



DR. DEBRA RUSSELL

EDUCATIONAL TRACK

Target Audience: Interpreters working in Kindergarten to Grade 12 settings

This educational workshop track is designed to draw our attention to strategies that can be used to provide effective interpretation in educational settings. Drawing on current research, we will combine theory and practical exercises in order to understand what teachers are doing with language and how to balance the interaction demands of the classroom with “teacher talk”. We will also explore macro and micro preparation techniques that can also improve the interpretation and allow the deaf child to engage in meaningful ways both academically, and socially.

10/19/2019

Session A 9:00 AM – 12:00 PM

Session B 2:00 PM – 5:00 PM

.6 CEUs Professional Studies

You must attend both educational sessions (A and B) to receive CEUs.

Participants will identify 10 evidence-based strategies used by effective teachers in promoting critical thinking among students;

Participants will recognize 10 evidence-based strategies used by effective teachers in promoting academic, intellectual and social engagement among students;

Participants will review linguistic strategies used by Deaf teachers to promote critical thinking among students:

Participants will practice using 5 preparation strategies prior to interpreting 5 practice texts in English and ASL

Participants will engage in feedback conversations with colleagues about the quality of interpretation based on the practice scenarios.

10/20/2019

Session C 8:30 AM – 12:30 PM

.4 CEUs Professional Studies

Participants will review with a peer the 10 evidence-based strategies used by effective teachers in promoting critical thinking among students;

Participants will review sample interpretations in small groups, identifying effective practices and less effective practices;

Participants will discuss case studies from the perspectives of interpreter decisions and the impact of on student engagement;

Participants will reflect on the video perspectives of 4 deaf students addressing their experiences with interpreters;

Participants will work in pairs to provide interpretation within a team-based simulated classroom, and analyze their own work and receive feedback from their colleague’

Participants will create 3 professional development goals that they can commit to over the next year in order to support effective classroom interpreting

GaRID is an Approved RID CMP Sponsor for continuing education activities. This professional studies program is offered for 1.05 CEUs at the some/extensive Content Knowledge Level.

NIGEL HOWARD



POWER, PRIVILEGE, AND OPPRESSION (PPO) TRACK

Target Audience: Professional Interpreters and the Deaf Community

10/19/2019

Session A 9:00 AM – 12:00 PM

Session B 2:00 PM – 5:00 PM

.6 CEUs Professional Studies

You must attend both PPO sessions (A and B) to receive CEUs.

10/20/2019

Session C 8:30 AM – 12:30 PM

.4 CEUs Professional Studies

This workshop will explore the power and privilege associated with various interpreting situations where they may directly or indirectly influence the interactive discourse of parties involved in the progress. Participants will have the opportunity to recognize, acknowledge, distinguish and discuss the definition and applications of power, privilege and oppression. Perception will be discussed and demonstrated such as the assumption of competency or incompetency of Deaf individual(s). This workshop will provide real life examples, and numerous hands-on activities and interactive discussions.

This second part of workshop will explore in greater depth of the power, privilege and oppression tied with ethics associated with various interpreting situations where they may directly or indirectly influence the interactive discourse of parties involved. The application of ethics in interpreting situations such as, and in particular, medical, mental health and legal will be discussed and demonstrated with real life examples. This workshop will provide real life examples, and numerous of hands-on activities and interactive discussions.

Educational Objectives:

- Participants will identify at least 3 situations where power and privilege may affect discourse outcome for Deaf individuals or groups.
- Participants will identify 3-5 strategies strategies to maximize effective interpretation techniques for all parties.
- Participants will recognize and distinguish the direct and indirect influence of power, privilege and oppression in various situations.

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