion of our membership was comprised of Baby-Boomers—individuals who came into the field during the '70s and early '80s when the field was in its early stages of development. This was long before the ADA and other legislation paved the way for greater linguistic access for Deaf people. This group of members walked in solidarity with the Deaf Community for many years to fight for greater access. Boomers came of age in the late '60s and '70s, helping to lead the civil rights, women's rights, anti-war, and counter-cultural

movements of that turbulent era. We see evidence of this civil engagement and desire for creating change in the volunteer trends within RID over its first 50 years. This generation of members volunteered frequently, repeatedly, and generously.

Now, this generation of members is nearing or has begun retirement, reducing their professional commitments, and they look to younger generations of members to volunteer and do the work that needs to be done—not only on a national level, but at local and regional levels as well. We have seen and felt the impact of this shift in the number of members responding to calls for volunteers

On the other end of our demographics are millennials. As the number of millennials within the membership increases, the need for alternative approaches may be needed. Research from the PEW Research Center in 2014, indicates that this generation is the most racially diverse generation in American history, “a trend driven by the large wave of Hispanic and Asian immigrants who have been coming to America for the past half century and whose U.S. born children are now reaching adulthood.” Some 43% of millennial adults are non-white—the highest of any generation. As a result, millennials are considered a transitional generation when considering demographics. This same research indicates that this generation also faces some unique challenges—they are the best-educated group of young adults in America’s history. But, they also carry record-levels of student debt and many entered the workforce at the time when the economy sank into a deep recession around 2007, from which it has yet to fully recover. This places more economic challenges on this generation than their elders experienced when first starting out.

Adult millenials are viewed as more socially and environmentally conscious than previous generations (Pew Research, 2014).” However, millennials may not be attracted to traditional institutions, which has definite implications for RID’s member-driven, volunteer-based system of service to the profession.

The 2015 Millennial Impact Report states, “77% of millennials said they’re more likely to volunteer when they can use their specific skills or expertise to benefit a cause.” The same number of people “preferred to perform cause work with groups of fellow employees as opposed to doing independent service projects.” Millennials are also drawn to opportunities that aid their career trajectory by diversifying their experiences, practicing new skills, and building their professional network.

We know that the engagement of volunteers increases our power and ability to do more for the membership as a whole. We know that engaging members brings a level of field-based expertise and experience to the work of the association that is not held by HQ staff. We know that a member-driven orientation can only thrive through the volunteer contributions of the membership. We also know that in the absence of volunteers, the need for more staff with content expertise increases—and this is restrained by budget limitations. What we want to learn and understand better is how to create an organizational system that allows us to achieve the level of engagement that honors and values member contributions and is manageable within our limited resources. To this end, we would like to hear from you—the membership.

How might we adapt our recruitment and support process to better engage and support all generations of our members? How might we address barriers to greater diversity and inclusion in our recruitment of volunteers? How can we better engage member sections and councils in the recruitment and selection process? What type of incentives can we offer to members who volunteer? How can we inspire greater desire to serve the association and its membership?

We, the Board, look forward to your comments. Please send them to feedback@rid.org. I will report on your thoughts in the next President's article. Thank you in advance for your thoughts and feedback! 🙌

References:

The Case Foundation, [2015]. Millennial Impact Report. <https://casefoundation.org/resource/millennial-impact-report-2015/>

Pew Research Center [2014]. "Millennials in Adulthood: Detached from Institutions, Networked with Friends". <http://www.pewsocialtrends.org/2014/03/07/millennials-in-adulthood/#fn-18663-5>



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"Smashing session. Lots of food for thought. Many thanks" - Maureen, Interpreter

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"Interesting content. Helped me view interpreting and personal issues in a different way"



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RID

FY2017 Annual Report

LAYING THE
FOUNDATION
FOR OUR FUTURE

YOUTUBE LINK: <https://youtu.be/3P5akgLWDBo>

Hi, I'm Bill Millios, the Director of Communications at RID, and I'm delighted to announce the release of the RID 2017 Annual Report, titled "Laying the Foundation for Our Future."

This report comes out every year; the intention is to provide a snapshot of the organization for our membership. We've put a lot of information into the report, in the hope that you'll see how we are doing, where we can improve, and perhaps even see an opportunity to become involved.

The Annual Report front page includes information about the Board of Directors, and has a timeline of events from the year. Below that, you'll see buttons that lead to the different sections, each one focusing on a different part of RID.

A lot of the charts are clickable, the headers are clickable. Many of the numbers in the Finance section also have additional information that shows up when you hover your mouse. There is a navigation bar at the top, so you can move from section to section.

We've tried to present information in a layered way – so that you can skim quickly, and then drill down when you see something that interests you.

If you have comments or questions, I hope you'll contact us! This Annual Report does not belong to Headquarters. It belongs to all of us. We Are RID.

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MELVIN WALKER
RID PRESIDENT

RID

LAYING THE
FOUNDATION
FOR OUR FUTURE

FY 2017 Annual Report

2017^{ANNUAL} REPORT INTRODUCTION

ANNA WITTER-MERITHEW
INTERIM EXECUTIVE DIRECTOR

RID

LAYING THE
FOUNDATION
FOR OUR FUTURE

FY 2017 Annual Report

CLICK HERE TO VIEW THE ANNUAL REPORT

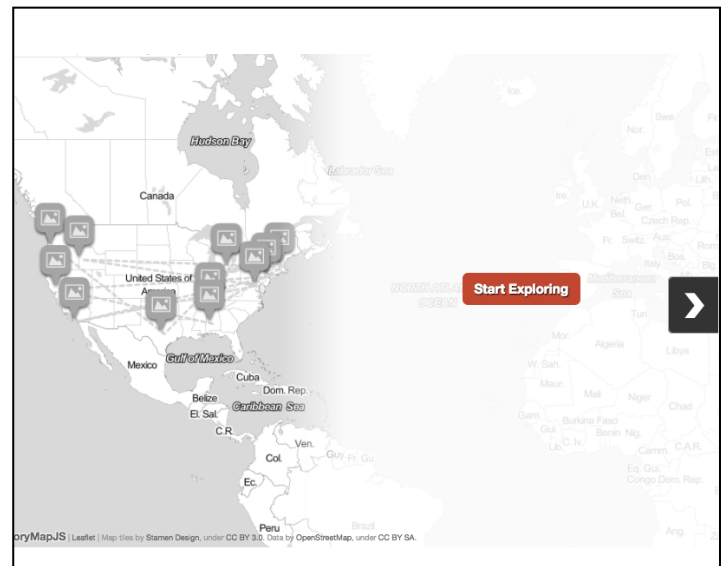
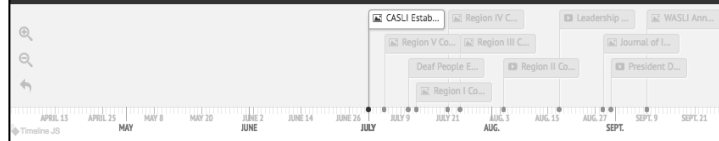
Looking Back on the year 2017



JULY 1, 2016
CASLI ESTABLISHED

On July 1st, 2016, RID established the Center for the Assessment of Sign Language Interpretation, LLC (CASLI).

www.casli.org/about-casli/





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Revisiting: Defining the Nature Of The “Gap”...

Between Interpreter Education, Certification and Readiness-to-Work

Written By:

Amanda R. Smith, M.A., CI and CT, NIC Master, SC:L, Ed:K-12, Oregon

Elisa M. Maroney, Ph. D., CI and CT, NIC, Ed:K-12, ASLTA Certified, Oregon

Author biographies and complete references can be found in the online article [HERE](#).



Follow the discussion! #VIEWSthedefinethegap

In 2010 (Maroney & Smith), we submitted our preliminary findings as we commenced upon a journey to discover whether there is a gap between college graduation and readiness-to-work and/or credentialing, and if so, how that gap could be defined. While the conversation regarding the gap continues (see Cogen & Cokely, 2016; Godfrey, 2011; Intelligere Solutions, 2017; Patrie, 1994; Ruiz, 2013; Stauffer, 1994; Volk, 2014; Witter-Merithew & Johnson, 2004), we conducted a longitudinal research project, in which 2009-2016 Western Oregon University (WOU) ASL/English Interpreting program seniors took the Educational Interpreter Performance Assessment (EIPA) knowledge and performance examinations.



YOUTUBE LINK: <https://youtu.be/ejX4GNZqT-M>

The EIPA scores have proven to be inadequate in informing us about the definition, actual existence, and extent of the gap between program graduation and entry-level competence (initial credentialing). However, a number of findings may lead to advances in interpreting, interpreter education, and legislation that may affect interpreters working in educational settings.

Background

WOU has a long history of interpreter education beginning in 1976 with a short-term certificate program, ...**(continued on page 31)**

Meet Your New Regional Representatives!



LaTanya Jones, M.S.M., NIC

1. How long and in what capacities have you been involved with RID?

My involvement with both PARID and RID began back 2004 when I was a student at the Community College of Philadelphia. I began as a Student Representative at a PARID state conference and never looked back. From there I have served as PARID's Newsletter Editor, District 8 Representative, and President. Before becoming the current Region I Representative, I served RID as Support Staff at the National Conference in San Antonio, TX.

My involvement in the Deaf community also begins during my time as a student. I worked as the parish secretary at All Souls' Church for the Deaf, Philadelphia, PA, as the Editor of the Deaf

Episcopalian Publication (ED) for the Episcopal Conference for the Deaf (ECD), and as the Program Specialist for Elwyn's Deaf Senior Network (DSN), Philadelphia, PA. I am a member of the Philadelphia Chapter Black Deaf Advocates and the National Black Deaf Advocates. I am a lifetime member of the Pennsylvania Society for the Advancement of the Deaf (PSAD) and am a member of the National Association of the Deaf (NAD). It is, in part, due to the love and support of these and other Deaf and interpreting organizations that I have been able to achieve what I have professionally and for this, I am forever grateful! Thank you!

2. What do you see as unique needs in Region I that you hope to work on while serving as a member of the Board?

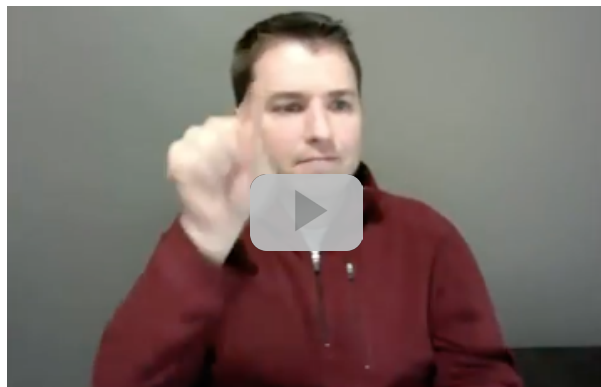
Connectedness. I sense that members want to feel more connected to each other and to their Affiliate Chapters (ACs), as well as to our national organization. I hope that through my visible involvement, and with open, honest, transparent, and consistent communication, the sense of “belonging” and “stakeholdership” will be restored to Region I. Our organization at the AC, regional, and national levels can only thrive with the support of our members.

