



ICRID INSIGHTS

Advocating for best practices in interpreting by fostering relationships with the Deaf community and interpreting practitioners; to provide support, the development of equality, professionalism, and excellence within the profession of sign language interpreting throughout Indiana.

President's Ponderings - Colleen Geier, Ed.D., CI/CT, ICRID President

Happy New Year! I'm having a little trouble believing it is 2018 but here we are. I hope the new year has started off well for everyone. We had a board meeting on January 6th and are continuing to discuss what we need to accomplish this year. Work is moving forward on plans for ASR and an interpreter workshop in April. Friday evening April 13 we'll start off ASR and have a bit of a celebration - more details to come, and Saturday we'll split up with interpreters attending their workshop and HS and college students participating in the traditional ASR activities. We hope that both groups will spend time together for meals and social times. You will be hearing more about the specifics of ASR soon.

We're also working on plans for the annual conference next fall. It seems strange to be thinking about fall already but there is a lot of work to be done. Speaking of which..... We need help with some committees, especially the professional development committee. So if you like planning workshops and events let us know and get involved. We also want your ideas for workshops you would like to see offered. We not only want to set up workshop through ICRID but to partner with other organizations that offer workshops. We're researching options for doing more online workshops or recording and archiving workshops that are offered. Let us know what you think! Give us topic ideas and names of possible presenters, let us know where in the state there is a need for more workshops or discussion groups.

I have established a new committee which is currently called The ITP Committee. Becca Yoder, who is a senior at Goshen College, is heading up this committee and working to develop connections with the ASL clubs and interpreting programs at IUPUI, Goshen College and Bethel College. Students who are dual members of ICRID and RID can join any committee and help to guide ICRID. Even if a student isn't planning to stay in Indiana after graduation, working with ICRID would be great training for the work we hope they'll do in another state chapter. It also looks good on a resume so encourage students to get involved.

As I wrote in the last newsletter, we want and need your ideas and input. I told you that the board wants to find ways to make ICRID relevant and useful for the members. So please communicate with us, tell us what you need. To help you do that, I'm including some email addresses that you can use to communicate with the board or to reach the right person for questions you have.

Colleen - president@icrid.org

Becca - vicepresident@icrid.org

Judy - secretary@icrid.org

Eric - treasurer@icrid.org

Justin - 1mal@icrid.org

Karen - 2mal@icrid.org

Natalie - 3mal@icrid.org

Jesse - 4mal@icrid.org

Website or social media questions - webmaster@icrid.org

Newsletter questions/submissions - editor@icrid.org

Membership issues - Membership@icrid.org

CEU issues - CMP@icrid.org

RAPS questions - RAPS@icrid.org

Here's my quote for this issue: "Many hands make light work." John Heywood (c. 1497-1580) It may have originated a long time ago, but it is certainly still true today.

Stay warm,

Colleen

ICRID ASR 2018



That's right! It's time once again for ICRID's Annual Spring Retreat. This year's theme is "We're Going Places: Come With Us!" and it will be held at Goshen College. The ASR is an awesome opportunity for ASL students, interpreting students, and working interpreters to learn side by side while forming community connections. The ASR is an immersive experience where all participants are encouraged to use only non-verbal means to communicate. Be that via ASL, gesturing, or old fashioned paper and pencil, all participants will learn (or take a refresher course) on how Deaf and Hard of

Hearing individuals make their way in a hearing world. To make sure that everyone follows this rule, there is a modest penalty of 25¢ per word spoken. Make sure you bring a roll of quarters if you're inclined to be chatty!



Below is the schedule of events if you are thinking of going this year. We'd love to see you! The final details are still in the works. Check www.icrid.org for details as they come out. There will be separate tracks for ASL students, student interpreters, and working interpreters. Whatever your level, you'll find something to suit you.

