

Seminar Descriptions

Classifiers: Bringing ASL Stories to Life This workshop will study the foundations of space and classifiers in American Sign Language. We will use classifiers, space, body transfer, and facial expressions to tell stories in ASL using film-like techniques such as close up shots, panning shots, and zooming in and out. This course will then use spatial mapping and visualization to tie all of the features together. This seminar will be presented in ASL with no spoken English interpretation.

Target Audience: Interpreters and interpreting students

CEUs: 0.4 PS

Content knowledge: Participants may have little to no prior knowledge of this topic.

Educational Objectives – At the conclusion of the seminar, participants should be able to:

1. Describe at least 3 cinematic techniques.
2. Analyze each film technique presented and explain how it applies to American Sign Language.
3. Recognize the cinematographic techniques utilized in the ASL stories shown during the seminar.
4. Analyze a printed English story and design on paper a visualization of how the story uses space.

Visual Ingredients in American Sign Language – What should be included? Chefs combine many ingredients to make the perfect dish. Language teachers must also bring together ingredients. Since ASL is a visual language, naturally those ingredients will be visual. What makes the perfect combination of ingredients? Are there secret ingredients for success? Our visual ingredients include: Facial Expressions, Gestures, Mouthings, Classifiers, Surrogates, ASL structures (Depicting-Nouns & Verbs), Body Shift, Space, Vocabulary, Finger-spelling and the five C's of Foreign Language Education (Communication, Cultures, Connections, Comparisons and Communities). Videos will show language in use in order to help students understand contextual clues such as: facial expressions, gestures, fascinating cultural information about places, and unique features of language based on location. This seminar will be presented in ASL with no spoken English interpretation.

Target Audience: Interpreters, linguists, and ASL teachers

CEUs: 0.3 PS

Content Knowledge: Participants should have some prior knowledge of this topic.

Educational Objectives – At the conclusion of the seminar, participants should be able to:

1. Successfully incorporate at least 10 of the following skills into their interpreting work: facial expressions, gestures, mouthings, classifiers, surrogates, ASL structures (depicting nouns & verbs), body shift, space, vocabulary, and fingerspelling.
2. List and define the five Cs of foreign language education.
3. Identify and describe contextual clues based on cultural information.

American Sign Language Literature A Hollywood director, James Motten, wrote to Roger Ebert, a popular movie critic, "...beyond film itself, sign language is the MOST CINEMATIC form of communication. It is dramatic, funny, tragic, illuminating, nuanced, and yes, at times even embarrassing." Ebert, in his response to this letter, joins Motten in grasping the true capabilities of sign language and how it allows Deaf people to express their discrimination and

struggles, as well as to express the beauty of Deaf culture in extraordinary ways. In this workshop, participants will learn different genres of ASL literature and how to read ASL works with a critical eye. The workshop seeks to enrich one's understanding and appreciation of Deaf culture and language. Also, this workshop allows the participants to practice using ASL idioms and classifiers. This seminar will be presented in ASL with no spoken English interpretation.

Target Audience: Interpreters, interpreting students, and ASL users

CEUs: 0.4 PS

Content Knowledge: Participants should have some prior knowledge of this topic.

Educational Objectives – At the conclusion of the seminar, participants should be able to:

1. Explain the history of ASL literature.
2. List the ASL literary genres.
3. Incorporate proper facial expressions, idioms, and classifiers into ASL literary works.
4. Analyze ASL literary works to determine the literary features used.

The Business of Interpreting: Establishing Your Interpreting Practice This workshop will discuss topics that are critical to effectively establishing an interpreting business practice. Topics that will be covered include: State Registration of the business, Legal Business Structure, Banking, Technology, Setting up Home Office, Rate Sheet, Marketing, Federal Employee Identification Number (FEIN), Accounting Systems, Taxes, Budgeting, Contracts and Insurance.

Target Audience: Interpreters

CEUs: 0.4 GS

Content Knowledge: Participants may have little to no prior knowledge of this topic.

Educational Objectives – At the conclusion of the seminar, participants should be able to:

1. Identify the State agency to contact to register their business name.
2. Apply for their Federal EIN.
3. Identify the type of business structures and know the benefits of each structure.
4. Describe how to evaluate the features and functionality of leading accounting software packages to determine the best solution for their interpreting business.
5. Identify at least three technical tools they can use to help them run an effective, productive and profitable practice.
6. Identify the key rules used by the IRS for setting up their Home Office.
7. Identify their proposed income and expenses to create a budget for their Interpreting Practice.

PARID Annual Meeting and ODHH, Laws and you: how does it all fit? So what does ODHH really do? What is provisional registration? Do I have to register? How do I register? What is Chapter 14? Come to our session to find out the answers to these questions and more. Did you know that ODHH staff can advocate and educate on your behalf! You don't know what you don't know so join us and find out about one of the best keep secrets: ODHH! What does PARID do and how does it benefit you? What else can PARID do for you? What can you do for PARID? How is PARID different from RID? Come learn about PARID, tell the board what you would like PARID to do for the next couple of years, and be involved in the business of PARID.

