

**Friday, October 12, 2018**

**Friday, 10/12/18 8:00am - 12:00pm**

A Deaf Juror? Definitely!

by Rebecca Nice and Creighton Quigley

This training will provide an opportunity for participants to prepare for & learn their role as an interpreter for a Deaf juror. We will also talk about the deaf perspective of what is expected of an interpreter by a deaf juror. Participants will receive instruction and have a clear understanding of their role in the jury room and in the courtroom, as well as get a closer look at interpreting jury instructions. Jury instructions are very dense with much legalese. In small groups, participants will practice interpreting jury instructions.

This seminar will be presented in ASL & English with interpretation.

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

1. Determine what prep information is needed and how, when, and where to find it when working with a D/deaf juror throughout the jury selection process.
2. Describe the role of the interpreter while in the presence of a jury and in the jury room.
3. Effectively interpret jury instructions.

Target Audience: Certified interpreters

Prior Content Knowledge Level: Some

RID CEUs: 0.4 PS (Legal)

AOPC Credit: 4 CEUs - maximum of 12 CEUs for the event

**Friday, 10/12/18 8:00am - 12:30pm**

Advanced Medical Interpreting

by Heather Brown and Anna McDuffie

Sponsored by: Sign Language Interpreting Professionals (SLIP)

This workshop will prepare interpreters to work in medical settings while remaining safe and avoiding infection exposure by understanding the levels of universal infectious disease. Finally, when we arrive at medical assignment, things can end up being far more complicated than we originally anticipated and prepared for. Discussions will center on medical assignments unexpectedly becoming legal or mental health situations, or ones that involve child services or palliative care. Strategies on how to navigate complex medical situations will be discussed. Concepts taught during this session include: tips for best practice for working in a medical setting, infectious diseases, PPE (personal protection equipment), contact precautions, droplet precaution, airborne precautions, legal, mental health and palliative care specialties.

This seminar will be presented in English with ASL interpretation.

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

1. Apply the information presented in the workshop to describe the new paradigm of the interpreter being an integral part of the medical team.
2. Distinguish between the 3 levels of infectious disease isolation protocols and the personal protective equipment used for each.
3. Identify some potential pitfalls and also strategies for success when coming across a deaf patient in a mental health or legal situation that was originally expected to be a medical assignment.

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4. Analyze and solve issues relevant to palliative health care that may present during medical situations.
5. Create a plan of action for how to proceed through a deaf client medical encounter and defend your reasoning with information presented in the workshop.

Target Audience: Interpreters in the medical field

Prior Content Knowledge Level: Some

RID CEUs: 0.45 PS

AOPC Credit: 4.5 CEUs - maximum of 12 CEUs for the event

**Friday, 10/12/18 8:30am - 12:00pm**

LGBTQA+ ASL 101

by Jeni Rodrigues and Jodie Ackerman

In this workshop, participants will explore commonly used terminology within the Deaf LGBTQIA+ community related to biological sex, gender identity, sexual orientation, and gender expression. Participants will examine how knowledge and beliefs can impact vocabulary choices and assess how to produce dynamically equivalent interpretations that convey respect. This analysis will provide participants the tools needed to provide exceptional service whenever working with LGBTQIA+ consumers, colleagues, and communities.

This seminar will be presented in ASL with no English interpretation.

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

1. Define commonly used terminology within the Deaf LGBTQIA+ community
2. Identify how knowledge and beliefs can impact language choices and interpretations
3. Produce dynamically equivalent interpretations
4. Distinguish between biological sex, gender identity, sexual orientation and gender expression.

Target Audience: Interpreters

Prior Content Knowledge Level: Little/none

RID CEUs: 0.35PS

AOPC Credit: 3.5 CEUs - maximum of 12 CEUs for the event

**Friday, 10/12/18 1:30pm - 3:30pm**

The Where, Why and How of Note Taking in a Legal Setting

by Rebecca Nice and Creighton Quigley

Note taking is one of the best ways to bring your accuracy in court to the next level, but it can be daunting to get started. In this workshop, we will discuss the reason behind note taking, how to get started, and when it is appropriate. We will examine both note taking for yourself and for your team interpreter. We will also talk about the use of note taking with a CDI.