3. What are some of your most memorable experiences as an interpreter mentor/mentee that inspired you?

- When students begin to truly understand that the work we do as interpreters is an honor and a privilege;
- When students achieve personal goals, i.e., degrees or certification;
- When they understand and appreciate the benefits of staying involved in the Deaf community, seeking advice and mentoring despite how long they have been interpreting. 🙌

Under the High Patronage of Mr Emmanuel MACRON, President of the French Republic





YOUTUBE LINK: <https://youtu.be/3Y6gKBRMfGk>

Byron Behm, NIC, NAD V

Hello! I'm Byron Behm, the new RID Board Region III Representative. I am eager for the opportunity to work collaboratively with this team.

I was raised in an all-Deaf family as the only individual who could hear. I reflect back to when I was a senior in high school thinking about what my major would be in college. My experience being raised in the Deaf community and interpreting for my family was always positive, however, I recognized the need for additional interpreting training. I decided to attend college in Minnesota. It was there that I had the opportunity to learn from mentors, workshops, conferences, and the community which led me to become certified with RID in 2005.

As you are aware, our previous Region III Representative is currently our Vice President. I now have an opportunity to follow in her footsteps and further the progress that has been made by supporting state affiliate presidents and local communities. I firmly believe in the importance of having our Deaf and hearing interpreters share information and learning together with their colleagues at our Region III conference. That knowledge is discussed at the national level which leads to progress that is passed on at the state and local level. I'm looking forward to that wonderful opportunity.

Remembering when I started working as an interpreter, I credit the community and other interpreters who taught me and invested in me so I could incorporate those skills and experiences into

who I am. Now when I am in settings to pass on information to interpreters entering the field, I encourage them to be embedded in their local community as the foundation for their success.

I had some experience interpreting in political and legislative environments while I lived in Minnesota. I noticed the importance of sharing information between all parties in order to facilitate proposals for new policies, standards, and expectations. When we have that shared information, we can dig deeper into the roots of the issues that impact our community. In order to get to that point, we must first be immersed in the community. When I taught at a residential Deaf school, I witnessed legislation and policies impact our Deaf students, who are our next generation. It is crucial that we look at the roots of issues within our community today. In the same way, our Region III conference will have a lot of diversity, expertise, and unique issues that will allow us to improve our standards.

I hope to promote that culture and help our members to stay connected. 🖐️



Note From Uncle Dale

The Last Word, or Let's Go Swimming!

Hello Everyone! If we haven't met yet I'm Uncle Dale from Uncle Dale's Rules for Interpreters. Hi.

This is my first submission in (what I hope to be) an ongoing series of articles for Views. RID could not have chosen a better topic for me; I'm a little obsessed with it. It's like asking "Eighties Space Man" from the LEGO Movie to build a spaceship. I geek out over this topic!

So, here we go!

The Last Words of the CPC

Where does the Code of Professional Conduct discuss confidentiality? Tenet 1.0.

As a profession we interpreters are pretty solid on our obligations to clients as far as confidentiality goes. Many of us can quote the Illustrative Behaviors of Tenet 1.0 verbatim, by number. Because 1.0 it's right up front, it's the first Tenet.

Where does the CPC discuss avoiding conflicting roles?

Still, a good number of us can pull that out of our heads, it's Tenet 3.0. But I'm guessing fewer of us can quote the Illustrative Behaviors. Tenet 3.0 is further down on the page and we get a little tired of reading.

If I ask about Respect for Colleagues or Respect for Consumers most interpreters are pretty sure which one is Tenet 4.0 and which is 5.0, but when it comes to the Illustrative Behaviors fewer of us can actually quote them. We can pull out some of the wording, but we may need



Youtube Link: <https://youtu.be/G41Gk2xc2hw>

to consult the Internet for the full text, as well as for a reminder of the order of the Illustrative Behaviors.

So now we come to it. What is the final sentence of the CPC? To put it another way, what are the CPC's last words to us as professionals?

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

Literally, the last word in the Code of Professional Conduct is, know the laws and policies that guide and constrain our profession (psst, that includes knowing the CPC). Very few of us could quote 7.2 without the help of a search engine. It's ALLLLLLL the way at the end. There are so many Guiding Principles and Illustrative Behaviors between Tenet 1.1 and 7.2

Remember my calling 7.2 "The Last Word" is meant in jest. The CPC is not written in order of importance from top to bottom or from bottom to top. We committed to adhere to each Tenet equally, from the first one to the last one.

So. Pop quiz!

Note From Uncle Dale

Dale Boam, CI

Rule 11 - What Do You Know?

Can you name a law that impacts your job as an interpreter?

The Americans with Disabilities Act, that's an easy one. (Well, maybe it's easy.)

Do you know when the ADA actually applies to any given situation? What does the ADA say about interpreting specifically? Some of us know, others quite honestly don't, and still others think they know but maybe don't know it as well as they think they do.

Rule 11. Interpreters talk about the ADA like Middle-School students talk about sex: they like to sound like they know what they are talking about, but are usually just repeating what they heard from other interpreters. [LINK](#)

How much do you know? Let's find out.

How many employees must a business have in order to be obligated to follow the ADA? If you answered 15 or more, you have part of the answer. The requirement that a business have 15 or more employees only applies if the person who is Deaf wants to WORK for the business (Title I). If it's a government agency (Title II) or a private company (Title III) like a doctor's office, or dental clinic or law office the ADA *may apply even if there is only one employee*.

Did you know that in some situations Section 504 of the Rehabilitation Act of 1973 provides exactly the same protections as the ADA, and in other situations it provides better protection; But you have to know the authority congress used to pass each law to understand when 504 is a better choice?

Did you know there is a provision in the Patient Protection and Affordable Care Act (Obamacare) called Section 1557 that, beginning in 2016, changes the interpretation of Section 504 to require medical providers that accept federal funds (and most hospitals, clinics and doctors offices do) to give "primary consideration" to the Deaf person's request for an interpreter. This is the higher standard applied to government agencies by Title II of the ADA being applied to private actors. This is new and relatively untested in the courts, but if you look at the history how this language has been applied in Title II cases it should give more power the Deaf patient to demand an interpreter, or even a live interpreter over VRI. Previous to Section 1557 becoming effective both Section 504 and Title III of the ADA just encouraged private hospitals, doctors and medical providers to discuss accommodations with the patient who is Deaf, but did not actually require them to do so. Even if medical providers engaged in such a discussion with the Deaf patient, they were not required to give any consideration to the expressed preference of the Deaf patient, let alone "primary consideration." The practical result of this change is if the patient requests an interpreter, or even a live interpreter instead of VRI, and the medical provider refuses- the burden is on the medical provider to show an interpreter was not needed instead of on the Deaf patient to prove that an interpreter was needed.

If Obamacare goes away so will that enhanced protection.

Did you know that there is a Bill floating around Congress right now called the **ADA Education and Reform Act of 2017** (HR 620) that, if passed, requires a person who identifies a viola-

tion of Title III of the ADA (private businesses) to give the violating business 60 days notice before taking any legal action? Right now the language of the Bill says “barriers to access” in some places and “architectural barriers” in others. There is every possibility that HR 620 could be interpreted either by Congress or the Courts to require a person who is Deaf to give a doctor, lawyer, accountant, theatre, conference, other venue or private business 60 days notice before being allowed to engage in any legal action to remedy a failure or refusal to provide the Deaf person with a qualified interpreter. HR 620 is in development so it’s not a law, yet, but the very discussion of weakening the ADA in this way should get every interpreter sit up and take notice! Even if we were not mandated to take notice by 7.2.

Each of the laws or potential laws I’ve mentioned “affect” the profession of interpreting within the scope envisioned by 7.2 of the CPC (and we have not even gotten into the Individuals with Disabilities Education Act, Section 501, the Federal Court Interpreters Act). These federal laws are the water in which we swim daily, but as a profession we tend to think of them SEPs (Someone Else’s Problem), until they become our problem; even though the CPC requires us to give these laws as much attention as we do the confidentiality of the client’s information.

Sizing Up: State v. Federal Laws

Let’s step into a different pool for a minute. Can you name a law in your State that impacts the profession of interpreting or the Deaf community, either positively or negatively? Do you know if there are any Bills in process in this session of your State Legislature that WILL impact your work or impact the rights of the Deaf clients you serve? These questions are, if anything, more important for your daily life than the ones I posed about federal laws.

Let me explain why.

Think about laws like buying clothes. Federal laws are like buying off the rack. They are sized to fit everyone, so they end up not fitting anyone very well. But State laws are like tailored clothes. They are designed to fit the unique needs of each State, so they can be much more specific to the local community and therefore more useful.

For example, in the State where I live, Utah, under State law we have had a certification requirement for interpreters since the early nineties, but it had HUGE holes in it that made it difficult to enforce. There were problems as a result. If someone slipped through the State law requirements then the Deaf consumer had to depend on the ADA for protection. The ADA doesn’t require an interpreter to be certified, it only says “qualified.”

A few years ago consumers who are Deaf got sick of the loopholes in the law and pushed the State Legislature to close them; and the Legislature did. So now in the State of Utah certification is required if an “individual provides interpreter services and a state or federal law requires the interpreter to be certified or qualified.” Utah State Code 35A-13-605 (1). In short Utah has taken control of the definition of qualified. It took qualified out of the “one size fits all” federal rule and tailored it to meet the needs of Utah’s citizens who are Deaf.

That is the power of understanding your own State laws.

Judiciously Providing Information

So, you are thinking, that’s nice and all-but how would I apply that in my daily work as an interpreter. Challenge accepted! Back to the CPC!

2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers’ rights.

In the State of Utah there is a State law that reads:

If it is the policy and practice of a court of this state or of its political subdivisions to appoint counsel for indigent people, the appointing authority shall appoint and pay for a qualified interpreter or other necessary services for deaf or hard of hearing, indigent people to assist in communication with counsel in all phases of the preparation and presentation of the case. Utah State Code 78B-1-202 (5).

On more than one occasion in criminal court, in juvenile court, in family court, or with the office of the Guardian Ad Litem I have interpreted for a conversation that goes a little like this, “your honor if you appoint this office to represent [the Defendant] the costs of providing interpreters will be an undue burden.”

To which the judge replies something like, “well maybe you can use grants from some charitable organization to cover the costs...”

Neither the Judge nor the Public Defender has any idea this law I am talking about exists, and why should they? These are waters we swim in; they do not. On more than one occasion at that point I have requested a bench conference (sometimes to the unnerving surprise of my team... grin) and explained that this law is on the books. Most judges look at me and say, “I know we have to provide interpreters in court that is why you are here, but we are talking about outside the courtroom.”

Then I have to point out the last clause of the text where it says “in all phases of the preparation and presentation of the case.” There is no need to seek charitable donations to pay for interpreters, if the court appoints counsel it also pays for the interpreters needed to communicate with counsel no matter where that communication happens. That is why 7.2 of the CPC is there. The Judge and the Public Defender don’t know 78B-1-202(5) exists, because they have never needed to.

But I know it exists, because it’s the water in which I swim; so I “judiciously provided information” as allowed by 6.2. If you think about it, I kind of hit 6.3 of the CPC while I was at it:

6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.

