

**Friday, 11/4/22**      7:00pm - 9:00pm

### **Making the most out of the mentoring relationship**

Presented by: Rebecca Minor and Anna Rose

Do you remember who mentored you when you were new in the field? The mentors we have in our lives have a huge impact on how we grow. During this presentation you will learn about different mentoring styles and how what works for one might not work for all. We will discuss cross-generational mentoring approaches as well as the importance of mindfulness in mentoring. Participants will learn techniques for how to be effective mentors and how to advocate for your needs when you are the mentee. We will have an open discussion of “exploring your why” and the different stories we tell ourselves at different times through our careers. Participants will share their experiences in small group discussions and analyze new approaches to supporting and learning from each other.

At the conclusion of the activity, participants will be able to:

- Describe 3 distinct mentoring styles
- Demonstrate active listening techniques
- Outline ways to ask for and receive feedback
- List mindfulness techniques that apply in mentoring
- Explore approaches to providing feedback and how to tailor them to your audience

Rebecca Minor is the Program Coordinator and an Associate Professor of the Interpreter Preparation Program at the Community College of Baltimore County. She is a nationally certified sign language interpreter and interpreter mentor. She received her Ph.D. in Linguistics from Gallaudet University in May 2011. She serves on the Board of the National Conference of Interpreter Trainers. Rebecca has conducted research and presented workshops on linguistics and interpreting at both national and state level conferences. She has worked in the field of interpreting since 2006 in various settings including VRS, performing arts, post-secondary and medical.

Anna Rose, NIC Ed: K-12 has been a nationally certified interpreter since 2008, specializing in the areas of educational law and state government. She holds a Master Mentor Certificate from Troy University and enjoys welcoming new practitioners to the field. Her goal is to empower both mentors and mentees to maximize the opportunities that come from mentorship. An alumni of both Towson University and CCBC-Catonsville, Anna enjoys giving back to the field and community that have given her so much.

RID Prior Content Knowledge Level: Some

Target Audience: interpreter mentors and mentees

RID CEUs: 0.2

**Friday, 11/4/2022** 7:00pm - 9:00pm

**Working with Deaf Children in a pediatric setting**

Presented by: Bridget Morina-Meyer

Working with Deaf children and the hearing adults that are involved in pediatric appointments can bring many challenges. Most Deaf children do not understand the concept of an “Interpreter” outside of a school setting. It may not only be the Deaf client who is confused, but the hearing parent and healthcare provider may be wondering why an Interpreter is needed for a pediatric doctor's appointment? Join us for an open and honest conversation about the challenges, opportunities and importance of working with Deaf children and the hearing adults that come with the territory of a pediatric setting.

At the conclusion of the activity, participants will be able to:

- Define “Language Deprivation” and relate to its impact on Deaf children and health care disparities for the Deaf community at large.
- Describe techniques to best serve young Deaf clients.
- Identify different “age groups” of Deaf children.
- Defend the importance of Interpreting for Deaf children in pediatric settings.

Bridget Morina-Meyer is an ASL Interpreter with over 17 years of experience. Bridget was the first ASL staff interpreter at The Children's Hospital of Philadelphia (CHOP) where she spent six years working with Deaf children, their parents and healthcare providers. Her clients started as young as 15 months old, were from many different countries, and came from a variety of different backgrounds. Bridget not only interpreted for Deaf patients and their families but also contributed to developing hospital policies, workshops and materials to help provide further understanding of the needs of Deaf children and their families’ enterprise wide for CHOP.

RID Prior Content Knowledge Level: Little/None

Target Audience: Working Interpreters and students in an interpreter training program

RID CEUs: 0.2

**Saturday, 11/5/2022** 1:00pm - 3:00pm

### **ASL Linguistics Review**

Presented by: Rebecca Minor and Jessica Bentley-Sassaman

Calling all linguistics nerds! This basic linguistics refresher will bring back memories from your ITP days and the dreaded linguistics class! Presenters will review basic topics in ASL linguistics such as phonology, morphology and syntax. The presenters will guide attendees through identifying basic ASL sentence structures and how the use of conceptual entities impact these structures. Structures such as surrogates, tokens, buoys and blends will be reviewed. Each of these structures in ASL creates unique word orders and unique challenges to interpreters. By defining and identifying these structures, interpreters will be better equipped to manage the task of translating these phenomena into English.