This seminar will be presented in ASL with no English interpretation.

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

1. Name at least 3 benefits of note taking in court.
2. Compare and contrast the legal situations in which you would/wouldn't use note taking.
3. Develop a style of note taking with which you are most comfortable.

Target Audience: Interpreters working in court

Prior Content Knowledge Level: Little/none

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RID CEUs: 0.2PS (Legal)

AOPC Credit: 2 CEUs - maximum of 12 CEUs for the event

**Friday, 10/12/18 1:30pm - 5:45pm**

Visual Music: The Art and Practice of Presenting Songs in ASL

by Raymont Anderson

Visual Music: The Art and Practice of Presenting Songs in ASL is a seminar that provides the participants with various tools that can transform song into an idiomatic conceptually accurate work of art. By looking at the use of space, mouthing morphemes, classifiers, grammar and structure, glossing, ASL poetics, storytelling, and Visual Vernacular, the participant is given a larger palate from which to create a product that effectively conveys the intent and beauty of the song in a visually and conceptually pleasing manner.

By taking a thorough look at the English text, doing an exegesis of the text, and then building the foundation that will become the ASL presentation, the participant will be afforded a set of skills that can make interpreting theatre, concerts, and various events much more meaningful to the Deaf community.

A key element of this seminar is making the music visual; to do this, 3 important things will be taught:

Show me don't tell me / Ray's Rule of 3 / Tell the story

This seminar will involve lecture, demonstration, and lots of hands on practice.

This seminar will be presented in ASL & English with interpretation.

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

1. Experiment with both Transliteration and Idiomatic methods of producing a song in ASL and analyze the effectiveness of each.
2. Produce 1-3 songs using Idiomatic ASL
3. Critique what is produced in an effective manner both their own and that of their classmates.

Target Audience: Beginner-intermediate signers, interpreting students, and interpreters

Prior Content Knowledge Level: Some

RID CEUs: 0.425 PS

AOPC Credit: 4.25 CEUs - maximum of 12 CEUs for the event

**Friday, 10/12/18 2:00pm - 5:45pm**

Lexical Choice as Unconscious Oppression

by Bryon Rowe

This seminar is under the auspice of Power and Privilege critique of interpreting. The focus is on self evaluation for interpreters to examine their "go to" lexical choices in both English and ASL to determine if there are any hidden biases within those choices. Topics; how does colonialism impact our language, who are the subaltern? What is offensive and who decides? The role of cultural mediation. Different "isms" ex; able-ism, racism, audism, sexism, internalized isms.

This seminar will be presented in English with ASL interpretation.

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

1. Identify and evaluate lexical items in both ASL and English that hold traditional assumptions or biases.
2. Evaluate their own inherent assumptions and biases that influence lexical choice.
3. Develop a list of alternative lexical items for identifying people to broaden their lexical base.

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4. Evaluate several schemas and determine which is appropriate for a situation.

Target Audience: Working interpreters

Prior Content Knowledge Level: Little/none

RID CEUs: 0.375PS

AOPC Credit: 3.75 CEUs - maximum of 12 CEUs for the event

**Friday, 10/12/18 3:45pm - 5:45pm**

Vicarious Trauma in Legal Settings and knowing your limits

by Creighton Quigley

Vicarious Trauma is a topic that needs to be explored by all interpreters. It happens often in Legal situations, and also situations that become legal. When you are not sure of your ethical "line", or take jobs that end up being over your head, the chances of that trauma happening increases. The impact of vicarious trauma can be long lasting if not addressed. We will look at identifying vicarious trauma, the ripple effect it could have, ways to avoid it, and how to take care of yourself if you are experiencing it.

This seminar will be presented in ASL with no English interpretation.