Understanding the laws already on the books at a federal and state level is vital, but, what about the laws that are being proposed? Do you know if there are any Bills that could impact your work as an interpreter making their way through your state legislature right now?

Keep in mind that the requirement to know all of this is literally the last word of the CPC.

Knowing that, are you up for a swim?



Follow the discussion! #VIEWSthelastword

About the Author

Dale H. Boam, CI
Attorney at Law



Dale is an Associate Professor of Deaf Studies at Utah Valley University, attorney advocating for the rights of persons who are Deaf, an interpreter and a blogger at "Uncle Dale's Rules for Interpreters." He consults and presents nationally on both interpreting and legal topics, including: The Physiology of Interpreting; The Physics of Processing Time; Cohesion and Orphans in Interpretation; Legal Rights of Individuals with Disabilities: Law, Deafness and Personhood; Voting; Making the ADA Effective for the Deaf Community; and Attorneys Serving the Client Who is Deaf. Dale recently received a favorable decision from the 9th Circuit Court that makes Section 504 more accessible to persons who are Deaf (See *Ervine v. Desert View Regional Medical Center*). Dale has served on advisory committees for NAD, the organizing boards for Deaf Studies, Today!, and the 2007 Deaflympic Games.

A Critical Lens

Jonathan Webb, PhD

NIC-Adv, CI & CT

Facilitator, Writer, Activist, Educator, Mentor

I have the good fortune and privilege of having some pretty phenomenal friends and colleagues, many of whom are Deaf. They come from a wide variety of backgrounds, families, cultures and ethnicities, educational experiences and other constructs that lead to salient intersectional identities. A friend and colleague that I currently work with on a frequent basis, Jeff Pollock, shared an intimate experience with me relative to audism. We processed this experience together, unpacking the layers of systemic violence he experienced. It was then further unpacked with the students we co-teach, as many of them had witnessed what took place.

I invite you to pause reading. Take a look at the very poignant retelling of Jeff's experience. As you watch, you might entertain the following questions:

- In what ways am I feeling triggered by this story?
- Acknowledging the power of hindsight and objectivity, if I were in Jeff's shoes, how might I have handled this situation?
- If I were another hearing interpreter in the room, what responsibility, if any, would I have?
- If I was an administrator or host in this setting, how might I react?
- In what ways have I demonstrated similar behaviors that further marginalize an already disenfranchised community?
- What was the presenter's possible intentions? What were some of the impacts?

Jeff Pollock, CDI



Youtube Link: https://youtu.be/i_KrDG7oxZM

In order to keep education relevant, and because of the students' shock at the event and associated behaviors, nearly a whole class period of each of our co-taught courses was devoted to processing what took place. As we dove into the emotion and the impact of it all, we additionally processed the event through a critical lens - looking for ways we could articulate the unintended yet flagrant aggression and violence. In the following exposition, you will find what we identified as common everyday aggressions that people both commit and experience. There may be moments where you see in English a part of the story that was not related in ASL. Please understand that some things were omitted from the vlog in order to protect the aggressor.

1. The presenter was brought in as an expert. Standing as an expert, especially a self-proclaimed one, the behaviors of the expert are

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placed under a lens. The behaviors, and attitudes from whence they spring, serve as a model for others.

2. The presenter/expert was one hearing person out of nearly 60 other hearing participants. There was one person in the room who is Deaf. The power of voice was skewed entirely to hearingness, with no measures taken to mitigate against marginalization that naturally occurs in these types of scenarios.

3. The presentation was on a particular speciality that requires frequent use of classifiers and depiction. This was a topic that lent itself heavily to ASL, yet spoken English was the language of choice. It has to also be noted that due to the linguistic demands of the topic, the teaching might have been even more productive if a Deaf person were there to co-present.

4. The presenter initially started out the workshop in solely spoken English. When informed there were indeed Deaf people present the presenter begrudgingly acquiesced to using a hearing-centric communication modality, further addressed in point 5. There was a clear lack of cultural humility - an inability to see one's self as creating an issue and an unwillingness to take any ownership in resolving the issue.

5. We know and understand that a behavioral expectation of hearing people within the Deaf community is to use ASL when in the presence of a Deaf person. The presenter decided that using a bastardized and colonized form of ASL which favors not only English but spoken language and hearingness, was an appropriate choice.

This was then modeled to participants, peers, and students.

6. When administrators who were hosting the event knew what was going on, virtually nothing was done to intercede on behalf of the marginalized community members who were being further disenfranchised.
7. When the request was made to use ASL as the sole mode of communication, the presenter called for a vote to see if there were others who wanted her to maintain spoken English, an unconscious attempt to divide participants and pit them against one another.
8. When the presenter was approached she teared up and explained her struggle in meeting the demands of teaching via ASL. This form of emotional and psychological violence and aggression is commonly referred to as gaslighting.
9. After further protest, the presenter dropped the spoken English and relied on ASL solely. At a later point in the workshop, the presenter determined that signing and speaking simultaneously was necessary for a brief time. In what was interpreted by many as a patronizing attitude the presenter asked Jeff if she could momentarily use spoken English. Jeff acquiesced. In response, the presenter expressed gratitude by minimizing Jeff as a "good deaf person."
10. Because our students are well versed in audism, a couple of them were proactive in their allyship. The presenter did not appreciate this and when the student was confronted, Jeff had to intercede on the student's behalf, offering an apology and making a call for

order and civility. Of course these culturally laden terms of “order” and “civility” were in favor of hearingness and other dominant identities.

11. The presenter was praised profusely at the workshop’s end. Much of the accolade was centered on how great it was that at the last minute she was able to transition from spoken English to ASL. She was a hero, because she eventually relented and signed.

12. Finally, Jeff mentions that at one point the presenter dropped her hands and said that she didn’t realize she was going to have to “deaforize” her presentation. Explicitly, and apparently deliberately, the presenter reduced Deaf people to an accessory - something unnecessary but certainly useful in certain circumstances.

Much more could likely be pulled out of this experience through further analysis. Twelve distinct points seem sufficient, and yet, there is more. Jeff shares that he now sees it as his responsibility, as the victim of audism, to take further energy and time to write the administrators and the presenter to educate them. Once again, the victim is put in a place of not only calling out the violent behaviors and aggressions, but then tasked with having to fix the system in which they were allowed to occur. And of course, the correction and education will likely take place in the aggressor’s native language. Jeff willingly deals with the discomfort of sharing a very personal and painful experience of marginalization in an incredibly public forum that will forever live on the web, for the purpose of educating all of us.

At some point we have to ask...
when is it enough? 🙌

Meet Jeff

Jeff Pollock is coordinator and lecturer of the Interpreter Education Program at California State University, Northridge. A Certified Deaf Interpreter, he is passionate about issues of access, equity, and social justice. As a privileged straight white male, he continues to learn and grow as an ally to marginalized and underrepresented communities and shares this passion with his students at CSUN. He enjoys snowboarding, mountain biking, and all other outdoor sports. His three kids are growing up too damn fast (21, 17, & 16), but he will always be as young at heart as they are of age.



About the Author:

Jonathan Webb, PhD; CI & CT,
NIC-Adv
Facilitator, Writer, Activist,
Educator, Mentor



Jonathan started learning ASL in 1986 and somehow got tricked into his first interpreting assignments in 1993. He has specialized in Visual/Gestural Communication, Mental Health interpreting, and the fine art of questioning everything. He has degrees in Interpreting, Liberal Arts, Deaf Education, and Theology, with post-doc work in Clinical Psychology. Hobbies include ocean and beach time, poetry, visualizing an emancipated world, and arguing for the sake of arguing. He’s partnered with his best friend who happens to be an amazing interpreter. They share three children he is convinced will change the world- for the better!

RID VIEWS

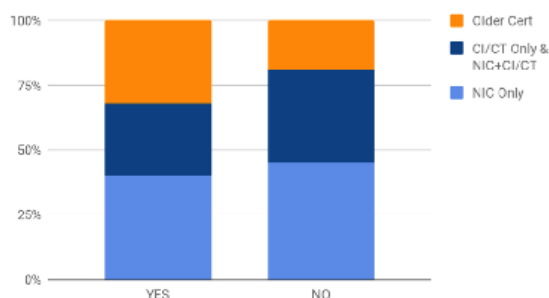
Survey Results

“It keeps me abreast
of the current discourse in
the profession -
VIEWS is invaluable.”

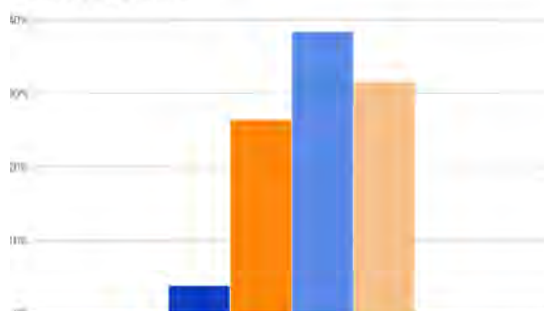
-RID Member

RID issued a member survey from October 31st until November 21st. The survey measured opinions and ideas about Print and Digital platforms of VIEWS. The following information reflects comments and solutions produced by RID Board of Directors and RID Communications Team to best suit the needs and wants of our members!

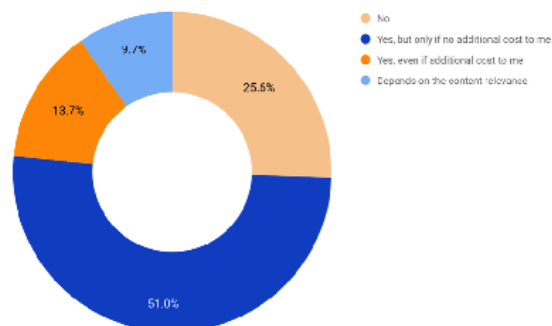
Do you feel that the digital publication VIEWS meets your needs as a reader/interpreter/stakeholder?



Rate the significance of VIEWS and its content as a valuable membership benefit.



Would you be more excited for the release of the quarterly publication VIEWS if there was an option to have it in print as well as online?



Click Images to Enlarge

What's Next? A More Transparent Transition:

- **Finances** - When VIEWS was printed, nearly \$100K per year was delegated to printing costs - that's equivalent to the entire dues of 500 members.
- **Statistics** - With the transition to digital, we are now able to track our readers and find what makes them click!
- **Bilingualism** - We aren't just meeting the status quo for ASL/English publishing - we're magnifying the field!

Solutions Taking Place:

1. We have included the direct PDF link in the Mailchimp release of VIEWS, so that members can download with one click.
2. We have included the link to Issuu on your Member Portal, under the Subscriptions tab, where you can see each new issue of VIEWS.
3. We have also included the direct link to the VIEWS archives in the Mailchimp release, and are working toward making the archives a better member benefit, including searchable issues and articles - stay tuned for these improvements!
4. We are making select articles into PDFs and web articles that can be viewed online and shared through social media with students and colleagues.
5. We have created hashtags for our individual articles so that we can continue the intellectual discourse of VIEWS on social media.
6. We have curated a Youtube playlist with the full issue of VIEWS in ASL, and included that link in the Mailchimp release.
7. We are expanding our contributors and columns in VIEWS to include more diverse authors and perspectives, more research-based articles, more discussion of lived experiences, and more throwback articles to past issues of VIEWS.
8. We are implementing internal strategies to enhance tangible member benefits across all programs and services. You will see more member-focused campaigns coming to you in the coming year!

