



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

Presented by Anna Trupiano

October 12, 19, 26, 2022 6:00pm-8:00pm ET via Zoom

Registration \$90 (0.6 PS or EIPA CEUs) or \$75 (No CEUs)

ABOUT THE 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 (CEUs) or \$75 (No CEUs).**
 - Attendance at all three sessions is required to earn 0.6 CEUs. No partial CEUs will be given.
 - Target audience: Professionals in the educational field working with language deprived students, primarily those in elementary settings.
 - CWood Professional Development promotes a learning environment free from discrimination and bias, and encourages mutual respect for all participants.
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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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