

FACES

Who we are
What we do

WINTER 2016 ISSUE



Editor's Remarks

Hello GaRID Supporters,

Welcome to the winter 2016 issue of Faces. Three years ago I began editing this publication and have enjoyed the creative outlet it has offered me. I have appreciated meeting and working with all of the wonderful people whose paths I have crossed. As the torch is passed on to a model interpreter within our community, I look forward to the continued success of our newsletter.

In this issue:

- When is an interpreter a teacher?
- Will you be counted for #GaRIDServes?
- View upcoming workshops and opportunities for CEUs
- Paying homage to trailblazers within our community
- Welcome to the new editor of Faces

See you around in the community!
-Holly Jackson



FROM YOUR BOARD OF DIRECTORS...

The GaRID Board has gotten off to quite a productive start this year. The Board met Jan 30-31, 2016 in Dawsonville, GA for their annual retreat. Annual goals for 2016 were identified as follows:

- ◆ Mentorship - Jenny Moyer and Sarah Barnes will transition in as the new leadership of the program.
- ◆ Provide information in ASL in order to model the official language of our organization at all of our events and announcements.
- ◆ Grow our membership through outreach to our state's two interpreter training programs. Current membership is at 307.

Board members will be representing GaRID at several conferences and post-secondary institutions this year:

- ◆ Debbie Lesser and Anna McDuffie will attend Region II in Charleston, SC, August 4-7, 2016.
- ◆ Amy Peterson and Jeffrey Bigger will attend NAD in Phoenix, AZ, July 5-9, 2016.
- ◆ Debbie Lesser will make a presentation to the students of Perimeter College of Georgia State University's Interpreter Training Society and also reach out to Valdosta State University and their ASL Club.

GaRID Serves is a program under development by Anna McDuffie that has been carried over from our Fall Conference. Service is the action of helping or doing work for someone. GaRID has set a goal of 1000 service hours. An ongoing tally can be found on the GaRID website and monthly reminders will be sent to membership.

What can you give as a member of GaRID?

How will the Deaf community look this time next year after we have infused 1000 hours of giving and serving?

Email your volunteer hours to garidserves@gaird.org.



Interpreter or Teacher?

In a mainstream educational environment, when is a teacher an interpreter and an interpreter a teacher?

I've been fortunate to work as a teacher of the Deaf and Hard of Hearing (D/HH) and an interpreter for the D/HH in Georgia for many years (30+) and am still active in both fields (state-certified to teach and nationally certified to interpret).

I am currently working as a teacher in a mainstream D/HH program and work part time interpreting at a VRS company. My school has three D/HH teachers and four school interpreters. At school, I am **not** an interpreter. The general education staff at my school understands our roles are different. There are times when an administrator will come to my class and want to talk to a D/HH student (ex. a behavior problem). I ask the administrator to find out if one of the school interpreters is available. If not, I will ask if the issue can wait until an interpreter is available. I think my predecessors have educated the "general" educational staff that teachers teach and interpreters interpret. However, do the roles intersect? Does an interpreter ever find him/herself teaching and does a teacher of D/HH ever find him/herself interpreting?

Do our interpreters teach? Do parents teach their children? Do grandparents? Are you teaching when giving directions to a friend? When I explain to the cashier in the grocery store who has just moved to Atlanta that I-285 is a circle (sort of) around the perimeter of the city, am I teaching? Naturally, we are all teachers. All educational interpreters I know will clarify directions when a D/HH student asks. But, is that stepping outside the role of interpreter? My belief is that the roles do and should intersect.

A case in point: One of our school interpreters comes into the D/HH homeroom to interpret announcements every morning. The music begins as students are directed to the screen for the pledge to the flag and the beginning of the dreaded announcements. A student begins reading with a monotone voice, yet at lightning speed, "The word of the day is **ambivalent**. The word means..." reading four very wordy and abstract dictionary definitions. The best interpreter in the world would have difficulty doing full justice to a complete interpretation of the message because of how the message is delivered. (You know the situation—someone is reading a script and you are thinking, "God help me through this!") Our "poor" interpreter (like any one of us) is trying his/her best to get "some" of the information across. After days and weeks of seeing our students glaze over when this occurs, I asked the interpreter if I could just write the word on the board. Then, we together come up with the most common definition and possibly an equivalent in sign language. She readily agreed. We (the interpreter and D/HH teacher) are working toward a common goal—good clear communication that will actually benefit the student and his/her literacy success.