At the conclusion of the activity, participants will be able to:

- Define basic ASL linguistics terms
- Describe the unique ways ASL uses morphology to create meaning
- Describe ASL sentence structure
- Outline ways that ASL sentence structure is different from English

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Jessica Bentley-Sassaman has been working in the field of interpreting since 2001 after obtaining a B.S. in Interpreting for the Deaf from Bloomsburg University. She then attended Gallaudet earning her M.A. degree in Linguistics in 2006. She completed her Doctoral Degree in Education in January 2011. She has her CI & CT, SC:L, and Ed: K-12. Jessica currently teaches at Bloomsburg University in Pennsylvania as an Associate Professor and is the Program Coordinator. When Jessica is not teaching she still works as a freelance interpreter primarily in legal and government settings in Pennsylvania.

RID Prior Content Knowledge Level: Some

Target Audience: Novice and experienced interpreters

RID CEUs: 0.2

**Saturday, 11/5/2022** 1:00pm - 3:00pm

**Interpreting Social Status through (mostly first-person) Pronoun Use**

Presented by: Kiva Bennett

\*Please bring a phone/tablet to record your own mock interpretations for analysis. You will not be asked to share these recordings with anyone or to analyze anyone else's work besides your own\*

Human beings constantly co-construct social status relationships. These relationships are not fixed - someone you look up to may ask your advice; a seasoned interpreter may defer to a recent graduate in a particular setting. There is no inherent value in having higher or lower status in any given context, but we do act according to our perceptions of status.

Language is one way we construct and enact our status relationships, and pronouns give us clues about each person's perceptions of status. Pronouns often go unnoticed, but their use is linked to where their user's attention is focused. Research has shown that pronouns, specifically first person singular pronouns, signal the perceived relative social status of conversation partners in American English, and there is emerging research suggesting a similar pattern in ASL. This emerging research is my dissertation, currently in progress.

Understanding how pronouns perform status can help interpreters mitigate unintentional misrepresentations of how our consumers perceive one another, better allowing them to co-construct their own social status relationships.

At the conclusion of the activity, participants will be able to:

- Participants will be able to identify and analyze pronoun use in their own language use
- Participants will be able to summarize research findings linking pronoun use and social status
- Participants will be able to design practice activities for reducing pronoun-related intrusions

Kiva Bennett (NIC) is a Florida native, now living in Washington, DC. She holds an MA in linguistics from Gallaudet and is currently pursuing a PhD in linguistics. Kiva likes to research and to teach. She periodically gets lost down the black hole of procrastination by means of investigation, trying to find ways to enhance her skills. Upon surfacing, she's been known to say, "Hey, I bet other interpreters would love to know this stuff too!" And a workshop is born.

RID Prior Content Knowledge Level: Little/None

Target Audience: Working interpreters, interpreting students

RID CEUs: 0.2

**Saturday, 11/5/2022** 3:15pm - 6:45pm

**Lost in Interpretation: How to Be an Imperfect Interpreter**

Presented by: Amy Meckler

In a perfect world, we'd always understand everything we hear and see, and produce eloquent, perfectly equivalent interpretations. In the real world, we misunderstand, misspeak, and just plain miss what was said. Our measure as interpreters should be how well we cope with these challenges, how eloquently we can interpret with incomplete information, and how readily we can repair our errors. In this workshop, participants will learn how to craft an interpretation with incomplete information, how to avoid common voicing errors after missing key details, how to successfully repair voicing errors clearly and quickly, and what steps to take to (hopefully) avoid these errors from occurring. This workshop is intended for interpreters who wish to gain confidence with voice interpreting, or who wish to learn more strategies for complex voicing work.