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

1. Identify at least 3 legal situations which might cause vicarious trauma to happen. (Interpreter experiencing vicarious trauma and interpreter contributing to vicarious trauma)
2. Describe 4 ways your body might tell you that you are experiencing vicarious trauma.
3. Determine at least one way you can handle a situation that has changed and requires an adjustment in the interpreting team.
4. Apply 2 techniques to care for yourself after you have experienced vicarious trauma.

Target Audience: Working interpreters

Prior Content Knowledge Level: Little/none

RID CEUs: 0.2PS (Legal)

AOPC Credit: 2 CEUs - maximum of 12 CEUs for the event

**Friday, 10/12/18 7:30pm - 9:00pm**

Keynote: Deaf and Interpreters: A Symbiotic Relationship

by Howard Rosenblum

As long as there have been deaf people, there have been interpreters. The relationship has always been symbiotic, but also capricious. In this day and age of fast-paced social media and divisive rhetoric, what can we do to return to a civil and respectful dialogue between the two communities? The presenter, using his experience as the CEO of the NAD, will share some insights about various ways to build sustainable bridges across this growing divide.

This seminar will be presented in ASL with no English interpretation.

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

1. Explain the impact of effective and tactful communication both internally and externally on bringing communities together;
2. Describe the consequences of miscommunication and/or failure to communicate on advocacy efforts and collaborations; and
3. Demonstrate how to adopt best practices in organizational/community communications.

Target Audience: Interpreters and Deaf community members

Prior Content Knowledge Level: Little/none

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RID CEUs: 0.1 PS  
AOPC Credit: 1 CEU - maximum of 12 CEUs for the event

**Saturday, October 13, 2018**

**Saturday, 10/13/18 8:30am - 11:30am**  
PARID Annual Meeting  
by PARID Board of Directors

Come join us to review what the PARID Board has been doing for the past year. Make, discuss, and vote on motions submitted by PARID members – participate in PARID’s business.

CASLI’s Director of Testing, Star Grieser, and the RID’s Certification Coordinator, Ashley Holladay, will describe the overall certification process for NIC and CDI candidates and then go more in depth on CASLI’s test administration and testing development process and maintenance. Ms. Grieser will be giving updates on the progress of the test development timeline and what to expect and, including testing for both NIC and CDI candidates. She will review the NIC and CDI testing process and will also share updates on the new deaf interpreter and hearing interpreter exam development. Ms. Grieser and Ms. Holladay will also be happy to answer any certification or testing questions the audience may have.

RID CEUs: None  
AOPC Credit: None

**Saturday, 10/13/18 1:00pm - 3:00pm**  
Classifiers/Depicting Verbs Reduced to Three  
by Wink Smith Jr

How many classifiers/depicting verbs are there? Would you be surprised to know the list of classifiers can be simplified to only three different types? How do they work? What is going on in people’s minds when they use them? Will I ever learn how to use them!? Come and see a different approach to classifiers using a cognitive linguistics approach to understand the conceptual structures that give rise to classifier use in American Sign Language. Within this workshop focus will be given to Whole Entity constructions and how location, manner, and path are combined to construct depicting verbs. Instrument depicting verbs and Size and Shape Specifiers differ from whole entity depicting verbs. But how? One cognitive explanation can be found in what they foreground and what they background. Finally, we will also discuss how SaSS constructions also work with whole entity depicting verbs and how their progression through space illuminates how we perceive objects in the physical world. Analyzing how linguistic units and the conceptual perception of the world are related can help elucidate how and when to employ these items in our daily lives.

ASL Link: <https://youtu.be/jgJj9zD8M5U>

This seminar will be presented in ASL with no English interpretation.