Jim Roberson, M.Ed., CI, CT



GaRID

M A A D
membership appreciation day

**REGISTRATION IS
OPEN!!!!**

April 30, 2016

ASL Expansion Techniques

William F. Ross III

Perimeter College Auditorium
555 N Indian Creek Drive
Clarkston, GA 30021
9AM – 5PM

Optional Lunch \$12 (Moe's Buffet)
Register Online at www.garid.org

William F. Ross III, a child of Deaf parents, has been interpreting for more than 30 years and holds dual certification (CI/CT) from the Registry of Interpreters of the Deaf. He has a Master of Science Degree in Special Education from Missouri State University. Currently, Bill is an Associate Professor in the Carlstrom Interpreter Training Program at North Central University in Minneapolis, Minnesota. Mr. Ross was previously employed as the Director of the Communication Access Support Services Department at North Carolina School for the Deaf (NCSD); where he established the NCSD Mentorship Project and Distance Learning Initiatives Mentoring Program to provide ongoing support to educational and freelance interpreters. He is passionate about building mentoring relationships, studying ASL and accompanying interpreters on the journey of interpreting. Formerly, Bill held the member-at-large board position with Minnesota Registry of Interpreters of the Deaf and was the fund raising chair.

Rebecca Silva Photography

**.6 CEUs
free**

#GaRIDServes

- ◆ *Goal - 1000 service hours*

No Incentive

No Requirement

- ◆ *Tally on the website*

- ◆ *Monthly reminder*



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service into it?*

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In Memoriam

Sadly, we lost three great individuals from our community. We honor their memory and contribution to the Deaf Community and the interpreting profession.

Ann Gomez: Wife of Mark and proud daughter of Ruth and Ralph Benson, Ann was a CODA and interpreter for the entirety of her life. She was known for her kind spirit and sweet disposition. Her legacy as an interpreter and friend will not be forgotten.



Jeanette Lorch: Lifelong Deaf Community member and tireless advocate, Jeanette was a long time associate of GACHI and the founder of Silent Fingers and Deaf Seniors of GA. She was a champion of her community and will be greatly missed.

Robin Titterington: A dynamo with a big heart and mom to her "fur children", Robin was known for her advocacy and support for the Deaf and interpreting communities. Her years spent at Georgia Interpreting Services Network (GISN) as director and working for the State of Georgia helped to advance exposure for individuals with disabilities throughout the state. Her contributions will not be forgotten.



A CREDO FOR DEAF AMERICANS

We don't choose to be the common linguistic minority.....

It is our right to be the uncommon and noble linguistic minority.....

If we can, we seek opportunity, not security.....

We don't wish to be "kept" citizens, humbled, dulled by having the state look after us.....

We want to take the calculated risk.... to dream and to build, to fail and to succeed.....

We want to abolish stereotyping and to remove the prevalent public mentality toward prejudice.....

We will not tolerate biased perceptions, criticisms or censures of our beloved American Sign Language.....

We will not accept abuse of our Deaf identity by oppressors, nor our rights to self-determination.....

We refuse to barter incentive for a dole....

We prefer the challenge of life to a guaranteed existence; the thrill of fulfillment to the stale calm of Utopia....

We will not trade freedom for beneficence, nor our dignity for a handout.....

We will never cower before any master, audism, or paternalistic attitudes, nor bend to any threat of discrimination.....

It is the heritage of our Deaf Culture to stand erect, proud, and unafraid; to think and act for ourselves; to enjoy the benefits of our creations, and to face the hearing world boldly and say, "This we have achieved."

All of this is what it means to be Deaf Americans.....

