



NATIONAL ASSOCIATION OF INTERPRETERS IN EDUCATION

2017 National Conference on Interpreting in Education

Navigating the Future

IF IT'S TO BE, IT'S UP TO ME!

PRESENTATION SUMMARIES

Paula Rodriguez: Keynote

Educational Interpreters' Impact on Language, Identity and Self Esteem (knowledge based)

Reminding educational interpreters of the impact they have on children; how critical their role is and the importance of being mindful in their work daily so that their impact is as positive as possible.

Amanda Smith: Plenary

Being a Reflective Practitioner

This workshop will focus on introducing and applying the demand-control schema constructs to working interpreters. Once establishing the basics, the participants will be led through various activities that will apply the schema to their everyday work whether that be interpreting, developing interpreting skills, or mentoring.

This session will be an overview of DC-S with a significant emphasis on the intrapersonal aspects and how those impact the interpreter and the work produced.

Steve Greene: Plenary

***Neurodevelopment of Deaf and Hard-or-Hearing Children:
The interpreter's role with the child and the school system***

Brain development occurs in the context of a secure attachment relationship. Child neural development and attachment theory will be presented about children with and without hearing loss. The impact of hearing loss on cognitive, social, emotional, and behavioral development will be discussed. K-12 interpreters are often the only person, or one of a very few, in a Deaf/H-o-H child's life with linguistic and cultural competence. This puts K-12 interpreters in a unique and crucial position to promote ongoing development in all areas (linguistic, cognitive, social, emotional, behavioral). In addition to providing ongoing access in all domains, the interpreter often has to influence systemic change through the classroom teacher and with the school administration. This workshop will present information about child development and hearing loss, the role of the K-12 interpreter in supporting healthy development, and the challenges and role of the K-12 interpreter in influencing systemic change to support Deaf and Hard-or-Hearing children.

Amy Williamson and Jeanne Reis

Learning from the experts: What techniques are used for student engagement in direct instruction?

This session will focus on the task analysis of looking at the engagement strategies a deaf instructor uses in the classroom milieu. Focus will be given to strategies used to establish expectations and manage power dynamics in addition to conveying educational content. Content that satisfies instructional goals and literacy activities while also focusing on cognitive and social skills. Interpreters in K-12 settings can incorporate these engagement strategies in their work to create a more dynamic learning environment for the children they work with.

Paul Glaser

MATH?! How can I interpret in math?

Effectively interpreting math concepts in the classroom.

Dave Morrison

The Interpreter as Actor; using acting techniques to enhance interpretations

Interpreting as an Art, not Science. When confronted by an unexpected play, skit or performance, it is easy to be overwhelmed by the intensity of the setting and put forth a less-than accurate interpretation. But by using some basic theatre techniques, we can immediately separate the words/signs from the “theatrical presentation”. In this workshop, we will explore how vocal delivery; context and language structure can aid us in understanding the intended message. We will also learn what the actor learns: relaxation techniques, text analysis, and extracting a meaning from the text.

Kim Brown Kurz

Deaf children’s comprehension of direct vs. interpreted education

Educational Interpreting Research: Kim Brown Kurz, in her dissertation, found that students were successful at learning new information through an interpreted version, but they did learn more in general when they received the information from direct communication – from a teacher signing and teaching.

Mindy Hopper

“Aha” Moments: Navigating Incidental Learning

The presenter will present her qualitative research study pertaining this topic. The audience will get a copy of the participants’ version of the presented PPT and the audience will network and participate in group activities and will be able to identify the differences between formal, informal, and incidental learning through - Describe the Access-Participation Theory, Identify places where incidental learning opportunities might take place, Identify implications of accessing surrounding interactions, Describe their decision-making & filtering tendencies, List strategies of how to foster deaf students’ access to incidental learning opportunities.

Kimberly Hutter

Educational Interpreting: Reflecting on Our Past, Building Our Future

Angie O’Bleness

Common Core: How can Interpreters make use of state standard material?

This workshop will focus on developing knowledge of the common core standards established by the state. Interpreters will discuss teacher targets, pre-assignment controls and use the common core stimulus to prepare an interpretation, prep for tutoring and collaboration with the educational team.