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

1. Define how real space blends work within a classifier construction
2. Define how some classifiers are blends and others are constructional schemas
3. Define three sets of classifiers in ASL

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4. Define how the conceptual system fills out the remaining pattern produced by depicting verbs
5. Define how Instrument classifiers are cognitively different than Size and Shape Specifiers
6. Define how Instrument classifiers are cognitively different than Whole Entity classifiers
7. Define how the Analogue Building Model creates new words for the ASL lexicon
8. Define how Handling Classifiers are actually Constructed Action
9. Define the sequential pattern Size and Shape Specifiers tend to take

Target Audience: Interpreters who want to improve use of classifiers (depicting verbs)

Prior Content Knowledge Level: Some

RID CEUs: 0.2 PS

AOPC Credit: 2 CEUs - maximum of 12 CEUs for the event

**Saturday, 10/13/18      1:00pm - 3:00pm**

Multimeanings/Idioms into ASL

by Erin "Airza" Bosley

This seminar will be focusing on ASL expansion skills and visualization. Changing from one language into another, giving its equivalent and visual meaning. This will be a great workshop for those who are just coming out of an interpreting program or for those who are interested to see what the ASL equivalence looks like for that multimeaning word or idiom. No two languages are alike so why would they be signed alike?

This seminar will be presented in ASL with no English interpretation.

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

1. Demonstrate correct ASL sign concepts for multimeaning words
2. Analyze idioms (sentences, concepts, words) and create equivalent meaning of the idiom in ASL
3. Demonstrate correct use of 3D space

Target Audience: All interpreters

Prior Content Knowledge Level: Little/none

RID CEUs: 0.2 PS

AOPC Credit: 2 CEUs - maximum of 12 CEUs for the event

**Saturday, 10/13/18      1:00pm - 5:15pm**

Torts, Amicus, and Habeus Corpus – Legalese and ASL

by Howard Rosenblum

Sponsored by: Deaf-Hearing Communication Centre (DHCC)

To be effective and accurate, true interpretation requires a full understanding of two languages including all terminology and concepts. Legalese is foreign to most English speakers, and even phrases that appear to be plain English can be terms of art that have special meaning in courts and the legal arena. Terms from both criminal and civil areas will be explored. This presentation will go through a list of terminology with the intent of familiarizing attendees with these words and phrases, to better prepare everyone for any legal or judicial interpreting tasks.

This seminar will be presented in ASL with no English interpretation.

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

1. explain at least 100 legal terms and phrases;
2. develop an ASL interpretation of these 100 legal terms and phrases; and
3. recognize the different areas and aspects of law, which prepares them for specific interpreting legal or judicial jobs.

Target Audience: Certified interpreters working in legal settings

Prior Content Knowledge Level: Some

RID CEUs: 0.425 PS (Legal)

AOPC Credit: 4.25 CEUs - maximum of 12 CEUs for the event

**Saturday, 10/13/18      3:15pm - 5:15pm**

The Ally in You – How to Appropriately Advocate with the Deaf Community

by Corey Axelrod

The ally concept has taken hold firmly in recent years, forcing difficult and, at times, uncomfortable, conversations between interpreters and consumers. Technology, including social media and micro blogging sites, has accelerated the discussion between consumers and interpreters. But one thing remains: wider, deeper and faster cultural change might occur if both are all in. During this workshop, Corey Axelrod – a communications access professional and social justice advocate – defines ally behaviors and maps out opportunities for interpreters to provide proactive and strategic support that will make a concrete difference in improving the lives of Deaf and Hard of Hearing consumers.

Workshop attendees will leave with a better understanding of Deaf and Hard of Hearing individuals' varying perspectives of allyship, the difference between allyship and advocating for an individual person, and the local and national issues affecting the Deaf community and interpreters' roles in addressing these issues.

This seminar will be presented in ASL with no English interpretation.

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

1. Identify a minimum of five differences between allyship and advocating for an individual person;
2. List a minimum of three strategies to identify how to best support a marginalized group; and
3. List a minimum of three tips to hold other interpreters accountable for their actions.

Target Audience: All interpreters

Prior Content Knowledge Level: Some

RID CEUs: 0.2 PS

AOPC Credit: 2 CEUs - maximum of 12 CEUs for the event

**Saturday, 10/13/18      3:15pm - 5:15pm**

Reframing Depiction: Construction Action, Dialogue, Surrogation and the like

by Wink Smith Jr

Metzger (1995) observed in the early days of sign language linguistic research that, “there seems to be general agreement that signers use their body, head, and eye gaze to report the actions, thoughts, words, and expressions of characters within the discourse” (p. 256). However, these bodily actions didn’t come with a standardized name. Some called them gestures, pantomime, and role shifting, among other things. Metzger (1995) settled on the term constructed action due to Tannen’s 1986 typology of constructed actions and dialogues.

