

# GARID FACES

## State Conference in Pictures | STEM: Dual Perspectives

### Editor's Note

As winter is coming to an end and the daffodils start peaking through the soil, we can look back on a fantastic winter season and an epic state conference. Membership Appreciation Day (MAD) is fast approaching. Bill Ross will once again bring his talents to Georgia. We hope to see all of you there. As always, if there is anything you'd like to see in the upcoming newsletter please don't hesitate to contact me. I'd love your article ideas for the next edition of FACES.

Your editor,

✦ Adrienne Clegg, CI/CT, SC:L

### Upcoming Events

- **April 14-15, 2018:** MAD Weekend, Kennesaw State University, Marietta Campus
- **April 21, 2018:** Interpreters in the Black Deaf Community, Decatur GA
- **July 18-20, 2018:** Region 2 Conference, Gulfport MS

### State Conference Photo Rewind

Special thanks to photographer, Eric McDuffie



---

## Interpreting K-12 in STEM Settings Workshop, Presented by Chris Kurz PhD. Deaf and Hearing Perspective

---

Deaf Perspective:

### Nancy Kelly Jones

Near-native Atlantan, School experiences include 9 years at the Atlanta Speech school, four years in public school with no support services and finally, graduation from a Deaf school (learned signs for the first time at age 17; met her first Deaf adult during her senior year in hs!) BA and MA from Gallaudet University 15 years at Atlanta Area School for the Deaf 25 years at Illinois School for the Deaf Currently rewire as an ASL/English bilingual mentor at AASD Sign coach for Sign1News GA PINES Deaf mentor Sorenson DI "



Click link below to view vlog

<https://youtu.be/jaOuQHk5kkk>

## Video content outline:

Introduction: NKJ, 40 years in the field, RSC and now DI (working on the C part)

Teacher – ask students what they remember from previous lessons – powerful assessment tool

Asking myself what I remember from Chris's presentation (two months later!)

First of all, where was he when I grew up in school?! Struggles with math and science until I had a Deaf teacher during my senior year --- paaahhh!!!

1. difference between bacteria and virus!
2. using the same sign (i.e. circle) at 3rd grade and also, 10th grade geometry?! (message: use Academic ASL and social ASL)
3. Students are being exposed to ASL via L2 users! Deaf Community role?

Other highlights – touch up on various STEM topics such as fractions, the planet system, discussing difficult or uncomfortable topics with tact (i.e. doing homework beforehand, check with resources online or others in the community, attending events in the Deaf community (where were you guys the other day at the Hedy/Heidi movie?).

My wish list? More of Chris! More Deaf participants – helpful for the interpreters (examples: iPhone and also thank you/welcome!)

## Hearing Perspective

Rosalyn Livsey, CI



Rosalyn Livsey was taught sign language by the Deaf community when she was a teenager. Although just wanting to learn the language to mingle with her new friends, she later decided to become an Interpreter.

Rosalyn has an AS in Interpreting and BS in Criminal Justice. She received her Certification in Interpreting in 2009. Her goals are to continue to improve her craft and go on to become a legal interpreter.

### STEM and the Future of Interpreting

I have recently been watching videos about interpreting music for the Deaf community.

The days of “just” interpreting the words are soon to be a thing of the past. Conveying the tempo, the bass and the melody are now being introduced, and, oh yeah, don’t forget the lyrics. So, what’s my point? The way we interpret is changing. I came to this realization after I attended a workshop presented by Christopher A.N. Kurz, Ph.D.

His workshop was titled, “Interpreting in K-12 Setting Series: STEM Concepts”. STEM stands for Science, Technology, Engineering and Math. Classrooms are now equipped with advanced technology to assist students in learning. This puts STEM schools at a greater advantage than non-STEM schools. The question is, are our Deaf students able to take advantage of the technology offered?