Dear Encounters With Reality



Compiled and edited by
Brenda Cartwright

DEAR ENCOUNTERS WITH REALITY:

I was on a team interpreting assignment with someone that I have known for years - she is a good person and a really good interpreter. She had texted me to let me know she was running an hour late to the assignment because she had to drop off her mother at the airport. Finally she arrived. Then on a ten minute break, she told me she was going to have to leave early.

“Why?” I asked.

She proceeded to tell me the reason was that her husband wanted her to come home and “be with him.”

I just sat there with my mouth open and looked at her. I didn’t know what to say or do. Finally, I said, “You can do whatever you want, but the last time I checked we were both being paid to do this job.”

I wanted to call the agency (which is quite reputable) and let our supervisor know what happened, but she and the supervisor are pretty tight. Any thoughts on how I could have handled this better or what to do next?



YOUTUBE LINK: <https://youtu.be/41Q1Of1IrAI>

AN EXPERIENCED INTERPRETER’S PERSPECTIVE:

This scenario is a perfect example of how interpreters sometimes have to engage in uncomfortable conversations with their team in order to incorporate the NAD-RID Code of Professional Conduct tenets into our practice. I don’t envy the interpreter in this situation. Their initial response is unfortunate but it’s also a very human reaction to such a frustrating scenario.

It’s tempting to avoid the conversation altogether by contacting the agency directly or emailing the team afterward, but I think it is best to request an in-person meeting with the team. I would start by apologizing for the initial response and explain that you were thrown off by her behavior as you have only known her to be a strong and ethical interpreting team. Strive to emphasize your respect for her but also be transparent about your frustration that she put you in such an uncomfortable situation.

As these behaviors seem to be out of character for her, I would hope that together you could discuss what makes sense in terms of communicating with the agency. Hopefully she would be open to informing them that she only worked a small portion of the assignment. If she is not open to this, you could tell her that you have to inform the agency of her revised hours. The goal of an in-person conversation would be to resolve the issue between you and have the team communicate with the agency herself.

AN EXPERIENCED DEAF CONSUMER'S PERSPECTIVE:

First and foremost, I am impressed with interpreter A's ability to stay professional during this exchange. I'm afraid I might have lost it and burst out laughing, "You've got to be kidding - no way!"

The first issue, driving her mother to the airport, is difficult to judge – was this an emergency situation? Could she have found someone else to drive her mother, or substitute for the interpreting assignment? Did she notify her supervisor, thus allowing the supervisor an opportunity to find someone to cover for her? Did the supervisor "excuse" her from being late to the assignment? If interpreter B did not notify her supervisor, as is implied in this encounter, she placed an undue burden on her team interpreter (and friend).

The second issue indicates a severe lack of judgment, responsibility, and ethics on the part of interpreter B. Interpreter A was correct in pointing out that they were both being paid for the job. The only thing interpreter A could have done differently is emphasize

her displeasure more strongly and tell interpreter B it is not acceptable to leave the assignment.

Interpreter A has an ethical responsibility to let the supervisor know of this situation, regardless of friendship ties. If the supervisor is acting ethically, they will call in interpreter B to discuss the matter. Interpreter B may have committed fraud if she submitted a time sheet for the entire assignment and was paid in full. No matter their friendship, the supervisor needs to be aware of interpreter B's irresponsibility and lack of respect for her team. Interpreter A should also notify interpreter B of her conversation with the supervisor and her reasons for doing so, whether it be in a face-to-face meeting or through email. If I were in that situation, I would tell interpreter B I am not comfortable working with her and request that the supervisor not assign us together in the future. 🖐️

About the Author: Brenda Cartwright

BEC

Brenda Cartwright is an experienced interpreter, teacher and presenter. She is the Director of the Sign Language Interpreter Program at Lansing Community College. She holds a Comprehensive Skills Certificate (CSC), Certificate of Transliteration (CT), and Certificate of Interpretation (CI) from the Registry of Interpreters for the Deaf.



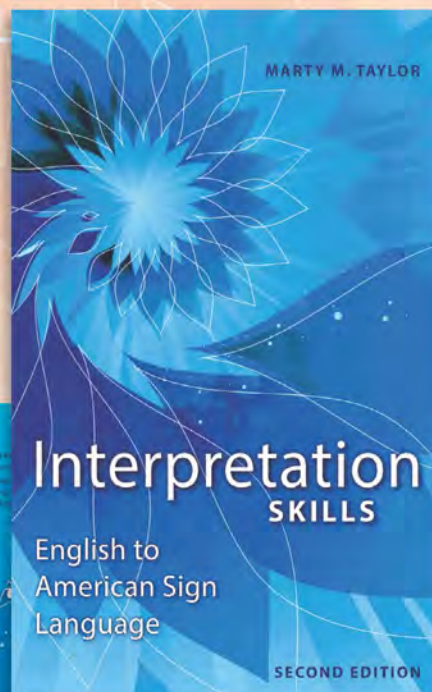
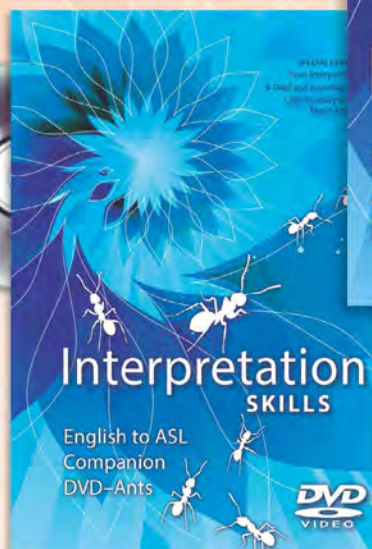
View these titles and more by Brenda E. Cartwright [HERE](#)

Hot Off the Press

from
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Interpretation Skills: English to ASL Companion DVD-Ants

For use with the book,
*Interpretation Skills: English
to American Sign Language*.
15 minute English lecture. Four
interpretation examples including
one team of a Deaf and non-deaf
interpreter showing their preparation
and debriefing discussions. Short clips
of all the interpreters are categorized
within eight Major Features.



Interpretation Skills: English to American Sign Language, Second Edition

Marty M. Taylor, PhD

The Second Edition of the "Blue Book" describes 85 skills required for effective English to ASL interpretations, over 30 skills more than in the first edition. Each skill is defined, and related possible errors are presented with examples. In order to increase competency, interpreters must know which skills to learn and to hone.

Other recent additions



Legacies and Legends: Interpreter Education from 1800 to the 21st Century

Carolyn Ball, PhD

What is interpreting without knowing its history? Excellent for introductory interpreting courses. Discover the origins and evolution of interpreter education, and the personal stories of people who have shaped this profession.



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...(continued from page 15) followed in 1993 by a bachelor's degree program, and, in 2017, by an entry-level master's degree program to support the onboarding of new interpreters. In addition, WOU has been offering an MA in Interpreting Studies with an emphasis on teaching since 2011. The WOU undergraduate program is award-winning, granted with the first Sorenson VRS Interpreter Education Award of Excellence in 2008, and accredited by the Commission on Collegiate Interpreter Education in 2010. Additionally, WOU's interpreting program has been responsive to legislative changes and needs of the state of Oregon.

In July 2008, the Oregon Department of Education (ODE) adopted an administrative rule requiring educational interpreters to attain a minimum Level 3.5 on the EIPA and have a degree or pass the EIPA-Knowledge test, or have certification recognized by the Registry of Interpreters for the Deaf (RID) (ODE, 2008). In 2009, we began collecting data with the monetary award that was paired with the Sorenson VRS recognition. To continue this longitudinal study, grant funds¹ were allocated to offset the cost of taking the written and performance assessments.

Research Methods

Purpose

The purpose of the study was to determine the existence and extent of the gap between graduation, certification, and readiness-to-work for WOU's ASL/English Interpreting students.

Participants

Participants in this research were comprised of 122 students progressing successfully in the undergraduate ASL/English Interpreting program at WOU between 2009 and 2016. Students who expected and were on track to graduate in June of each year with a degree in ASL/



Youtube Link: <https://youtu.be/aTnphrxdrp8>

English Interpreting were eligible to participate. All students fulfilled requirements, including 3 years of college level ASL competence/coursework and other prerequisites (e.g., Introduction to the Profession of Interpreting and Linguistics) prior to applying to the program.

Table 1. Number of Participants Each Year

Year	Total number of students in the cohort
2016	19
2015	11
2014	13
2013	23
2012	11
2011	16
2010	11
2009	18
2009-2016	122

[Click to enlarge Table](#)

Table 1. Number of Participants Each Year

Some students also completed elective course offerings (e.g., DeafBlind Interpreting and Theatrical Interpreting).

Research Design

In choosing methodology, we relied upon the industry standard and the only legislative regulation for interpreters in Oregon, the EIPA. This was the only instrument we could administer prior to graduation and receive consistent results, allowing data collection to occur at approximately the same time in student develop-

¹ The funding for the EIPA was provided, in part, by the Office of Special Education Programs grants H325k110246.

ment each year. The findings are limited to work in educational settings and to WOU graduates.

Instruments

The EIPA, administered by Boys Town National Research Hospital, has been reviewed and found to be psychometrically valid and reliable ([LINK](#)). All participants took the EIPA-Knowledge exam in March and the EIPA Performance exam in May and June at the end of their 350-hour 10-week internship. The EIPA was proctored by local test administrators (LTAs) who were program faculty. Students agreed to have the EIPA results sent directly to us.

Data Analysis

The data analyzed includes EIPA test scores year to year, overall averages, ranges of overall scores, domain scores, individual competency scores, and comparison of scores of students with various minors. Additionally, the instrument was analyzed to determine what criteria is assessed and to determine if there are any predictors or connections to be made. In addition to EIPA results, data analyzed included overall GPA, additional courses taken, academic minors, internship type and location, and cohort size. The data was synthesized throughout the years and, after receiving a few years of data, a Special Education/Rehabilitation Counseling (SPED/RC) minor and a post-graduation supervision program were required of scholars re-

ceiving the Office of Special Education Programs (OSEP) stipend with the intention of better preparing and supporting them for the context and culture they would join as educational interpreters.

Findings

We will report on overall average EIPA scores and two variables, cohort size and academic minor, which demonstrated a significant difference to the scores. Other variables are being identified as we continue drilling into the data.

EIPA Scores

The cumulative average for EIPA scores for 2009-2016 is 3.39, with a range of 2.6-4.1. Eighty-nine percent of the scores fall between 3.0-3.9 (see Figure 1). Just over one-third (37%) of the graduates achieved a 3.5 or higher on the EIPA, meeting Oregon’s minimum state standard for work in educational K-12 settings.

