

K-12 Interpreting: A Discussion Series



Facilitated by Rebekah Snider

6:30pm-8:00pm ET via Zoom

Full series: \$110, 0.75 PS RID CEUs

Individual sessions: \$25, 0.15 PS RID CEUs

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2025 Series Dates:

Thursday, October 2nd: Downtime

Wednesday, October 15th: Music

Thursday, November 6th: Foreign Language

Tuesday, November 18th: Emergency Drills

Wednesday, December 3rd: Testing

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SERIES DESCRIPTION

K–12 interpreters handle all kinds of topics every day, some of them really tricky. Think music class, foreign languages, tests, even giving instructions during emergency drills. On top of that, they're also part of the school team, with responsibilities that don't stop when classes do.

Come join Rebekah as she leads fun, practical conversations about all of this and shares tips to help fellow K–12 interpreters boost their skills and make an even bigger difference for their students.

POLICIES

- There will be no refunds for individual sessions. If you have registered for the full series please contact Cindy Wood by September 18, 2025 to discuss partial refund options.
- Please contact Cindy at cwoodpd@gmail.com at least 14 days in advance of the event with any ADA accommodation requests.
- CWood Professional Development promotes a learning environment free from discrimination and bias, and encourages mutual respect for all participants.

DETAILS

- **Workshop series approval pending for 0.75 PS RID CEUs.**
- This series will be conducted in English.
- Target Audience: This series is intended for any interpreter working in K-12 settings.
- Deaf & Hard of Hearing Services is an approved RID CMP Sponsor for continuing education activities. This Professional Studies program is offered for 0.75 CEUs at the Some Content Knowledge Level.

ABOUT THE PRESENTER: REBEKAH SNIDER

Rebekah has worked as a Sign Language Interpreter for sixteen years with experience in K-12, post-secondary, community, and relay interpreting. She holds a Bachelor's degree from the University of Virginia in Religious Studies and Anthropology as well as Career Studies Certificates in Early Childhood Education, Child Development, and American Sign Language. She is currently employed as an interpreter by Virginia Beach City Public Schools and Sorenson Communications.

Rebekah lives in Virginia Beach, VA with her husband and daughter. Outside of work, she raises a variety of caterpillars, plays cello, and is an avid reader. In addition to ASL, Rebekah has studied German, French, and Spanish.



THURSDAY, OCTOBER 2ND: DOWNTIME

Maybe you've been through an ITP and have a degree. Maybe you've been interpreting for over ten years and hold a certification. Or maybe you're just getting started in the interpreting field. Either way, you are the expert on your job in your building. And yet... you are still seen as a paraprofessional or aide, someone who ranks below that of a teacher and not an equal member of the IEP team. While there are many reasons for this, one is how our job is perceived by others in the school setting. One way we can manage that perception is by what we choose to do with our downtime in the classroom. As much as we'd love to pull out the latest thriller novel or even our knitting, these are not professional options. This workshop will discuss the perception of the interpreting field and provide professional and productive options for what to do during downtime.

OBJECTIVES

Participants will be able to:

- Distinguish between appropriate and inappropriate uses of downtime in the K-12 setting.
- Consider how their use of downtime reflects on their position in the school setting and on the profession as a whole.

WEDNESDAY, OCTOBER 15TH: MUSIC

Tah Tee-Tee Tah. GAH! Whether you have a music background or not, music class can sometimes feel impossible to make accessible for D/HH students. This session will look at various aspects of music, from music theory to playing instruments, and play around with making the audible become visual.

OBJECTIVES

Participants will be able to:

- Recognize different types of musical categories, including musical families, pitch, clefs, and tempo.
- Analyze techniques to make music more visual.

THURSDAY, NOVEMBER 6TH: FOREIGN LANGUAGE

Encantada! Comment t'appelles-tu? Wie geht es Ihnen? Whether you understand these phrases or not, no worries. You don't need to already know another language to interpret for a foreign language class! There are several approaches when it comes to tackling Spanish, French, and German classes and we will look at each so you can find the right one that fits you and the D/HH student taking the class.

OBJECTIVES

Participants will be able to:

- Recognize different language families and be familiar with the differences and similarities in each.
- Develop various ways to approach interpreting in a foreign language class.

TUESDAY, NOVEMBER 18TH: EMERGENCY DRILLS

Fire. Tornado. Earthquake. Intruder. External Lockdown. Internal Lockdown. Whether you're evacuating the building or sheltering in place, emergency drills are held several times throughout the year to make sure all students and staff know what to do should the need arise.

Drills are practiced in ideal situations, generally when no one is at lunch or between classes. Does your school have plans in place that are visual for their D/HH staff and students? Is the interpreter the only access they have to communication during these drills? This session will focus on what interpreting takes place in these situations and protocols schools can put in place for when students are not already with their interpreter.

OBJECTIVES

Participants will be able to:

- Navigate how to interpret various emergency drill procedures.
- Assess how to make emergency drills more visual.

WEDNESDAY, DECEMBER 3RD: TESTING

"Gray box: read from top to bottom, left to right." What? "Four division bar twelve equal sign question mark." Excuse me? "How many words are in the sentence, 'Billy and Fred went to the store to buy candy?'" Okay, am I being punked? These phrases are heard every day in mainstream schools in testing situations and can often leave the interpreter wondering what to do. Testing, whether state-level read-alouds or an everyday Kindergarten assessment, appears to not be deaf-friendly but there are many ways an interpreter can make the test more accessible. This session will look at a variety of testing situations that come up in the mainstream setting and different approaches for each.

OBJECTIVES

Participants will be able to:

- Identify various types of testing situations in the K-12 setting.
- Specify ways to make accommodations during tests while following the student's Individual Education Plan.

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