Here is a quick example, like the one Chris gave during his workshop. The teacher says, “We are studying the eye today,” and a 3D model of the eye is projected in the air. It rotates so that the students can see the various parts. The teacher continues the lecture, “the front part of the eye actually creates an upside-down image on the retina because it is curved.” The students locate the area being spoken of as the teacher continues talking without pausing. The students in this class are benefiting from the STEM technology in their classroom. Are all the students benefiting? No, not the Deaf student. He is looking at the interpreter while the teacher is talking; he doesn’t have the opportunity to look at the 3D model during the lecture. Sure, he may have a picture in his textbook, but is that equivalent to what the other students are experiencing?

Well, what does any of this have to do with “us” as the interpreters? In this scenario, are we continuing to interpret just using the sign for the word ‘eye’? To do so would be a disservice to our students. Chris recommended that we “get familiar” with the technology and use signs that convey what the other students are experiencing. He showed us how to interpret the above example and it blew me away! He didn’t use any new or complicated signs, but when he was finished I felt like the 3D model was right there in front of me, this does raise a slight problem...access. In theory, obtaining the information ahead of time works, but, it’s not that easy. Sometimes, teachers do not want to share with interpreters, or they may stray from their lesson plans. Some interpreters do not have time in their day to familiarize themselves with the material that will be taught and/or the technology. What then? When we returned from lunch, that question was asked. Our presenter understood, and he empathized; however, all in all, he told us to do the best we can.

The best we can without making up initialized signs for science words that don’t have a sign or may not know the sign for. That, Chris shared, hurts our Deaf students. These ‘signs’ do not prepare them for the real world and when they go off to college, they are at a disadvantage. With that being said, he began to focus on the linguistic part of the workshop. I am not going to expand on this; however, all I can say is I had a deeper appreciation for ASL after experiencing to Chris’ workshop.

I truly enjoyed this workshop and I was disappointed by the number of educational interpreters who were not there to benefit it. He gave us many resources to assist us with the job we do. The ASL STEM Forum is a great resource, but it’s still a work in progress. The Forum can find on the web, you can learn from it and add to it as well. Using all the tools we have in our toolbox, we can change our interpreting process for the better and more clearly articulate complex materials for the Deaf community.

NAOBI-Atlanta presents  
Friends or Adversaries:  
**Sign Language Interpreters in the Black Deaf Community**

Participants will be able to identify some linguistic and cultural features associated with the Black Deaf community; become familiar with historical trends in sign language interpreting ideology; define the meaning of what it means to be an "ally" in the Black Deaf community; and develop strategies to develop a better relationship within the Black Deaf community.

**Spring Symposium**  
**April 21, 2018 9:00am-3:30pm**  
GCDHH-Jeannette Lorch Community Room  
(Back of the Building)  
4151 Memorial Drive, Suite 103B, Decatur, GA

**PRESENTER**  
**LEANDRA WILLIAMS, PH.D.**

**ABOUT WORKSHOP**  
This workshop will focus on the relationship between Sign Language Interpreters and Black Deaf consumers. Practitioners working with these consumers are often unaware of the history, culture, and linguistic variety of ASL used within the Black Deaf community which makes providing effective services a challenge. Discussion and role plays will focus on enhancing cultural competence, building stronger relationships within the Black Deaf community, and encouraging Sign Language Interpreters to serve as "allies" within the Black Deaf Community.

**TARGET AUDIENCE**  
Workshop attendees should consist of: IEP students, working practitioners, credentialed interpreters, and educators in the field of sign language interpretation.

**KNOWLEDGE LEVEL**  
Attendees can have "little to no" knowledge of the Black Deaf community, ethics associated with the sign language interpreting community, and ideologies related to serving as allies within Communities of Color.

**Cost \$35 for members and \$50 for non-member. Lunch included**

NAOBI-Atlanta  
Register online at [www.naobiatlanta.org](http://www.naobiatlanta.org)  
Please email special accommodation request to [naobiatlasecretary@gmail.com](mailto:naobiatlasecretary@gmail.com) by 4/1/18.