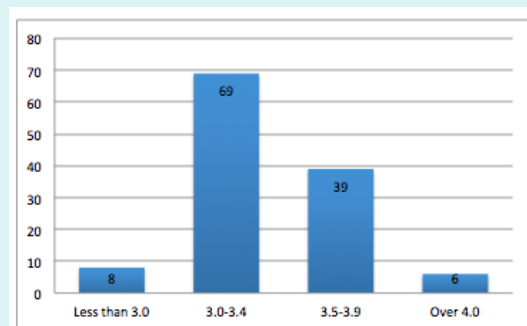


Figure 1. EIPA Score Distribution 2009-2016

[Click to enlarge image](#)

Figure 1. EIPA Score Distribution 2009-2016

Variables

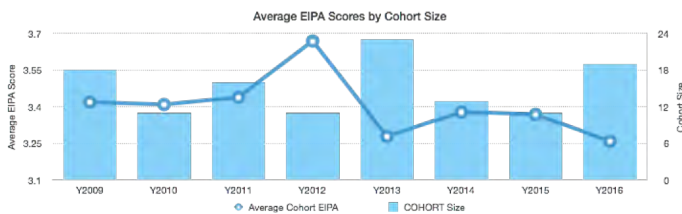
In addition to looking at averages and ranges of scores, we considered the impact of numerous variables, two of which, cohort size and academic minor, showed significant impact.

Cohort Size

When looking at how cohort sizes affect the average EIPA scores (see Figure 2 below), we see that the smaller the cohort, the higher the average score (3.46 to 3.34 for cohorts over 15). In



fact, EIPA scores were significantly impacted by cohort sizes less than 13 (average 3.46). The smallest cohort size, 11, in the year 2012, resulted in all but one with scores above 3.5.



[Click to enlarge image](#)

Figure 2. Average EIPA Scores by Cohort Size

Minor in ASL

Students at WOU are required to complete a minor in addition to their declared major. The impact of ASL minors and SPED/RC minors on scores were compared. The results indicated a statistically significant difference in EIPA scores between the two groups with ASL minors achieving a higher average of 3.52 to SPED/RC minors' average of 3.34. A statistically significant difference was also found between students with ASL minors and students with all other minors (not including SPED/RC), with ASL minors scoring higher at 3.52 than all other minors at 3.30. With the exception of the ASL minor, no other minor indicated a significant impact on final EIPA scores. In other words, our results show that when a student minored in ASL, they were more likely to score 3.5 or higher.

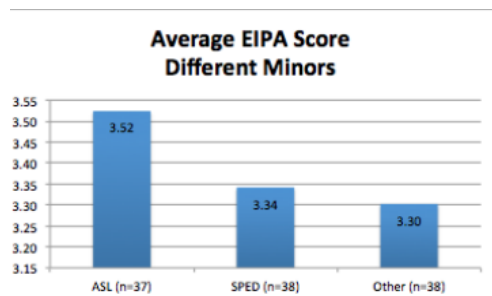


Figure 3. Average EIPA Score for Different Minors

[Click to enlarge image](#)

Figure 3. Average EIPA Score for Different Minors

Discussion

In early 2016, a survey was sent to all graduates between 2009 and 2015. Of the 105 graduates at that time, thirty-six responses were received, a 34% response rate. Ninety percent of those who responded reported full or part time employment as an interpreter. Whether or not these graduates are work-ready, they are getting hired as interpreters.

We then reviewed what the EIPA assesses by revisiting the EIPA rating form (<https://www.classroominterpreting.org/eipa/performance/EIPARatingForm.pdf>) and EIPA rating system (<https://www.classroominterpreting.org/EIPA/performance/rating.asp>). EIPA scores are based on 36 individual criteria, each worth the same number of points (5). We coded rating criteria into three categories: ASL production/fluency, English production/fluency, and interpreting. Of the criteria, 69% (25/36) align with ASL production/fluency, 17% (6/36) with English production/fluency, and only 14% (5/36) relate to the interpreting process (e.g., "lag time"). In fact, 86% of the criteria are related to linguistic skills, while only 14% seem related to interpreting tasks.

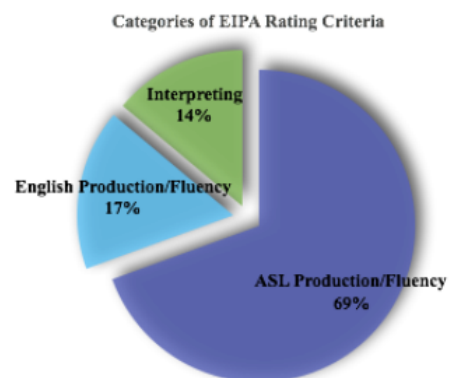


Figure 5. Categories of EIPA Rating Criteria

[Click to enlarge image](#)

Figure 5: Categories of EIPA Rating Criteria

In the EIPA rating system, we looked at what the 3.5 score represents and found no separate description for a 3.5, so the description must fall between 3.0 and 4.0, captured in the figure below:

(from <https://www.classroominterpreting.org/EIPA/performance/rating.asp>):

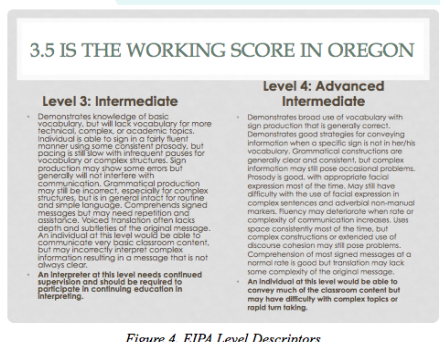


Figure 4. EIPA Level Descriptors

[Click to enlarge image](#)

Figure 4: EIPA Level Descriptors

The description provided in Figure 4 represents linguistic skills, such as ability “to sign fairly fluently” and “uses space consistently most of the time.” In terms of interpreting, it would appear that the 3.5 level graduate “needs continued supervision,” is not yet able to convey “much of the classroom content,” and “may have difficulty with complex topics or rapid turn taking.” The apparent conclusions about how linguistic skills will affect the interpreting process and product are not supported by the EIPA provided descriptions nor the assessed items on the EIPA rating form. Therefore, using a 3.5 score to place a recent interpreting graduate in a K-12 classroom is questionable and arbitrary. Even if states use the EIPA level 3.5, we argue that this is not acceptable as an entry point for educational interpreters. In fact, Schick (Schick and Sonnier, 2017) stated that the minimum standard for educational interpreters should be 4.0, and ideally 5.0.

Conclusion

The data does not answer the questions we posed, but leads to questions about the shared understanding of work-readiness, the impact of

pre-service education on work-readiness, and holistic assessment of interpreting work. This study highlighted the idea that the EIPA seems to be an assessment of language fluency, not interpreting skills needed to work in educational K-12 settings. Like the EIPA, interpreter education has primarily focused on ASL acquisition and competence of second language users. Historically, when interpreting students were not developing requisite ASL skills in short-term programs, programs were made longer and ASL requirements increased. This focus on ASL development neglects the development of the whole interpreter. In addition, the needs of heritage signers (Isakson, 2015; Williamson, 2015) and Deaf ASL users (Green, 2017; Rogers, 2016) are not addressed. The time has come in interpreter education and assessment to shift the focus from just ASL development/competence to include the professional practice of interpreting.

As a result of these findings, we are exploring changes to the interpreter education offerings at WOU. With other stakeholders, the Oregon legislative requirement of a 3.5 or higher on the EIPA is being revisited. In the future, we will share our ongoing research. We invite you to join us in moving forward the conversation about what credentialing should encompass, what having an interpreter who is “work-ready” means, and for what types of assignments “work-ready” interpreters are prepared.

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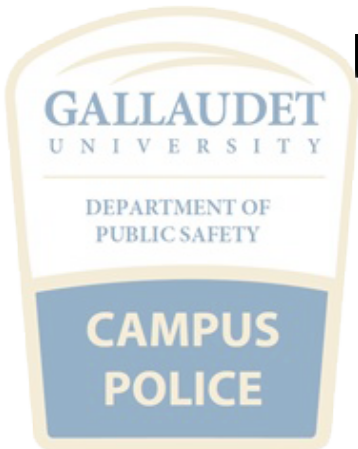
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An interview with Ted Baran, NIC

Director of Public Safety, Gallaudet University



Julia Wardle: Can you tell us about your upbringing, your exposure to the Deaf community?

Ted Baran: My exposure to the Deaf community started in 1988, when I started working at the American School for the Deaf (ASD). I was working in the PACES program, a program at ASD for students that required one-on-one attention. These students occasionally needed services from the police; when we called in the police, I was struck by their inability to communicate, and how they could not serve these individuals. As I observed this, I realized that I could become a police officer, and serve as a bridge between the law enforcement and Deaf communities.

I have been involved with the Deaf community in the Hartford area since I was a small boy. I'm a CODA, both of my parents (Al and Susan Baran) attended ASD. My uncle, Frank Marcil, also attended ASD. So, by growing up there, I was already close to many members of the Deaf community. When I started working



YOUTUBE LINK: <https://youtu.be/rmO8McnyYe4o>

there, I was constantly being told, "Oh, I remember you when you were a small boy..." I would join my parents when they went bowling with their Deaf friends, when they would attend the Deaf clubs and other social events.

I remember as a child, being told by Deaf people, "When you grow up, you'll become an interpreter," to which I would reply, "No, I don't want to do that." As I grew up, however, the opportunity arose for me to take the RID Certification test - I believe that was in 1992, 1993.

Upon passing the certification exam, I began working for the Connecticut Commission of the Deaf and Hearing Impaired (CDHI) part-time. I was still working at ASD, and I was also pursuing job opportunities in law enforcement.

I became a cop in 1997, while keeping my RID certification.

I kept my certification for many years while working as a police officer. I could see that the community was delighted to have someone in the ranks of law enforcement who could sign, who could communicate with them. Many Deaf people live in Hartford, and nearby, because of ASD. People who were born there, or who grew up in the school, naturally stayed and ended up living there. So, for me to be in that area was really a unique opportunity, both for the Deaf community, and for the law enforcement community.

My wife (Paula) is also a CODA, and she works for ZVRS. My sister (Stephanie) works here at Gallaudet as a interpreter at GIS. So, being an interpreter, and a part of the interpreting community, is very much a part of who I am.

JW: How does your background in the Deaf community influence your perspective on law enforcement situations and legal interpreting?

TB: It's really important to understand the potential confusion between the two roles - me as a law enforcement officer, and/or me as an interpreter. I have always been extremely cautious about never mixing the two roles

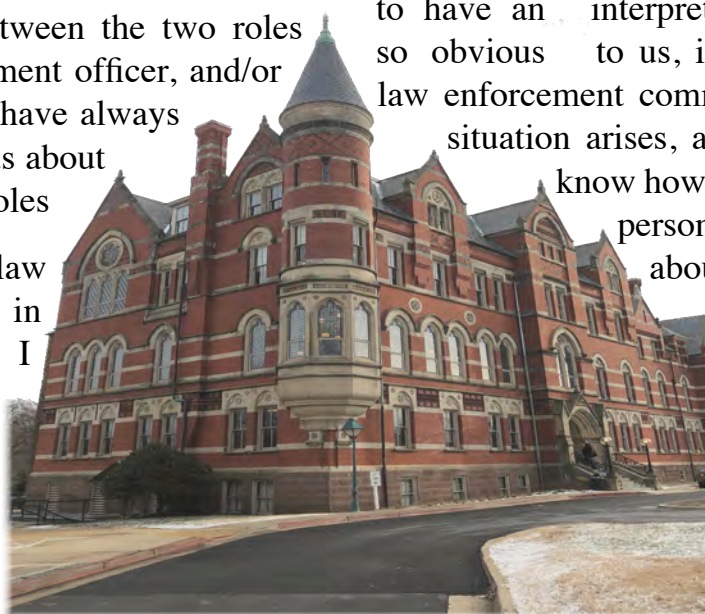
Since I became a law enforcement officer in the same town where I had spent so much time, I was never asked to interpret - instead, I was asked to be the responding or even investigating

officer. This opportunity allowed me to see the widespread ignorance surrounding the communication needs of Deaf people. Because of this, I often ended up in a teaching role, educating others and sharing with them the needs of the Deaf community. I served as a bridge, a kind of liaison between the law enforcement and Deaf communities, helping law enforcement understand the dire need for interpreters, and the critical importance of good communication with the Deaf community. This spread of knowledge really blossomed while I was there.

