

The background of the entire page is a dark, textured surface, possibly black or dark grey. Scattered across this surface are several large, fuzzy, colorful letters made of a soft material like felt or wool. The letters are in various colors: green, yellow, purple, orange, and pink. Some letters are partially visible, while others are more prominent. The overall aesthetic is soft and tactile.

# Interpreting for Language Deprived Students in Educational Settings: A Conversation Starter

April 15, 22, & 29, 2021 6:00pm-8:00pm EST

Online via Zoom

Presented by Anna Trupiano

## PRESENTER

Anna Trupiano, M.S.Ed, EIPA 4.6 is a Deaf Education teacher who has eight years of experience working as an interpreter primarily in elementary education settings. She has taught in a wide variety of educational settings including schools for the Deaf, mainstream settings, early intervention settings, and most recently a bilingual classroom for language deprived students. She received her M.S. Ed in Deaf Education from Saint Joseph's University and her AA in Sign Language Interpretation from Lansing Community College.



## DETAILS

- **Workshop approved for 0.6 PS CEUs (EIPA).**
- **Registration fee is \$90 regardless of membership or certification.**
- **Attendance at all three sessions is require to earn 0.6 CEUs. No partial CEUs will be given.**
- 50% refund if registration is cancelled in writing by April 1, 2021
- Target audience: Working-certified and pre-certified interpreters with a strong interest in educational settings, anywhere in the US.
- For ADA accommodations, please email [cwoodpd@gmail.com](mailto:cwoodpd@gmail.com) by April 1, 2021.
- CWood Professional Development promotes a learning environment free from discrimination and bias, and encourages mutual respect for all participants.

## DESCRIPTION

This course endeavors to begin a conversation about how the current traditional educational interpreting model does not meet the needs of language deprived students in mainstream settings, and proposes a new model for interpreting for this population. It will help participants identify students with language deprivation, review vocabulary important in the discussion of interventions for identified students, describe concepts connected to linguistic development, and provide opportunities to practice strategies that are beneficial for developing language within classroom settings.

## OBJECTIVES

- Correctly define four terms commonly used to discuss language deprivation in educational settings.
- Provide two examples of grammatical errors a student with language deprivation often produces.
- Cite two concepts that are elements of language building.
- State three strategies for interpreting for a child with language deprivation.

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