Friday, April 13th

5:00-6:00	Registration & move into dorm rooms
6:00-6:15	Welcome/Orientation/Announcements & Voices OFF!!
6:15-9:15	Bon Voyage Party
9:15-11:00	Games & Socialization (meet new people)
11:00	Lights out

Saturday, April 14th

8:00-8:45	Breakfast & Registration (Voices off throughout the day)
9:00-12:00	Session 1
12:15-1:15	Lunch
1:30-4:30	Session 2
4:45-5:00	Wrap up

From the Editor:

I highly encourage everyone reading this to attend the ASR. I remember my first ASR vividly. It was 2004 at ISD, and I was an ASL student at VU, just trying to figure my way through this new language I was learning. I was so nervous heading into it because I didn't know what in the world I would do if I couldn't talk. At the meeting that opened the weekend, they explained what "voices off" meant. I was sweating bullets because I forgot to bring quarters to feed Bernie the Blab Jar. They allowed us one final, primal scream to get any noise out of our system, and then it was all silence. We all let out a shout and then at the signal of one of the people leading it, we all fell silent. It was surreal. The rest of the weekend was more eye-opening than I had ever dreamed. We played with language, we talked with each other however we can, and I remember being shocked at people talking after we were allowed to speak again.

Zach Evans, Editor of INSights

Educational Interpreter's TOP-TEN list

By Judy Cain, CI & Ed:K12

Mentor, teacher, interpreter

I am a firm believer that educational interpreting is the most difficult, most taxing, most complex, and most important type of interpreting there is. Community interpreters may not agree with me, but I challenge any of you to try it for a couple of days. Educational interpreters hold the DHH student's future in their hands; almost quite literally. Think about it. If the DHH student has full linguistic access to the classrooms, can fully participate and understand what the teacher is teaching and what is expected of them, they will have more opportunities after high school or college. If, however, their access, their interpreter(s) are not able to provide that full access or keep up with the linguistic demands, then the DHH student will have to interpret the classroom content for him/herself after watching it on the interpreter's hands. By the time the student guesses some kind of meaning, the class has moved on to the next section and once again the student will be lost. Believe it or not, the DHH student's job is NOT to interpret the meaning of the classroom content. Their sole job is to learn the content the teacher is teaching, just as it is for the other students. The interpreter's job is to interpret the content and social structures in a way that the DHH student can understand it and then do the work of learning the content.

The overall ethical tenant is "Do No Harm!" I sincerely hope, as you think about your own work that you can evaluate to see if you are doing GOOD or doing HARM. If you are not doing Good, here are some things you can do to change your interpreting. I am often asked to help educational interpreters improve their skills and knowledge. So I have come up with a list of 10 things to focus on to improve the product you provide to the Deaf and Hard of Hearing students that you work with. These are not necessarily in order of importance but kinda.

1) *Slow down and be clear* – Many interpreters think that faster is better and faster makes a clearer/better interpretation. This is simply false. I remember in my early days having fingerspelling competitions with my classmates and students on who could fingerspell the fastest or sign the fastest. Even the SEE practice tapes delineate by speed (words per minute). After a few years of teaching DHH students, I came to realize that faster isn't necessarily better. I would spend a lot of time re-signing/re-interpreting the message because the student didn't understand it the first time. BUT, when I slowed down the first time and allowed myself time to craft a clear thought, I didn't have to repeat myself as much. The students understood the message the first time. By slowing down, you can save time.

2) *Know the teacher's goal for the lesson* – Don't we always produce a better product if we have a little bit of knowledge before we begin interpreting? This is particularly important and true of educational interpreting. Knowing where the teacher is going with the lesson will save the interpreter time as well. I cannot tell you how many times (early in my career before I knew better) that I had to go back and fix the interpretation because I misjudged where the teacher was going or what she was trying to accomplish with the students. Once I got it through my thick skull, things are much better. I ask the teacher at the beginning of class what she wants the kids to know today. Or, what are the kids doing today? Or, what is your goal for today? It's a simple thing but it gains a lot of information. Interpreters can also look to the agenda or board before class starts. Many teachers will post the agenda for the day. This contains a wealth of information for interpreters. We just need to work smarter, not harder when it comes to knowing the teacher's goal for the day.