Educating people is an ongoing challenge. Older officers retire or leave, new people come onto the force - and they believe that a notepad, and writing back and forth is good enough. It's not. Or, they believe that lipreading is good enough, when we know it's not. It really was a never-ending challenge - not just for me, but for the Deaf community as well.

I saw firsthand their frustration about the importance of good interpreters, and especially legal interpreters.

It is critical that the law enforcement community understands that it is a Deaf person's right to have an interpreter. While that seems so obvious to us, it's not obvious to the law enforcement community at large. So, a situation arises, and the officer doesn't know how to interact with a Deaf person, they don't know about the requirement or need for an interpreter - and then they depend on writing back and forth, lipreading, or they use a child as an interpreter; this is not acceptable.



This is where awareness needs to grow.

When I was there, I saw it as my goal to get out as much as I could, and provide trainings for the officers. My role here is important - but when I share that I am also a certified interpreter, I can see that it impacts people to know that I am familiar with both sides - as an interpreter and as a law enforcement officer. Even with the advances in technology, and the ubiquitousness of iPhones where you can text back and forth, I continue to stress the importance of including an interpreter in situations that involve Deaf people.

When the situations become serious - for example, interviewing victims, witnesses or even suspects, it is important to bring an interpreter to make sure that the proceedings of the case are successful. But more importantly, the provision of qualified interpreters is critical to the Deaf consumer.

It really was an ongoing challenge, and was spread across different departments where I worked. Often I would get a phone call from a different department that needed an interpreter, asking me to refer them to an agency. This was awkward. Not everyone in law enforcement is really up-to-date or fully compliant with the law.

JW: Now, as Director of DPS, do you have any new insights about the needs of the Deaf community and public safety?

TB: I really enjoy working here, with all of the wonderful faculty, staff and students. It's just amazing. The people here know what they're entitled to.

Here on campus, the officers know how to manage a crisis, and they know when to bring in an interpreter to help with communication.



YOUTUBE LINK: https://youtu.be/w_sW-sI5Bbo

When there is the potential for conflict, we will utilize an interpreter from GIS (Gallaudet Interpreting Service) - we see them as partners, as a necessary part of our legal team. We also may use a CDI, if the situation is appropriate. People on campus know their rights, and know what they are entitled to, which is very different from my experience off-campus.

One big change that I've seen is the use of CDIs - and the recognition of how important CDIs are to the process. I wish we had these services available a long time ago. I believe that many people don't understand the importance of using CDIs.

Sometimes we get calls from MPD (Metro Police Department - the police department of D.C.) asking for help, and we tell them we'll send an interpreting team that includes a CDI. Their response is usually one of confusion, "What's a CDI, and why do we need one?" Then we have to explain how CDIs are skilled at reading body language, listening to non-verbal cues, using language in a native manner to interact with the Deaf person. Having the CDI in the process, assisting with the messaging, really is a huge improvement in the interpreting process.

On campus, we know the value that a CDI brings. Off campus, it's not as widely understood. It's good to see that the process of interpreting, or "interpreting science", if you will - is still improving. Galaudet really is trailblazing in that regard, and the CDIs that we have here on campus are just superlative. We use them routinely, even automatically. I hope that this becomes more of a standard off campus as well.

JW: What will a solution look like for the co-operation of the Law Enforcement and Deaf Communities?

TB: As I mentioned before, with the high turnover of officers, there is a need for constant training. We need to find new ways to outreach to other law enforcement groups, to help them understand the needs of the Deaf community - not just communication, but the cultural issues as well. Many situations that end up as life or death situations begin when there was a failure to communicate, or a failure to understand Deaf culture.

As an example, I teach officers that Deaf people may tap you on the shoulder. This is very unexpected, and non-typical for law enforcement - they are not accustomed to being touched. This is an example of the conflict between two cultures - law enforcement officers do not want to be touched, yet the Deaf community sees it as normal. This can lead to the arrest of an innocent person. The two com-

munities need to meet in the middle, and understand each other's needs. By understanding each other better, this will lead to better communication. Law enforcement needs to understand the importance of good communication from the beginning to the end of the situation.

JW: In your multiple career tracks, you've been working to bridge that gap between the Law Enforcement and Deaf communities. It's interesting that you say the gap is cultural - can you expound on that?

TB: When we think of cultural differences, it's not always about communication - although that is critical - it's the cultural clash that occurs in the beginning. Communication usually comes into play later.

As examples - sometimes the officer will pull over a Deaf person, and attempt to speak to them from the car with their microphone - and there's no response. Or they'll walk up to the window, and shine the light inside - and the Deaf person can't see, and is frustrated. Already we have a culture clash, and communication hasn't even begun yet. These misunderstandings, these differences in expectations, can easily cause a situation that becomes dangerous for the Deaf person, before any kind of conversation has begun.

When I talk with the Deaf community, I teach them that although they know their rights, be careful how you react to situations. The officer may not know that you're Deaf. Signing large, shouting, touching - these are all things

"...new people come onto the force - and they believe that a notepad, and writing back and forth is good enough. It's not." - TB

that can easily be seen as aggressiveness by a law enforcement officer, and can lead to conflict.

JW: Do you have any advice for interpreters entering the field of legal or law enforcement interpreting?

TB: It is very important that interpreters in legal settings are aware of the message that officers are trying to communicate to the Deaf person. During the interview, for example, it's important to examine the message from the officer, and examine the "how" they are asking as well as the "what" they are asking. The officer is closely watching the body language of the person they are interacting with - their body language, their eye movements, their reactions.

When they are interacting with a Deaf person, all of these cues change, and it's very difficult to read these non-verbal cues when working through an interpreter.



“Already we have a culture clash, and communications hasn’t even begun yet” - TB

That’s why it is critical for interpreters in scenarios like this to convey the message as best as possible - and that emphasizes the importance of having a CDI involved. I don’t have experience with legal interpreting in the courtroom - as a law enforcement officer, I would not interpret in a courtroom - that could easily lead to the appearance of conflict of interest. Maybe after I retire as a law enforcement officer, I could become a full-time legal interpreter - that would be great.

JW: Do you have any funny experiences working in law enforcement that you’d like to share?

TB: When I first became an officer, I know there were a lot of people in the Deaf community who were aware of my career, and who were grateful that I was entering law enforcement. When situations arose, they would specifically ask for me to become involved. I was always happy to serve as much as possible. Other situations, people didn’t know me, didn’t know when I was working - during the night shift, for example.

One night, I remember I pulled over a vehicle. I had no idea who the driver was. So, I walked up to the driver’s window...

Now, I know that it is typical behavior for Deaf people - including my parents, and my parents’ friends - that when you are pulled over by a police officer, you point to your ears

and indicate that you can't hear, that you're Deaf. They hope that the officer will (because of the frustration in communication) will just wave them on, and not give them a ticket.

So, that night, I went up to the window of the car, and the driver and I didn't know each other. I spoke to the driver, asking for their license and registration. They immediately started miming that they were deaf, and could not hear. So, I switched to ASL, and asked for their license and registration. Their flustered reaction was hilarious. I believe in the end I let them go without a ticket, but it was funny to see their initial shocked reaction, "Oh, you can sign!?!?" "Yes, I'm a Coda." It was a funny situation. Some people knew me, some didn't - it was great to be able to sign in that situation.

Many people in the community knew me when I was growing up, and even as an interpreter, I would bump into people who had been friends with my parents for years. Often they would comment, "Oh, I remember you when you were growing up ..." This happened all the time, the comments of, "I remember you when you were small, I know your parents..." It really was a great feeling to be able to have that relationship with people.

I would ask them, "Was I a bad kid? Was I stubborn or well-behaved?" and they would reply, "Yes! You were stubborn!" It's really nice having this great connection to the community. 🙌



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VIEWS

A MONTHLY PUBLICATION OF THE REGISTRY OF INTERPRETERS FOR THE DEAF

Interpreting Within The African-American Deaf Community*By Anthony J. Aramburo, IC/TC, Rehabilitation Specialist, New Orleans, Louisiana*

As interpreters, we find ourselves involved in the facilitation of communication for individuals in various settings. Based on our signing skill level, interpreter preparation background and ability to perform in a particular arena, the success of our efforts are measured. As surmised by the Registry of Interpreters for the Deaf Code of Ethics, there are situations from which an interpreter will excuse him or herself based on one or more factors. Prior to accepting any interpreting assignment, it behooves an interpreter to become familiar with the interpreting situation and to have a command of the language the Deaf or hard of hearing individual will be using. Granted, this is not always possible, but having knowledge of the situation, be it interpreting for a Deaf and Blind individual, a person who is Hard of Hearing and has Cerebral Palsy or a Hispanic or African-American Deaf individual, will determine the effectiveness in getting the message across.



Jeff Bowden Interprets for Jesse Jackson on Martin Luther King Day.

Culturally, the Deaf community is made up of a variety of individuals that demonstrate the diverse talents needed in providing sign language communication. Within the general Deaf community, different ethnic and cultural minorities are prevalent. Each ethnic group, each cultural minority clings to their heritage, while applying their actions and feelings to daily living activities in the general Deaf community. Ethnic groups contribute significantly to the makeup of society, each contributing their unique cultural gifts and ideas to enhance society.

African-Americans, Native Americans, Hispanics, and Asians, to name a few, all make up the melting pot of America. Just as these culturally diverse groups are found within the general community, so too are their members incorporated in the Deaf community. The Deaf community in comparison to the general community can be considered a cultural minority. The language used by its members and the distinct cultural nuances are what helps to differentiate this cultural group from others. It is from this cultural majority, in this sense, that I choose to elaborate on a sub-culture within the Deaf community, the African-American Deaf community.

Deaf African-Americans share the same cultural richness as African-Americans. In a survey conducted by this author, 87% of the African-American Deaf participants said that they identify with their African-American culture before they identify with their Deaf culture. As pointed out by several participants, they indicated a person sees their color

before they recognize they are Deaf. Interpreters working with African-American Deaf individuals would be remiss if they were not conscious of certain cultural properties relevant to this community. Often, what may be seen as inappropriate behavior for certain members outside of the African-American Deaf culture, to its members, would be considered appropriate behavior.