Target Audience: Interpreters and interpreting students in Pennsylvania

CEUs: 0.2 GS

Content Knowledge: Participants may have little to no prior knowledge of this topic.

Educational Objectives – At the conclusion of the seminar, participants should be able to:

1. Clearly demonstrate an understanding of the Pennsylvania Interpreter laws
2. Understand the role and function of ODHH
3. Work collaboratively with ODHH staff to improve working conditions for interpreters and the quality of service, which ultimately impacts the communication between the signers and non-signers.
4. Explain the structure of RID and PARID
5. Explain PARID's role in Pennsylvania
6. Explain the opportunities for member involvement
7. Explain the importance of member involvement in the PARID business meeting

Understanding Domestic and Sexual Violence: The Survivor Experience and Resources

Available in PA This session will provide participants with working definitions of domestic and sexual violence. Through the use of scenarios, the facilitators will explore the nature of the violence experienced by survivors of domestic and sexual violence with a particular focus on the experience of those who may be Deaf or hard of hearing. Information about mindset of a perpetrator and the subsequent impact on the decision making of victims will be presented. Options for supportive services and legal protections for addressing the violence will be described, including the services available through the programs that make up networks of the PA Coalition Against Rape and the PA Coalition Against Domestic Violence.

Target Audience: Interpreters who work with survivors of domestic or sexual violence

CEUs: 0.4 GS

Content Knowledge: Participants should have some prior knowledge of this topic.

Educational Objectives – At the conclusion of the seminar, participants should be able to:

1. Explain the decision-making of victims of domestic or sexual violence and why they may hesitate to reach out for services or pursue certain options, including those involving legal systems.
2. List at least 7 resources that are available at local domestic violence shelters or counseling centers.
3. List at least 7 resources that are available at local rape crisis centers.
4. Describe how to locate and access domestic violence programs and rape crisis centers in your local area.
5. Enumerate a range of options victims of domestic or sexual violence may choose to pursue.

Drugs and Alcohol 101 for Interpreters This workshop will provide information about chemical dependency in general and specifically related to individuals who are Deaf or Hard of Hearing. Interpreters will have the opportunity via discussion, lecture, and case studies to understand further the experiences Deaf individuals encounter when receiving chemical dependency services. Examining complex challenges ranging from provider ignorance to ethical situations and language idiosyncrasies will provide interpreters with a deeper appreciation and understanding of the extreme disparity in service availability, accessibility and quality between Deaf individuals and their hearing peers. Presenter will also address interpreting in various settings, including, but not limited to treatment (inpatient, outpatient, etc.), assessment/evaluation, K-12 educational settings (health class, etc.) and legal interviews. Discussion of interpreting in self-help meetings will also occur. Signs and symptoms, the disease concept, and treatment modalities are among the areas that will be covered in this workshop. This seminar will be presented in ASL with no spoken English interpretation.

Target Audience: Interpreters

CEUs: 0.4 PS

Content Knowledge: Participants may have little to no prior knowledge of this topic.

Educational Objectives – At the conclusion of the seminar, participants should be able to:

1. Accurately produce at least ten signs for the most commonly used drugs.
2. Explain in ASL the way most commonly used drugs are ingested.
3. Identify at least five signs and symptoms of chemical dependency.
4. Describe at least three ways treatment of chemical dependency for Deaf individuals differs from hearing individuals.
5. Explain why using accurate signs for drug terminology is critical.

Business Ethics for the Interpreter Using Active Learning techniques: individual and small group activities, and interactive lectures, participants will be taught ethical vocabulary and theories. Ethical theories will provide a framework for participants to use to prevent unethical situations from happening; and resolve unethical situations when they have occurred. Topics to be covered includes: Business Ethics vocabulary, theories and concepts; Corporate Communication during a crises; Relationship of Business Ethics and Performance; Federal Sentencing Guidelines; Relationship of Business Ethics and Investor Loyalty; Relationship of Business Ethics and Employee Commitment; Individual Factors: Moral Philosophies; Relationship of Business Ethics and Customer Satisfaction; Analyze the NAD-RID Code of Professional Conduct; Organizational Factors: Corporate Culture; Discuss the Enron case that had devastating impacts to corporate America; and Discuss the FBI Investigation of the FTC's Video Relay Service Program.

Target Audience: Interpreters

CEUs: 0.4 PS

Content Knowledge: Participants may have little to no prior knowledge of this topic.

Educational Objectives – At the conclusion of the seminar, participants should be able to:

1. Identify business ethics vocabulary, theories and concepts.
2. Identify the appropriate steps to take when communicating on behalf of the organization during crises.
3. Identify the individual and organizational factors that may result in unethical behaviors.
4. Compare the FBI Investigation of the FTC's Video Relay Service Program to the ethical theories and concepts.
5. Identify the ethical perspective that is the foundation of the NAD-RID Code of Professional Conduct.
6. Identify and discuss the implications of unethical behaviors from an employee, investor and customer perspective.