.6 CEUs offered in Professional Studies provided by GaRID



**Registration open:** **1.3 CEUs in P.S.**  
.65 per day

**Member Appreciation Days, April 14th & 15th, 2018**

**Presenter:**  
**Bill Ross**

Kennesaw State University  
1100 S. Marietta Parkway SE  
Marietta, GA 30060  
Physics Auditorium—H203(137)

**GaRID Member Price: \$15.00**  
**Non-Member: \$50.00 both days or \$30.00 for one day**  
**Registration open through 4/11/2018**

See page two for workshop descriptions. Free parking at KSU

<p><b>Saturday April 14th 9:00 am—5:00 pm</b> lunch provided, GaRID business meeting Registration opens at 8:30 am <b>"Our Choice of Words: The Art of Feedback"</b></p>	<p><b>Sunday, April 15th, 9:00 am—4:30 pm</b> 90 minute lunch on your own Registration opens 8:30 am <b>"The Art of Mentoring"</b></p>
--	--

GaRID does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

**DEADLINE FOR REGISTRATION: April 11, 2018, no late registration**  
You can register online from the [garid.org](http://garid.org) "events" page, or mail registration form below with payment, payable to GaRID to:  
Erika Munro, MS, NIC MAD chairperson, 4850 Sugarloaf Pkwy, Ste 209-195, Lawrenceville, GA 30044  
**ASL event**

Name: \_\_\_\_\_  
Amount Enclosed: \_\_\_\_\_ Day? \_\_\_\_\_ (Member: \$15.00/Non-Member: \$50.00 or one day for \$30.00)  
Email address: \_\_\_\_\_ Phone: \_\_\_\_\_  
Special Accommodations (must be requested prior to 4/4/2018):  
Buffet lunch from Moe's provided Saturday, 90 minutes lunch on your own Sunday

Partial CEU's will not be granted; participants must be present during the entire workshop to receive the 1.3 CEU's. No refunds.



**Member Appreciation Days, April 14th & 15th, 2018**

**Presenter:**  
**Bill Ross**

William F. Ross III, a child of Deaf parents, has been interpreting for more than 32 years and holds dual certification (CI/CI) from the Registry of Interpreters of the Deaf. Bill is the Program Director of the Carlstrom Interpreter Training Program at North Central University in Minneapolis, Minnesota. He has a Master of Science Degree in Special Education from Missouri State University. Mr. Ross was previously employed as the Director of the Communication Access Support Services Department at North Carolina School for the Deaf (NCSDD), where he established the NCSDD Mentorship Project to provide ongoing support to educational, religious and freelance interpreters. He is passionate about establishing 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.

**Saturday April 14th 9:00 am—5:00 pm**  
**"Our Choice of Words: The Art of Feedback"**

**Workshop/Course Description:** Terms prevalent in the field of interpreting are: deliberate practice, mentoring and professional development. Observation and feedback are integral to the application of those words. Collaborating with our colleagues affords us the opportunity to improve our skills, yet we are often protective and sensitive to the feedback offered regarding our work. Thus, mastering the skill of offering depersonalized feedback is critical for trust-building, fostering support, and open communication. Our choice of words can encourage or discourage interpreters; therefore utilizing specific terms and phrases enable feedback to be received more positively. Often it is not **what** we say, but **how** we say it that unintentionally causes discomfort among working professionals. Participants will be provided an opportunity to interpret (English to ASL) then practice offering **impartial depersonalized** feedback using terminology introduced during the training.

**Sunday, April 15th, 9:00 am—4:30 pm**  
**"The Art of Mentoring"**

**Workshop/Course Description:** Mentoring is an essential tool for the interpreting profession. This workshop will address some of the current styles or models of mentoring relationships: Process Mediation, Self-Directed, Guided Approach and the Peer Mentoring Model will be introduced and distinctions clarified. The role of the mentor and "apprentice" (mentee) in each will also be discussed. Terminology used to provide depersonalized feedback and encourage growth will be discussed, modeled and practiced along with a brief overview of the history of mentoring. Rather than exclusively adhering to one model of mentoring an eclectic approach to mentoring will be strongly advocated. There will be time to practice giving/receiving depersonalized feedback, listen to the apprentice express themselves utilizing self-directed approach and observe the mentor employ the guided approach; thus blending the best of the various mentoring approaches.