Constructed actions are the perceived actions that one attempts to recreate in space, however, they also may be fabricated actions from the signer’s mind. Nevertheless, the actions are construed in the signer’s mind for encoding using constructed action.

Dialogue is a type of constructed action, and surrogation is often used as a more general term for both. But does the body always report actions? Or is there another layer involved? This workshop is designed to demonstrate the body’s role in ASL depiction. In addition, useful techniques will be proposed to answer such questions as: who should be surrogated, what are the types of surrogation, and how does personification play a role?

ASL Link: <https://youtu.be/T5-Q5KoIMiU>

This seminar will be presented in ASL with no English interpretation.

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

1. Define constructed action, dialogue, surrogation, and the body role in language.
2. Define the three aspects in personification in ASL
3. Define what depiction is and its role in ASL

Target Audience: Interpreters who want improve the use of body for body (or imagination of body) depictions in ASL

Prior Content Knowledge Level: Some

RID CEUs: 0.2 PS

AOPC Credit: 2 CEUs - maximum of 12 CEUs for the event

**Saturday, 10/13/18      7:00pm - 9:00pm**

Language of Science: Bridging Classroom Instruction and Assessment

by Wendy Grossman and Vicki Donne

In PA, the content provided during science instruction is guided by the standards and alternate eligible content. The interpretation of science instruction is guided by the interpreter’s knowledge of science content, sign language structure and vocabulary, and knowledge of their student(s)’ language and cognitive needs. Interpreters use this information to select signs, classifiers, conditional or rhetorical expressions, expansions, etc. What happens when interpreters translate science content for assessment purposes? How do they address students’ competing visual attention demands? What parameters affect their selection of signs and features? How do the interpreters’ decisions impact the reliability and validity of science assessments? This seminar discusses these issues and focuses on practical ways to bridge interpretation of classroom science instruction and assessment. Participants will work through specific examples for science interpreting. Resources for learning science vocabulary will be provided. A closing discussion will facilitate the identification of challenges and effective practices targeted toward improving science content knowledge for a population that typically struggles with language. Thus interpreters can provide the bridge to improve students’ academic performance or their ability to demonstrate

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through assessment the academic performance of diverse students, including those with significant cognitive disabilities.

This seminar will be presented in English with ASL interpretation.

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

1. Identify areas of consideration in sign selection of science content.
2. Describe resources for signed science vocabulary.
3. Determine appropriate test interpretation considerations for this population.

Target Audience: Educational interpreters and teachers of the deaf

Prior Content Knowledge Level: Little/none

RID CEUs: 0.2 PS

AOPC Credit: 2 CEUs - maximum of 12 CEUs for the event

**Saturday, 10/13/18      7:00pm - 9:00pm**

Don't Be Mad if I Don't Look: Accommodating HoH Consumers

by Corey Axelrod

This interactive workshop explores the multiple challenges Hard of Hearing consumers face on a daily basis in today's society and how interpreters can best adapt to provide support. During this workshop, designed for interpreters who work closely with or provide services to Hard of Hearing consumers, Corey – a Hard of Hearing individual who is also culturally Deaf and 4th generation in his family with deafness – will deliver insight and impact that enables audiences to more clearly understand how to best work with Hard of Hearing consumers.

Workshop attendees will leave with an understanding of the cultural identity and communication challenges issues Hard of Hearing individuals face, an understanding of the perceived audiological differences between Deaf and Hard of Hearing individuals, tools and strategies to support Hard of Hearing consumers' unique communication needs, and tips for working effectively with your team (e.g., teachers, employers, CART/Typewell writers and agencies).

This seminar will be presented in ASL with no English interpretation.

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

1. Identify five unique audiological and cultural differences between deaf and hard of hearing consumers;
2. Identify five communication challenges hard of hearing individuals face; and
3. List five various tools and strategies to use to support Hard of Hearing consumers' unique communication needs.