For members of the African-American Deaf community, the reality of the matter is that they do not have the luxury of requesting African-American interpreters to assist in their communication needs. In a survey conducted by the National Registry of Interpreters for the Deaf, an overwhelming 92.4% of the individuals responding to the survey are Caucasian. Those interpreters identifying with a specific ethnic minority made up 6.4% of the respondents. Recruitment of minorities into the field of interpreting is an agenda item for many Interpreter Preparation Programs. Until recently, African-Americans were not as extensively involved in the field of interpreting. Many were in church settings. However few certified African-Americans were actively engaged in the profession. Within the National Registry of Interpreters for the Deaf, one of the Special Interest Groups, Interpreters/Translators of Color (ITOC), works at identifying and fostering minority interpreters into the profession. Still, judging from the

statistics previously mentioned, it is going to take a considerable amount of time to get the numbers to where the ratio of minority interpreters is in sync with Caucasian interpreters.

**Culturally, the
Deaf community is made
up of a variety of individuals
that demonstrate the diverse
talents needed in providing
sign language communication.**

Linguistic differences have been noted relevant to the way African-American Deaf individuals sign when researched with Caucasian Deaf individuals. The research findings indicate that when two African-Americans are conversing amongst themselves, their primary mode of communication is American Sign Language. This is true also in instances when an African-American Deaf individual and a Caucasian Deaf individual are conversing. Where the difference lies is the form of signing used by two African-American Deaf individuals and the signs used when conversing with Caucasian Deaf individuals. During the days when schools were segregated, African-American Deaf students were educated in a setting that catered to an all African-

American student population. Not being able to interact with Caucasian Deaf students academically or for extra-curricular reasons, students at the all African-American schools competed with other neighboring schools of all African-Americans either in state or out of state. When students from out of state visited another school to compete, they brought with them signs that were indigenous to their area. Many of the older forms of sign language used by the older African-American Deaf are still around. Unknowingly, many of the signs are passed on to younger members.

In proportion to societal limitations placed on members of this minority group, as with numerous other minority groups, service providers working with these individuals find themselves working with the grass root members of that community. As for interpreters, in particular those working with the grass root members of the African-American Deaf community, the aforementioned information should serve to assist in providing a more comprehensive measure of interpreting. Keeping in mind that culturally, linguistically, educationally and socially, African-American Deaf individuals delight in a rich subculture contributing to the diverseness that makes up the general Deaf community. 

Appendix and full article available in the [VIEWS Archives](#).

MEMBER SPOTLIGHT

Cheryl Thomas

CI and CT, NIC Master, SC:L, NAD V

Region IV: Cabot, AR



YOUTUBE LINK: <https://youtu.be/pMPX0ChISIk>

How long have you been a member of RID?

Seventeen years (Ack! That aged me!). Thank goodness you didn't ask how many years I've been interpreting!

Describe a favorite assignment or accomplishment you've achieved as an interpreter.

The greatest accomplishment I have as an interpreter is an ongoing one. I love to train interpreters and work with those who are new to our field, or those who are pursuing a new challenge in their careers such as specializing in legal interpreting. When someone gives me a call for assistance or says, "thank you" and I see that special look of success and pride in themselves, I have accomplished another goal.



What are your professional goals as an interpreter?

As a CODA (Heritage Signer), an interpreter, and person, my goal is to make sure to say, "thank you". It sounds like a weird goal, but over the years I have learned that it is not ME who interprets for my family, it is my colleagues. Those interpreters allow me to be just another family member. They're the ones interpreting for my family when I'm away and they come into their lives during the most intimate situations and do no harm. My colleagues give up time from their families and their own lives to interact with mine. They take a little bit of my family with them and leave a little bit of themselves behind with us. In return, I have the blessing and the honor of being allowed into the lives of others, sometimes at their most vulnerable moments. In this manner, we are all intertwined; CODA, Deaf and hearing no matter where we live or where we travel.

MEMBER SPOTLIGHT

It is my goal to ensure that I can work with interpreters (both spoken and sign language) in a positive and supportive manner to aid each one I meet in order to better their skills and to see them believe in themselves in way which will allow them to grow and learn.

I carry a number of certifications (NADV, CI, CT, NIC-M, SC: L, EIPA K-12 5.0 performance, and my BEI Court). I always joke that RID was having a fire sale and I was ON IT!

The certifications are indeed nice to have and the pay check that goes along with them does not hurt my feelings. Although I did earn them, I must always remember how and why I did. I have been successful because the Deaf and interpreting communities give of themselves, and I am able to incorporate their teachings into my professional and at times, my personal life. Whether or not the interaction is positive or negative, it is an opportunity to learn from and grow with each other.

Every time I speak of or mull over these things, it brings tears to my eyes. Thank you all for what you do and how much you give.

Tell Us Any Fun Facts About Yourself!

(Hobbies, favorite vacation spots, etc...)

I am a Canadian citizen who happens to live in Cabot, AR. My husband and I have four children and six grandchildren whom we love to bits and pieces.

I ride a Honda Interstate 1300 motorcycle for relaxation and fun, and we ride with the Combat Veterans Motorcycle Association. We do this for camaraderie, fun, and to give back to our community through the many volunteer opportunities it provides. We are a military family (both Canadian and American) and we currently have a son serving in the U.S. Navy.

When we have the opportunity to vacation, you will find us on a mountain road, by a campfire or laying on a beach. 🙌

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The scholarship award will recognize one recipient per conference who have demonstrated outstanding track records of academic scholarship related to the field of Interpreter Education, Interpreting, and relevant fields.

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The award for excellence in teaching in the field of Interpreter Education will recognize one recipient per conference who have demonstrated excellence in teaching and contributed the most to enhance student learning.

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RETHINKING

DeaFriendly

Accommodating the Linguistic Needs and Preferences of the Deaf Community



**Brian Cerney, CI and CT,
ASLTA-Professional**

What do the words “diversity” and “accommodation” mean to you? Do we, as interpreters, believe that we should be prepared to

accommodate a diverse range of communication needs and preferences? Are we prepared to do so? Does our continuing education address these concerns?

Decades ago, when I was helping to organize an RID Regional Conference, we made an effort to ensure that the entire conference was DeaFriendly. That word meant creating an environment that was overwhelmingly visual where participants were encouraged to use American Sign Language. Those participants with minimal ASL skills were accommodated through live English captioning of the presentations, which were all conducted in ASL. I remember numerous members of the Deaf community telling me how much they appreciated those efforts. They felt completely at ease moving between sessions, seeing hundreds of hands in conversation and feeling a sense of belonging, rather than isolation.

Even with those efforts, we struggled to accommodate a few conflicting needs. Not all of the projectors (for the captioning) were pow-



YOUTUBE LINK: <https://youtu.be/TvDNI9ftCZ8>

erful enough to compete with normal lighting. This led to a battle of dimming the room lights enough for people to see the captions while keeping it bright enough to see the presenter’s ASL. In the end we managed as best as we could because we maintained an attitude geared toward serving and accommodating the needs of all of the participants. The Deaf community includes great diversity of language needs and preferences. Ultimately, interpreters need to be equipped to address those needs as effectively as possible. I would like to discuss five specific subgroups within the Deaf community who are either at risk of being underserved or have a long history of being underserved: 1) Seniors in the Deaf community, 2) Deaf Immigrants, 3) DeafBlind people, 4) Late-Deafened people, and 5) Native Cuers.

As a linguist, I have adopted the perspective that language is a human phenomenon, and therefore language will always be “messy” be-

cause it is always in flux. A language without change is a “dead language” – such as Latin. There are many reasons why languages change. One primary cause for change comes from the younger generations of language users (Cowan, 1971). English slang and new phrases are driven by teenagers and young adults. With the widespread use of videophones and vlogs in the last ten years, Deaf teens and young Deaf adults have had the same ability to rapidly influence changes in American Sign Language.

There is another cause for change - Linguistic Elitism. Linguistic Elitism occurs when a subgroup of language users promote a specific variety of the language as “proper” or “acceptable” while degrading other variations (Armstrong & Mackenzie, 2013). Some ASL teachers I observe are at the forefront of introducing new varieties of signs to their students. Interpreters also play a role in adopting and spreading those new signs. Unfortunately, I see a lot of sign modifications that violate basic ASL linguistic rules and are destined to be changed again by younger generations of Deaf people within the next ten or fifteen years.

Earlier this year (2017), ASL celebrated its 200th birthday. The language of ASL is not done changing, but there is also nothing “wrong” about signs that the Deaf community has used for decades (if not centuries). As balanced bilinguals using English and ASL, Deaf people have created a large number of initialized signs – meaning that the handshape of the sign can be related to a letter used in a corresponding written word. They are just as much a part of ASL as “sushi,” “tamale” and “ravioli” are a part of English.

This brings up my main point of rethinking Deafriendly. With these pressures for language change comes a double responsibility for interpreters – we need to be aware of the new influences on language but also respect the language



YOUTUBE LINK: <https://youtu.be/kvNnmPvsTzg>

preferences of older members of the community who may not adopt new innovations in ASL. As usual, interpreters can be caught in the middle of different preferences and expectations and yet we need to be able to accommodate a variety of preferences rather than taking up one side or another as the language goes through natural changes.

Not all Deaf people are native ASL users. Immigrants continue to arrive into the Deaf community without either ASL or English fluency. I have former students who have come in contact with Deaf immigrants from Nepal in the Syracuse, NY area. Accommodating the needs of this immigrant population has been a challenge over the past several years. Some immigrants have fluency in other languages. Some may be semilingual – able to communicate but fluent in no language at all. For these members of the Deaf community we look to Deaf Interpreters to improve our chances of obtaining correct diagnoses, preserve legal rights, etc. Deaf Interpreters provide the greatest path to being Deafriendly. While Deaf Interpreters are not particularly new to our profession, we are still learning how to work effectively with them as team members. In my own experiences working with Deaf Interpreters, the best way to ensure a smooth working relationship is to discuss your experiences and preferences before an assignment and maintain a positive attitude and willingness to work together.

DeafBlind consumers have specific needs for mobility and gaining access to visual environmental stimuli. Again, Deaf Interpreters have traditionally filled this role, but all interpreters should have a basic knowledge and ability to work effectively with DeafBlind consumers. We can be more DeafFriendly with DeafBlind people by taking workshops in this specialty which are fairly common at large conferences. If you do not yet have familiarity with the DeafBlind community, let me strongly suggest that you become involved. I have found the DeafBlind community to be very welcoming and encouraging to newcomers.

Beyond senior members of the Deaf community and DeafBlind members, there are two more subgroups in the Deaf community who have difficulty receiving services to meet their needs: Late-Deafened adults and native Cuers. Late-Deafened adults generally find themselves able to express communication (through speech) but unable to accurately perceive communication because of the perils of lipreading. In the age of computers, text, email and speech-recognition software, late-deafened adults have greater ability to navigate their communication needs on their own, but speech-recognition still has limits – particularly in group settings. Even though many Late-Deafened people do not know ASL, we interpreters can be DeafFriendly by being willing to make spoken English visual. One option for accommodating these consumers does not take much training - the use of Computer Assisted Notetaking. For the most part, this means summarizing and paraphrasing the content of meetings or training sessions by typing English in real-time on a computer.

