

Seminar Information and Presenter Biographies

Designated interpreting: Making the case for specialization by Jeni Rodrigues

As Deaf professionals shatter societal barriers, interpreters must develop specialized skills and training to navigate within the workplace, effectively meeting the DP's interpreting needs. Successful Deaf professional (DP)-designated interpreter (DI) relationships are marked by synergism, trust, respect, professionalism and flexibility. In this workshop, we explore the DI position, how it differs from the traditional sign language interpreter. Participants will investigate requirements toward becoming an effective DI, how to determine DP-DI fit, teaming strategies, interpreter coordination, and negotiating power dynamics within the organizational structure.

Educational Objectives: At the Conclusion of the seminar participants should be able to:

1. Explain what is required to become an effective designated interpreter.
2. Identify steps interpreters can take to become a designated interpreter.
3. Develop a list of goals to begin a path toward becoming a designated interpreter.
4. Describe the nuanced relationship between DP and DI.

Language of Presentation: ASL

Target Audience: Professional Working Interpreters

CEUs: 0.3 PS

Prior Content Knowledge Level: Some

Presenter Biography: Jeni Rodrigues, M.Ed., CI/CT, NIC-Advanced, NAD-IV has worked as an ASL/English interpreter for 18 years in a variety of settings. She has worked with a deaf internal medicine resident as her designated interpreter for the past three years. She earned an M.Ed. degree in Interpreting Pedagogy from Northeastern University, a B.A. in Women's Studies from California State University, Long Beach and she is currently a Ph.D. student at Gallaudet University in the Department of Interpretation and Translation. Prior to her work as a designated interpreter, she taught interpreting for five years in postsecondary institutions and corporate settings.

Space Walk by Wink Smith.

Every interpreter has been there: you set up a beautiful and visually clear scene, and are thrilled about your fantastic use of space. Then the speaker introduces something new that doesn't fit. What do you do? How can you organize your space to make it work? The use of spacial frames can help interpreters efficiently arrange visual concepts to make the most of their space. This workshop introduces the concept of space frames with real world application on how to create and then transition between frames. Participants practice spacial techniques to enhance their language use, applying a practical rubric to organize their thoughts and make the best use of their space. Participants will learn definitions, symptoms and protective factors for several conditions that affect interpreters on professional and personal dimensions.

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

1. Define how event space is used within cognitive linguistics
2. Identify when a new space frame is needed within a sample text.
3. Describe how new frames and transitions are built/recognized.

Language of Presentation: ASL

Target Audience: Those looking to enhance their understanding and use of depictive space

CEUs: 0.3 PS

Prior Content Knowledge Level: Some

Presenter Biography: Wink, NIC Master, enjoys researching and creating workshops related to deliberate practice (RID Views, 2012). He has presented workshops over the last eight years at national conferences (NAD, RID, Silent Weekend, TerpExpo), regional and state conferences, local events, and online. Wink works to enhance his impact, developing applicable tools for interpreters. Participants appreciate the comfortable atmosphere he creates, and the passion he exudes. Wink travels full time performing and presenting workshops. Through Winkshop, Inc, he has developed a dozen training DVDs. Fun fact: in 2016, Wink's professional travel covered enough miles to circle the earth over three times.

JUSTIFICATION vs. VALIDATION - Taking the Higher Road! by Bonnie

Faye Gibson-Brydon. "Ethical Awareness & Integrity in practice elevates our reputation among our colleagues, especially the longer we are in the field. We are NOT an island, free from exposure. In our transparent society our actions reflect ethical standards explicitly through our interpreting, and implicitly in our appearance and attitude.

Is it easy to disregard our tenets? Why? May we take an honest look at our own thoughts and values? – Let's pause and "reflect." In every aspect of our work, we justify our behavior and validate our expertise.

Do we give excuses for "less-than" professional behavior? 'It's ok that I am late this once" - "I can catch a spin class and then make the appointment. They don't care what their employees wear", or "I'm too tired to prepare for this assignment"? Remember when the assignment was done with the attitude "to the best of my ability" everything clicked and everyone left smiling?? It does happen!