3) *Figure out the WHY first* – This goes with the previous one. The WHY is the place to start. You can't interpret if you don't know the overall point or goal. Think – "Why is the teacher talking? What is she trying to get the kids to learn? What will the kids need to do at the end of the lesson? This is a paradigm shift for most interpreters; most have the default setting of "hear a word – sign a word."

4) *Identify and convey key concepts/vocabulary/ names* – After identifying the teacher's goal and figuring out the WHY, next interpreters need to identify the key concepts and key vocabulary specific to this lesson. These words and concepts support the goal and support the overall reason the teacher is talking in this lesson. They also support literacy development.

5) FINGERSPELLING -- Educational interpreters have the responsibility to help develop DHH students' literacy skills (not hinder them). This can be accomplished through fingerspelling key vocabulary and concepts. Many interpreters avoid fingerspelling at all costs and even go as far as inventing signs and name signs so they won't have to fingerspell anything. This view and practice may help interpreters hide their lack of fingerspelling skill, but it hinders the DHH student and their development. Think about when you learn a new concept or word. Can you master (own it) that word or concept after hearing, reading, seeing it just one time? Probably not unless you have an eidetic memory. Frances Beauvirage from the EIPA test center states that DHH students need to see a visual representation of a concept or word at least 9 but better to see 15 times for them to actually know that concept. For the interpreter, that means FINGERSPELLING – clearly and deliberately OFTEN.

6) Whatever is said or heard aloud MUST be interpreted – “I have a student who can hear a little so I don't interpret when the teacher is reading aloud.” “My student doesn't watch me anyway, so I put my hands down.” I can't tell you how many times I have heard this statement or something like it over the years. Both of these could not be more incorrect!! Just because a student has some hearing and wears a hearing aid or a cochlear implant does not mean they understand everything they are hearing. If the student has an interpreter (communication assistant, communication facilitator, or whatever the schools label it) as a service – You NEED to interpret EVERYTHING!

So, what if the student does not watch you all the time. That is their right (especially secondary). Even students who do not constantly watch the interpreter peek in from time to time when they need to, but if your hands are down how can they peek? This practice will lead to misunderstanding the concepts and content, frustration on the student's part, lack of ability to complete the assignments correctly and much other negative fallout. Remember, the ears are nerves and never get tired; we can listen all day long and not become fatigued. Eyes, on the other hand, are muscles and are prone to fatigue. Can you watch signing ALL day long and not become tired? No wonder sometimes the kids check-out for a little bit.

7) Don't make the DHH student do the interpreting – The interpreter's job is to.... (drumroll.....) INTERPRET. I know, I know, you already know that is your job. But are you really interpreting or are you just throwing a bunch of words out to the student and hope some of them stick and some of them make sense? I attended a workshop by David Evans once and one statement he said in that workshop has stuck with me ever since (it also hit me right between the eyes). He said (don't remember exact words, but you get the idea)... It is not the student's job to interpret; their job is to learn and the interpreter's job is to interpret. He went on to explain that interpreters often just are signing a bunch of words that they hear and don't realize (or don't care) that it makes no sense to the DHH student. That means the student has to figure out the meaning of the sign splatter coming their way before they can start an assignment or answer a question, or whatever they need to do. Is it any wonder why DHH students sometimes fall behind and become frustrated? They are doing double duty and should earn a paycheck as an interpreter instead of the actual person hired to interpret.

8) Produce COMPLETE sentences/thoughts in ASL – In English run-on sentences and fragments are annoying to read. In ASL run-on sentences and fragments are also annoying to see. This goes back to that “I hear a word; I sign a word” mentality. If you are operating at that level of interpreting it is very easy to become overwhelmed and behind so the easiest thing to do is to just drop the end of one thought and start the next one because the speaker (teacher) is still talking and you are not caught up. This produces a lot of fragmented thoughts that make no sense at all to the DHH student and forces them to do the interpreting for themselves. When the teacher is talking and you just keep going without thinking about where to complete a thought or make smooth transitions between thoughts the problem for the student is the same.