In my experiences providing Computer Assisted Notetaking, I would sit to one side of the consumer and type (with the screen visible to both of

us) and if the consumer had any questions, they could point directly at the item on the screen and I could either correct, expand, or explain immediately (again, by typing). Many people who could benefit from this kind of service are not aware of how easily it could be provided. Referral agencies and advocacy organizations can help to increase the availability of this service, but to do so requires people who know how to provide it. A working interpreter already has the processing skills needed. All that is required for interpreters who want to take advantage of this method of becoming more DeafFriendly for Late Deafened consumers is reasonably good typing skills and access to a computer or tablet.

Perhaps the most underserved portion of the Deaf community are native Cuers. These are Deaf children whose parents opted to add manual cues to their native language in order to serve as a language model to their own children. Many Cuers also learn ASL either in bilingual programs, such as is currently happening at the Illinois School for the Deaf, or later as adults – often as a result of frustration and difficulty with finding qualified cue transliterators.

Cueing was created by Orin Cornett, who was inspired to find a way to address the low literacy levels of Deaf children. The most unfortunate thing Dr. Cornett did was label his method “Cued Speech,” which immediately raised concerns in the Deaf community that it was intended as a speech-reading or oral-based approach. While cueing does clearly identify each speech sound in a spoken language (any spoken language), it does so visually and does not reveal or emphasize how to make the speech sounds. Cueing reveals variations in spoken language so that a Deaf person can see different accents, rhyming poetry, or rap music and come to the task of reading and writing with a mind that is already fluent in the language – much the same as young hearing chil-


dren learn to read and write the spoken language that they already know. Research has shown that cueing accomplishes the task it was designed to do (LaSasso, et. al., 2003; LaSasso & Metzger, 1998; Bement, & Quenin, 1998; Clark & Sacken, 1998).

Children who are consistently exposed to cueing achieve higher literacy skills than children who are not.

It should not be our role as interpreters to judge how parents chose to expose children to their native languages. As bilingual interpreters of ASL and of English, we (again) already possess the relevant skills of language and language processing. With 10-30 hours of training, an interpreter could gain sufficient skills to be useful as a cued language transliterator. The EIPA currently assesses cued transliteration along with ASL and English-based ASL variations. The Judicial Department's guidelines for the ADA specifically identify cueing as one of several reasonable accommodations. Cueing is taught at Gallaudet, NTID, and CSUN, and a few other interpreting programs nationwide. Workshops are much more commonly available and can be found through the National Cued Speech Association.

My experience providing cued language transliteration has been limited, but as a result I know many real people who use cueing as a part of their overall communication mechanism. Most of the cuers I know also have ASL fluency and will use interpreting services or Computer Assisted Notetaking because it is hard to find skilled cue transliterators. These members of the Deaf community deserve respect in their language preferences. We can contribute to a Deafriendly environment for native cuers simply by knowing and understanding the value of the system that they used growing up. But they deserve greater availability of service providers who can accommodate their needs and we as interpreters are the logical choice for training toward that goal.

As an educator of future interpreters, I am pleased to have been a part of several Interpreter Education Programs that offered coursework in cueing, Computer Assisted Notetaking and DeafBlind interpreting. I have emphasized that my students become aware of a wide variety of signs, including those developed for Manual English Codes. I have sought to ensure that our graduates were always conscious of our consumer's needs and preferences and that we do not oppress our consumers, whether intentionally or unintentionally. That, to my mind, is the true meaning of Deafriendly.

While I believe I have done my part in the programs in which I have affiliated, I am concerned that the majority of our profession may not have a sufficiently broad skill-base to accommodate the diversity of communication needs. I encourage my peers to request more of these kinds of continuing education options and to pursue those that become available. 

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About the Author:

Dr. Brian Cerney, CI and CT/ASLTA-Professional, is an Associate Professor of ASL and Interpreting at Keuka College in the New York Fingerlakes region. He has authored books on the History of the Deaf community and on the interpreting process. His research interests include interpreter assessment, language pedagogy and interpreter fatigue.



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THE FREEDOM OF COMMUNICATION FOR



Suzanne Terrio

Ed.M, M.A., CSC, C.I.C., Tx. Court Interpreter



YOUTUBE LINK: <https://youtu.be/DOT4t7jqsVw>

A young man who identifies as actively Jewish, Gay, and non-Deaf asked me, an interpreter, a question which got me thinking about Ethics, Morality, and Legality. “Hypothetically...if you were asked to interpret for the Klu Klux Klan, would you, or could you?”

I answered, “Hypothetically, I *could*, and I *would*.”

Surprised, the young man, who promoted inclusion within a prominent Jewish Organization, then asked, “*How* could you involve yourself in such an egregious, heinous group of people? You seem like such a nice, non-racist, fair-minded lady.”

With circumspect, I replied, “My professional standards of ‘*communication as a right for all*,’ enable me to provide access to any and all communication, but my moral belief in something greater than ourselves admits to having no control over what is done with that two-way communication.

“Unless there is a perceived conflict of interest, in this profession where there are relatively too few legal/court certified interpreters in the pool and where “handing off” calls causes a back-up in the VRS industry, an interpreter needs to be trained to stretch his “personal values comfort zone.” If there are diverse political speakers at a convention, we as interpreters do not pick and choose the topics that come up. It would not be pragmatic, and perhaps be counter-productive, to stand down from the platform and admit to a “personal conflict of interest.” The more we train for “role-taking,” putting oneself in another person’s perspective, the less our clients will question whether there is a conflict of interest, real or perceived.

A young interpreter once asked me: “Hypothetically, if you were called to interpret for Hitler’s dogma in the 1930’s, *could* you, *would* you, with the fervor of the Dictator?”

My answer is, “Hypothetically, my support for the *communication process*, as an objective skill set, would lead me to hone-in on the interpretation as an entity outside of myself.”

**“The more we train
for “role-taking,” putting
oneself in another person’s
perspective, the less our clients
will question whether there
is a conflict of interest,
real or perceived.”**

Afterwards, we as interpreters would take any necessary steps, such as what is prescribed in VRS interpreting, to avoid “Vicarious Trauma Syndrome.” If we continue to hand off assignments to another interpreter, until there is no one left with our linguistic/cultural skill set to do the job, we are as guilty of paternalism as the over-protector who shields a Deaf child from “hearing the naughty things in life.”

Deaf people who have access to the intent of all the political figures of today may have the opportunity to be placed in a position of either compliance, rebuttal, or indifference—it is *their* choice. Can you, as the interpreter, render the spirit and intent of Donald Trump, Barrack Obama, Hillary Clinton, Bernie Sanders, Rush Limbaugh, or Bill Mahr, no matter how much your soul may cringe in disbelief or embarrassment?

Of course, there are instances such as the following: an all-male Knights of Columbus meeting would never permit a female, non-knight to be present in the role of interpreter for a Deaf knight in a hearing men's group, no matter how well the interpreter is trained to provide the freedom of communication for all. There is no legal obligation for this privatized club to permit access via interpreted sessions. The irony is that the Catholic Knights donate thousands of dollars to the Deaf Ministry, yet insider protocol prohibits non-Knights, regardless of their neutrality, to be privy to closed meetings for a Deaf Knight among hearing members.

As a result, the Deaf Knight would participate in community service aspects of the organization, or fundraising, but not meetings, unless the organization could find a local Knight who is also a certified interpreter. The probability for that permutation is next to none, therefore communication becomes censored by default. This is a sharp contrast to the Islamic fundraiser, where an interpreter from any denomination is permitted to interpret the forum, so long as their arms and neck are robed in attire.

Innate or Talent?

My position is that with the proper training, we can cultivate our "professional empathy": To understand the mindset of values that are contrary to our own; To analyze our personal communicative style vs. that of the "speaker" (i.e. hyperbolic, literal, factual, humorous, stoic, gravitas)

Perhaps we can adapt techniques used to train actors when their characters are not aligned

"If we continue to hand off assignments to another interpreter, until there is no one left with our linguistic/cultural skill set to do the job, we are as guilty of paternalism..."

with their own persona. Jack Nicholson, Meryl Streep, and Anthony Hopkins, among the host of leading artists, can stretch their genre, roles, and accents to extremely different archetypes. They become eligible for the top sought-after "gigs," by doing what they do *very well*. Interpreters will also be highly marketable and become available to serve more clients inasmuch as they are able to find a piece inside themselves that identifies with their character (client).

Training in Role-Taking, or "putting yourself in another person's shoes"

Likewise, interpreters can practice "climbing out of their comfortable skin" by:

- Watching the myriad of comical, realistic, factual, and shocking footage on YouTube of various court cases, and practicing interpreting the characters' demeanor and style;
- Partnering with Deaf Interpreters (Certified and Non-Certified) to identify the team's individual personal values, and contrast them to the values of the client. This includes teasing out whether the prominent issues of the case involve exercising the interpreters' role-taking, in understanding values, cultural mediation, or linguistic adjustments;
- Recognizing levity by finding humor in court YouTube videos: values clash, characters misalign with the viewer, and heinous, egregious, or disrespectful acts are addressed.

Although viewing court scene after court scene may not make an interpreter impervious to the

unexpected, our reaction to the shock of what is said or done will be yet another exercise in interpreting the ad libs of our “characters.”

In determining whether Freedom of Communication for All is within the realm of the interpreter’s control we would divide the demands accordingly:

Interpersonal: using techniques of method acting;

Personal: in some cases, choosing the path of personal counseling to meet the demands of the schema;

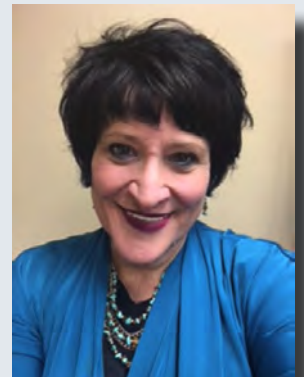
Political-environmental: respectfully providing an interpreter who possesses the attributes of the group’s culture.

In summary, when asked, “How did you get your 40+ plus years of experience in such a diverse string of interpreting assignments, ‘from soup to nuts,’” your answer may have something to do with your linguistic/cultural mediation skills or your personality. But perhaps it will be because your desire to liberate humanity with the Right of Communication supersedes your personal trepidation. 🙌

About the Author:

Suzanne Terrio, EdM, MA, CSC, CIC

Received her BA from Queens College, City University of NY; Masters degree from New York University; EdM from Columbia University T.C, NYC; Interpreter training at Gallaudet University, the Bi-Cultural Center, and the Juilliard Summer Intensive. She has been an active National RID CSC Interpreter since 1986, Interpreting in NY and Connecticut, and is glad to return to her home in Ridgefield, Ct, with her Deaf husband (since 1986), LeRoy Terrio. They have two Coda daughters, one teacher of Deaf children and one who is an interpreter for Sorenson VRS and Freelance. Suzanne has spent the past two decades interpreting as a Texas Court Certified Interpreter throughout Texas, taught as an Adjunct Professor at Southern Methodist University and Texas Woman’s University, Dallas. Suzanne piloted opportunities for Deaf Instructors and staff to offer ASL as a foreign language to students at SMU, Dallas.





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