

Am I Seeing it Right, But Saying it Wrong?

Presented by William Ross III

Saturday, July 31, 2021

11:00-5:30pm EST

0.6 PS CEUs



\$75 (Early bird CEUs) **\$90** (CEUs) **\$35** (No CEUs)

ABOUT THE PRESENTER

William F. Ross III, M.S., a child of Deaf parents, has been interpreting for more than 35 years and holds dual certification (CI/CT) from the Registry of Interpreters of the Deaf. Bill is one of the primary authors for the recently released *You Want To Be An Interpreter?* (5th Ed.).



Currently, Bill is Director of Operations for H & H Publishing and he is in the midst of authoring his second text addressing ethical decision making in the interpreting profession. Prior to working at H & H Publishing, he was the Program Director of the Carlstrom Interpreter Training Program at North Central University in Minneapolis, Minnesota.

Formerly, Mr. Ross was 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 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 perfecting their craft.

DETAILS

- **Workshop approved for 0.6 PS CEUs.**
- IRID is an Approved RID CMP Sponsor for continuing education activities. This Professional Studies program is offered for 0.6 CEUs at the Some Content Knowledge Level.
- 50% refund or credit for a future CWoodPD event if registration is cancelled at least two weeks prior to the event.
- Target audience: Students, interns, non-certified, and certified interpreters.
- For ADA accommodations, email cwoodpd@gmail.com at least two weeks prior to the event.
- CWood Professional Development promotes a learning environment free from discrimination and bias, and encourages mutual respect for all participants.

ABOUT THE WORKSHOP

Providing a Spoken English interpretation for a Deaf presenter has some unique challenges. Suppose they open their story saying their family has three generations of Deafness, or maybe they discuss their oral education, and later explain that they learned ASL at a residential school and finally ending their story as a mainstreamed student - what do we say? Research shows that uninitiated (hearing) people do not attach the same meaning to terms that we have come to use so freely when we are interpreting. When we inadvertently incorporate jargon, subject specific vocabulary and culturally rich terms in our interpretation we actually create distance between speaker and attendees. This workshop will provide interpreters ways to manage deaf-centric terminology, thus helping interpreters to render a more comprehensible interpretation. Attention will be given to techniques that aid in developing greater receptive ability. Additional topics: vocabulary/register, recognizing numbers/fingerspelling, regional sign production, and semantically rich signs. [Participants will have an opportunity to utilize a voice interpreting matrix in small groups]

OBJECTIVES

- Identify three linguistic (fingerspelling, lexical items) and two nonlinguistic factors (facial expression, prosody), that impact receptive ability.
- Recognize and address four examples of culturally rich language and negative impact they may have on an ASL to English interpretation.
- Examine and specify three skills that improve comprehension such as fingerspelling templates, contextual clues and utilization of behavioral norms.
- Recognize and address three auditory, lexical and contextual factors presented in an ASL to English interpretation.

PRICING

- 75 (Early bird CEUs ends July 5th)
- \$90 (CEUs)
- \$35 (No CEUs)

REGISTER NOW!