**By Frank James John Lala, Jr., Ph.D.
Past President – Georgia Association of the Deaf**



Introducing Our New Editor



It is my pleasure to serve as your new editor for GaRID Faces. I am originally from upstate New York, but I have lived in Georgia so long now that I almost feel like a native. I have been a freelance interpreter for almost twenty years but still feel like I learn something new about this fabulous profession every day. When I am not doing the job that I love or spending time with my family, I enjoy spending time with friends, making a little art here and there, and yes, of course, playing around with fonts, clip art and the like.

I look forward to continuing the great work of previous editors. I hope everyone enjoys future issues as much as I have enjoyed past ones.

Yours,
Adrienne Clegg CI, CT, OTC & SC:L

**North Georgia Interpreters for the Deaf
proudly presents:**

Developing Receptive Skills

**Saturday, April 16, 2016 from 9:00 am to 3:30 pm
(includes 30 minute lunch)**

This FREE workshop will focus on improving visual receptive language skills among sign language interpreters and/or users. Many interpreters/signers for the Deaf today acquire ASL as a second language; the ability to understand the language is critical to a comprehensive understanding of the signed message. Providing interpreters with the tools needed to identify areas of concern will aid them in acquiring the skills needed to comprehend the message and render an accurate interpretation. Attention will be given to various techniques that aid in developing greater receptive ability. Some topics addressed: contextual clues, numeric recognition, fingerspelling, regional signs, and techniques used to elicit repetition from Deaf speakers.

This workshop will be presented for .6 (free) CEUs (PS) and there will be a 30 minute lunch break. **LUNCH WILL BE PROVIDED, FREE OF CHARGE!**

Presenter: William F. Ross III, CI/CT

Workshop Location:

**Walker County CEC (Consultation and Evaluation Center) -
925 Osburn Road, Chickamauga, GA**

**Phone number on the day of the workshop:
423-774-0064 or 423-290-0781**

Deadline for Registration: April 8, 2016

To register, please send an email with your name and any special accommodation needs to: northgeorgiainterpreters@gmail.com

***Interpreters for the deaf will be available upon request. Deadline for requesting an interpreter is March 31, 2016 ***



Georgia Registry of Interpreters for the Deaf
is the proud sponsor of RID CEUs.

EIPA Performance Test Pre-Registration Form for Georgia residents: 2015-2016 School Year



Please circle your preferred testing date or dates.

Testing Site: **Atlanta Area School for the Deaf**
890 North Indian Creek Drive
Clarkston, Georgia 30021

Testing Dates: July 22-23, Aug. 26-27, Oct. 28-29, Jan. 27-28, March 23-24, June 8-9

Testing Site: **Georgia Academy for the Blind**
2895 Vineville Avenue
Macon, Georgia 31204

Testing Dates: Sept. 23-24, Dec. 2-3, Feb. 24-25, April 27-28, June 15-16

Name: _____

Street Address: _____

City, State and Zip: _____

Mobile Phone: _____ Email: _____

Testing Fees:

1. **Due now** – Non-refundable administration fee: \$50.00

Please mail this pre-registration form along with a **check** or **money order** made payable to **Pioneer RESA** to:

Dr. Frank Nesbit
Special Education Services
Georgia Department of Education
1870 Twin Towers East
Atlanta, Georgia 30334

The deadline to have all paperwork and payment to the proctor is **30 days prior to the testing date**. Once the payment and form are received, a testing slot, if available, will be assigned to you, and your proctor will send you additional information about the testing process. If a slot is not available on your preferred testing date, your proctor will contact you via email concerning future testing options.

2. **Due the date of your test-** \$335.00 (check or credit card). Please and make your personal check payable to **Boys Town National Research Hospital** or BTNRH.

Proctor: Dr. Frank Nesbit, Ed: K-12

Email: fnesbit@doe.k12.ga.us

Phone: 404-844-8741 (mobile)

BOARD OF DIRECTORS



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Member At Large 3

BOARD OF DIRECTORS



**Back Row, Left to Right: Jeffrey Bigger, Donna Flanders, Debbie Lesser, Laverne Lowe
Front Row, Left to Right: Anna McDuffie, Amy Peterson, Erika Munro**

**Want to learn more about each board member?
Read their bios at www.garid.org under "About Us" then "Board Info."**