9) Use ASL Space / Constructed Action/ Constructed Dialogue and Personification – I would be willing to bet that many interpreters are not as comfortable with these concepts as they want to be. I certainly know I do not utilize these ASL features as much or as effectively as I would like to. We all know that English is a linear language and ASL is a 3-D language that utilizes the space in front of us to make things visual. When watching native signers explain something or Deaf teachers teaching a concept things are so clear and easy to understand because of the use of ASL space CA/CD and personification. If we produce a message that is linear (word for word, or English word order construction) using ASL signs, the message can lose almost all of its meaning.

10) Put yourself in the DHH student's shoes – Would you want to learn from you all day? Could you learn from you if you had to watch you interpret all day? Could you even watch you all day long without getting a migraine? If you do not know, video tape (I know that is an old term) or record yourself interpreting something and then watch it back without sound. Can you understand you? You might be surprised at what you see. Think about the DHH student who has to watch you all day long and learn the content from what you provide to them. If your answer after watching it is “Oh my gosh!” or “I don’t understand anything!” or anything similar to that, you need to change your ways and improve your craft.

You may think I have been pretty blunt and bold in my statements, but I do not apologize for that. My primary focus is on the Deaf/Hard of Hearing student and their education. I apologize if your feelings are hurt by reading this but not for what I have said. If your feelings are hurt, then you need to analyze your work and make the appropriate changes. The Deaf/Hard of Hearing students in all of our schools deserve the very best. I meant it when I said we have the DHH student’s life in our hands. We could add a handicap to their learning and earning potential or we could help kick-start it to what their true potential can be. Which do you want to do? It’s time for educational interpreters to start thinking about the DHH students they are serving and improve their interpretations.

Upcoming Local and Regional Workshops

Indiana:

2/16/2018 - [Interpreter Wellness: Yoga & Chair Massages](#)
Contact: training@LUNA360.com

2/17/2018 - [Don't Be Mad If I Don't Look: Accommodating HoH Consumers](#) Contact - adreine@sharpeyed.org

Ohio:

3/10/2018 - [National Certification: A Glimpse at Preparing](#)
Contact: Dru.roney@purple.us

Illinois:

2/6/2018 - [Black Deaf History Through the Lens of History](#)
Contact - clarka48@morainevalley.edu

2/10/2018 - [Mastering the BEI - an Introduction](#)

2/11/2018 - [Enhancing Patient Care: Considerations for LGBTQ+](#)

2/11/2018 - [Building Relationships: Effective Team Interpreting in Higher Education](#)

2/18/2018 - [What Would You Do?](#)

Contact: llambert@anixter.org

3/11/2018- Interpreter Defense 1

Contact: jennesimpson@gmail.com

3/18/2018- Interpreter Defense 2

Contact: jennesimpson@gmail.com

3/25/2018- Interpreter Defense 3

Contact: jennesimpson@gmail.com

Kentucky:

2/10/2018 - SHINEYHEAD

Contact: megan.collins.1@louisville.edu

Michigan:

2/10/2018 - [Interpreting in Mental Health, Session II](#)

Contact: Lesliepe@med.umich.edu

February 16-18, 2018 - [DHHS Silent Weekend](#)

Contact: workshops@deafhhs.org

Multiple Dates & Locations: [Ethical Discussion Group](#)

Contact: jenlibiran@gmail.com

3/3/2018 - [Religious Praise & Interpreting Workshop](#)

Contact: gracecovering@gmail.com

3/10/2018 - [Interpreting in Mental Health, Session III](#)

Contact: Lesliepe@med.umich.edu

3/24/2018 - [EIPA Skill Development Workshop](#)

3/24/2018 - [Post-Secondary Interpreting](#)

Contact: sls@madonna.edu



Thanks for reading!