Target Audience: All interpreters

Prior Content Knowledge Level: Some

RID CEUs: 0.2 PS

AOPC Credit: 2 CEUs - maximum of 12 CEUs for the event

**Saturday, 10/13/18 7:00pm - 9:00pm**

Deaf/Hearing Teams in Legal Settings

by Creighton Quigley and Rebecca Nice

What are the various ways a CDI can be used? If I need a CDI, how do I go about getting one? What if the customer doesn't want to pay for a CDI? How do I get/seek proper training in how to work with a CDI? All these questions will be answered, plus so much more. Through the lecture and discussion of this workshop, we will explore the importance of having a CDI as part of the interpreting team, how to explain why it's needed, and reasons why having a CDI in legal situations raises the accuracy rate and is best practice.

This seminar will be presented in ASL with no English interpretation.

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

1. Describe at least 5 legal situations where it would be appropriate to have a CDI.
2. Name and explain at least 3 benefits of having a CDI as part of the interpreting team.
3. Analyze a situation, determine if a CDI is needed, and explain the rationale to both the Deaf and Hearing consumers.

Target Audience: All Interpreters working or wanting to work in the legal setting.

Prior Content Knowledge Level: Little/none

RID CEUs: 0.2 PS (Legal)

AOPC Credit: 2 CEUs - maximum of 12 CEUs for the event

**Sunday, October 14, 2018**

**Sunday, 10/12/18 8:00am - 12:00pm**

Medical Interpreting Is Only Interpreting – Or Is It Not?

by Corey Axelrod

We are all shaped by our own experiences in our lives. All the memories, good and bad, have permanently altered our outlook towards our lives and future. Meanwhile, as interpreters frequently encounter common procedures, diseases and conditions in emergency or clinical settings, how interpreters react to an experience and choice of response(s) affect performance on the job and, ultimately, patients' clinical experiences. During this interactive workshop designed for interpreters that specialize or frequent medical settings, Corey Axelrod – a fourth generation Deaf individual and son of a Deaf man who battled cancer for more than five years – will provide tangible actions interpreters can, and should, take to set the right foundation to enhance patients' communication access experience.

During the workshop, we will breakdown a variety of challenges and obstacles that patients and family members face in times of crisis. Workshop attendees will leave with tactics to manage difficult situations (featuring real life stories), tips to recognize your own triggers and traumatic experiences, and strategies to accommodate the needs of patients and family members. This seminar will be presented in ASL with no English interpretation.

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

1. Identify the five most common challenges and obstacles patients and family members face in times of crisis;
2. Identify a minimum of three tactics to manage difficult situations; and
3. List a minimum of three strategies to recognize own triggers and traumatic experiences.

Target Audience: All interpreters who work or want to work in medical settings

Prior Content Knowledge Level: Some

RID CEUs: 0.4 PS

AOPC Credit: 4 CEUs - maximum of 12 CEUs for the event

**Sunday, 10/14/18 8:00am - 12:00pm**

MATH?!?! How can I interpret in math classes?

by Paul Glaser

There is increasing importance being placed on the role mathematics signs play in teaching and learning in the classroom. Many interpreters have different signs for certain mathematics terms and it is possible that a lack of standardization may influence learning. Interpreters will be focused the future of interpreting as it pertains to diversity in language and culture, and as put into interpreting practice in mathematics. ASL Description: [https://youtu.be/B9wC8Y\\_v5Ck](https://youtu.be/B9wC8Y_v5Ck)  
This seminar will be presented in ASL with no English interpretation.

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

1. Demonstrate the interpreting process for math topics
2. Incorporate illustrations from math textbooks into interpretations
3. Analyze math and ASL texts and create varied interpretations into the target language
4. Use visualization techniques to better inform their interpretation of math materials

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Target Audience: Educational interpreters; interpreters who work with math concepts

Prior Content Knowledge Level: Some

RID CEUs: 0.4 PS

AOPC Credit: 4 CEUs - maximum of 12 CEUs for the event