At the conclusion of the activity, participants will be able to:

- List five types of interpreting omissions
- List two or more specific methods of eliciting missed information from the speaker
- List four causes of ineffective voicing after missing key details
- State two or more strategies for repairing voicing errors
- List four resources to draw upon after missing information while interpreting

Amy Meckler has worked as a Sign Language interpreter in New York City since 1993. She is the creator of the professional development workshops "Beyond Ethics: The Rules. Our Values. Our Vision," "Whatchamacallit and Thingamajig: English Expansion for Interpreters," "So to Speak: Interpreting Figurative Speech," and "Lost in Interpretation: How to Be an Imperfect Interpreter." Amy is an instructor in LaGuardia Community College's ASL/English Interpreting Program, and a staff interpreter for the New York City Department of Education.

RID Prior Content Knowledge Level: Some

Target Audience: Working interpreters, interpreting students, interpreter educators

RID CEUs: 0.35

**Sunday, 11/6/2022** 8:00am - 12:00pm

**Beyond Ethics: The Rules. Our Values. Our Vision.**

Presented by: Amy Meckler

Every decision an interpreter makes is an ethical one—from how to render the message faithfully to where to sit in the room. The NAD-RID Code of Professional Conduct provides a guide for ethical practice, but rarely can it provide a definitive answer on the right thing to do in any specific situation. What guides us, then? How do we make decisions in the moment, or reflect on our actions in retrospect, or the actions of our colleagues? Beyond Ethics is an interactive, participant-centered workshop, offering a framework for ethical decision making based on the values that drew us to the profession in the first place. Participants will gain new tools with which to make ethical choices, to reflect on their practice, and to lead a professional life more focused on their overarching values as interpreters and allies of the Deaf community.

At the conclusion of the activity, participants will be able to:

- state the difference between ethics and values.
- state two or more values that led them to becoming interpreters.
- state the history of RID's Codes of Ethics and other legislation/events that influence interpreters' decision making.
- state the values unpinning their ethical decisions in hypothetical scenarios.

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RID Prior Content Knowledge Level: Some

Target Audience: Working interpreters, interpreting students and interpreter educators

RID CEUs: 0.4

**Sunday, 11/6/2022** 8:00am - 12:00pm

### **Modeling Visual Language in the Classroom**

Presented by: Wink Smith

ASL link: <https://youtu.be/DT7U1Qg5a0E>

Educational interpreters are language models for Deaf students. For some Deaf students, their interpreter is their only language model for a signed language. This workshop will help you explore the meaning of being a 'language model' and how this modeling impacts students acquiring at least two languages within the school system, American Sign Language and English. The workshop then introduces concepts from cognitive linguistics to analyze how language provides access to knowledge structures through categorization and how each language provides a specific ways of viewing, or construing, that knowledge. With this foundation in place, you will then review and practice the depictive components of ASL. You will learn how each concept is used in the spoken language community, and then how the Deaf community has further specified and evolved these depictions into language and modality-specific units. After practicing these concepts, you will use real-world classroom stimuli to practice further entrenching these depictive techniques. One final goal in this workshop is to work toward becoming comfortable with using conventional depictive expressions in the ways, and with the frequency, that Deaf people do. \*Presented in ASL\*

At the conclusion of the activity, participants will be able to:

- define at least one role of a language model, the role of developing conceptual content via myriad of depiction devices
- demonstrate one example of how hearing people use depiction that is similar to the depictions found in ASL
- define metonymy and give one example of how it is used in depictive devices in ASL
- demonstrate how the English word photosynthesis can be metonymically depicted in ASL
- define how frame semantics helps us understand linguistic utterances

Wink, MA, MBA, NIC Master, enjoys researching and creating various workshops that focus on skill building through deliberate practice, which he wrote about in the RID Views, Winter 2012 issue. Presenting workshops the last ten years at national conferences (NAD, RID, Silent Weekend) regional conferences (RID I, II, III, IV, V), state conferences, and local workshops across the nation has given Wink experiences to enhance applications for interpreters of all levels. Wink is widely noted for the comfortable atmosphere he creates and the passion he exudes. Currently Wink travels full time performing, presenting workshops, and managing Winkshop, Inc, through which he has developed a dozen training DVDs. Wink currently is working on his PhD in linguistics from Gallaudet University where he investigates the embodied motivations of imagery in depiction. (ASL: <https://youtu.be/o4Pv0mAqETA>)

RID Prior Content Knowledge Level: Little/None

Target Audience: Working interpreters within the K-12 classroom

RID CEUs: 0.4