Knowing the basis of our CPC brings power to your decisions. What work product decision feels safe to you? What educated changes can you make? Together, we will work with each of the CPC tenets, discuss shared experiences, and learn new Reflective Decision Making skills."

Educational Objectives: At the Conclusion of the seminar participants should be able to:

1. Use the ethical tenet wheel for the CPC to analyze a given scenario to (or and) measure the bilateral consequences applied to each tenet.
2. Compare and contrast the difference between Justification (excuses) and Validation (self-recognition) tools regarding ethical concerns. The participants will be able to reflect on "self-talk" using techniques practiced in workshop.
3. Discuss ethical decisions using the IPSE measurement. "IPSE" (relating to reflective decision making).
 - I - Identify ethical dilemma (is there even one?)
 - P - People. Who are the affected people?
 - S - Solutions. What are the possibilities and pick one.
 - E - Evaluate your decision. What could you have done better?

Language of Presentation: English with ASL interpretation.

Target Audience: Working Interpreters

CEUs: 0.45 PS

Prior Content Knowledge Level: Some

Presenter Biography: Bonnie Faye Gibson-Brydon presented her first workshop in 1980. She carries an intuitive awareness, understanding this field has its own unique joys and contentment.

In 1975, Bonnie started interpreting at El Camino College establishing the SRC's first mentoring program. She left in 1996 to begin her career as a freelance interpreter. She founded Pula Legal Interpreting Network (ASL agency) in 1997. Her legal work began with depositions and she was hired into the Los Angeles courts in 2001. In 2004 she left the courts to finish her BA and MA and later became a Licensed Practitioner (Chaplin - 2007) while working in VRS as it offered flexibility, allowing for school and profession. Presently, she is back in the Santa Ana courts working with a Deaf District Attorney part time, and always still learning anew! In 2010 she established her "Mentorshops"™ working with tri-lingual and ASL interpreters allowing a safe environment for questions and professional growth. Some of her mentees have been with her for over five years. She has gained VALUABLE insights from the interpreters she has worked with which have developed her comprehension and heart-felt understanding. Her goal as a presenter is to laugh and enjoy the process of growth and to listen!

Parsing: A New Practice Model for Interpreters by Wink Smith.

Parsing is an innovative tool that gives interpreters and students a deliberate practice model to enhance their work. It forces users to break English form and to think critically about ASL when generating options for rendering an interpreted message in ASL.

This workshop will instruct participants on how to parse written English texts using a flowchart which will guide comprehension of the English text (and detachment from it) and provide structured choices for the target text. This deliberate practice provides the key to creating an internal framework for processed interpretation. With continued use and internalization of the process, participants will produce live work with more awareness and intentional choices for creating equivalent messages.

Educational Objectives: At the Conclusion of the seminar participants should be able to:

1. Define parsing and explain its application to deliberate practice
2. Identify the possible emotions in a text, understanding the difference between showing and stating emotions
3. Delineate depiction, partitioning, surrogation, networking, affect, mouth morphemes, lexical signs, and fingerspelling
4. Demonstrate several ways to show the required actions in a text

Language of Presentation: ASL

Target Audience: Designed to reach a broad spectrum of interpreters with varying levels of experience who wish to tell less and show more.

CEUs: 0.45 PS

Prior Content Knowledge Level: Some

Presenter Biography: Wink, NIC Master, enjoys researching and creating workshops related to deliberate practice (RID Views, 2012). He has presented workshops over the last eight years at national conferences (NAD, RID, Silent Weekend, TerpExpo), regional and state conferences, local events, and online. Wink works to enhance his impact, developing applicable tools for interpreters. Participants appreciate the comfortable atmosphere he creates, and the passion he exudes. Wink travels full time performing and presenting workshops. Through Winkshop, Inc, he has developed a dozen training DVDs. Fun fact: in 2016, Wink's professional travel covered enough miles to circle the earth over three times.