

# **Silent Weekend Abstracts**

(ASL) Students/Community (for those improving their skill in ASL; focus on linguistic features of ASL)

(IPD) Interpreter Professional Development (for working interpreters, pre-professional interpreters)

All workshops are open to all participants.

## **Friday morning, July 20<sup>th</sup>, 9:00am - 12:00pm**

### **Facial Expressions and Non-Manual Signals – Justin Coleman**

This workshop focuses on facial expressions and ASL Non-Manual Signals (NMS). Participants will study and analyze the difference of facial expressions and NMS mouth movements between ASL and English. We will experiment, discuss, and identify how vocabulary applies to facial expressions and NMS with one or two handshapes, movement, location, the level of expression, and the delivery of the meaning.

**ASL (0.3 PS CEUs)**

### **The 5<sup>th</sup> Parameter – Tamara Moxham**

When we learn ASL, we learn the five parameters of a sign - 1. Location 2. Handshape 3. Palm-Orientation 4. Movement and 5. Non-Manual Markers. Many Interpreters have a difficult time discriminating between signed “homonyms” because the first four parameters are often identical. It’s the fifth one - which requires looking at more than the hands - that can truly inform our interpreting effectively. In this workshop you will learn how to look at a whole sign to get the whole meaning, how the mechanics of the human eye support reading ASL, exercises that will strengthen your observation skills, and specific skills diagnostics that will help you pinpoint what to work on.

**ASL/ IPD (0.3 PS CEUs)**

### **Interpreting Music: Just Face the Music and Sign PART ONE – Jennifer Jacobs**

This workshop is both for those who dread interpreting songs when they come up unexpectedly, and those who want to interpret music, but would like to learn some tricks of the trade. We will work on basic skills such as stage presence and what logistical elements to take into consideration, approaches to translation, and also talk about some of the different perspectives on interpreting music. This will be a hands-in-the-air workshop, but it is okay to feel nervous, we will be talking about that too!

**IPD (0.6 PS CEUs - No Partial CEUs Awarded)**

### **Unpacking Your Suitcase: Taking a Trip in ASL PART ONE – Halene Anderson**

Travel into ASL discourse with a roadmap to discover, rediscover an expand your ability to recognize and use ASL discourse features both in conversation and while interpreting. ASL users of all levels can build on skills by identifying discourse features of ASL, incorporating them into original narratives, and applying them while consecutively interpreting texts intralingually (from ASL into ASL). Participants will create two ASL samples for continued skill development beyond this workshop.

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## **Friday afternoon, July 20<sup>th</sup>, 2:30 - 5:30pm**

### **Visual Gesture Communication – Justin Coleman**

This seminar focuses on the study of gestures, mime, and pantomime that often accompany non-manual communication, facial expressions, body movements, and handshapes that communicate meaning in ASL. Gestures will be identified and examined.

**ASL (0.3 PS CEUs)**

### **Interpreting for Pregnancy, Childbirth, and Postpartum Period – Amy Zenizo**

In this workshop, participants will develop vocabulary relating to prenatal care, labor, delivery, and breastfeeding while maintaining dignity. There will also be an opportunity to practice and develop an understanding of the different choices families may choose in childbirth ranging from hospital to homebirth.

**ASL/ IPD (0.3 PS CEUs)**

### **Introduction to the Demand-Control Schema – Amanda Smith**

This workshop will focus on introducing the demand-control schema constructs to working interpreters and pre-professionals. 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. Upon the completion of this training, participants will be able to differentiate demands from controls, they will be able to apply the schema to proposed scenarios (text, picture, or video), and they will be able to begin using construct language to discuss his/her own work.

**IPD (0.3 PS CEUs)**

### **Interpreting Music: Just Face the Music and Sign PART TWO – Jennifer Jacobs**

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**Friday night, July 20<sup>th</sup>, 7:00 - 9:30pm**

### **ASL Poetry– Hosted by Justin Coleman**

View the film, The Heart of the Hydrogen Jukebox and construct your own ASL poetry. Hosted by ASL professor and Deaf actor, Justin Coleman.

(Not eligible for CEUs.)

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**Saturday morning, July 21<sup>st</sup>, 9:00am - 12:00pm**

## **Addiction and Its Impact on the Deaf Community – Brad Houck**

As access to technology and resources abound, so too does our potential for becoming addicted to various substances and mainstream media outlets. Although addiction is regularly minimized and denied, the consequences of addiction cannot be understated as it leaves behind a trail of destruction and despair on anyone it touches. The Deaf community is no exception. Millions of people caught in the web of addiction seek treatment to control their impulses. However, numerous barriers exist that prevent the Deaf community from effectively accessing needed treatment. Various approaches as well as the language of treatment that interpreters need to know will be assessed.

**ASL/ IPD (0.3 PS CEUs)**

## **You'll Have to Take That Up With the Committee: Cultivating Supportive Mental Practices**

### **PART ONE – Vicki Darden and Stacey Rainey**

This six-hour workshop explores the ways interpreters' own mental processes can be detrimental to producing quality work and presents techniques for resolving or coping with those stressors and distractions. Participants will practice various approaches for identifying the types of challenges that drain mental energy away from the task of interpreting. Working individually and in groups, each will experiment with various tactics for handling those challenges, examine his or her "Interpreting Committee" for evidence of support or sabotage, and develop strategies for responding to demanding interpreting situations. Participants should wear comfortable clothing that will allow for movement during some activities.

**IPD (0.6 PS CEUs - No Partial CEUs Awarded)**

## **Say It Like You Mean It: ASL-to-English Interpreting PART ONE – Jennifer Jacobs**

Do you freeze up when the Deaf person you're interpreting for wants to ask a question or comment in a meeting? Do you hesitate to take an interpreting assignment with a Deaf person you don't know, because you're worried you may not understand his/her signing? Or do you get the gist of the Deaf person's message, but you feel you are not truly representing his/her style or personality? This workshop will address those concerns, and share some tricks to make your voice interpreting experience less unnerving, more assured, and maybe even fun!

**IPD (0.6 PS CEUs - No Partial CEUs Awarded)**

## **Deaf-Blind Interpreting: It's More Common Than You Think PART ONE – CM Hall**

Interpreting for individuals with varying degrees of vision loss, deaf-blind interpreting is often referred to as an optional 'special setting'. This perspective is a fallacy as Deaf-Blind people may utilize interpreting services in any setting (medical, legal, educational, theatrical, etc.). A variety of topics related to deaf-blindness will be explored, including etiologies of deaf-blindness, psychosocial implications, communication, orientation and mobility, independent living, employment, technology, culture, transition, older adults, and community access. Awareness of the unique experiences of the Deaf-Blind population will contribute to your skills set as an ASL/English interpreter and Support Service Provider.

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**Saturday afternoon, July 21<sup>st</sup>, 1:30 - 4:30pm**

## **Posh or Rubbish: BSL – Brad Houck**

BSL is one of the many sign languages throughout the world. Learning another foreign sign language augments the awareness of our own sign language and how it compares or differs with other languages, particularly in countries where English is the dominant language. Approximately 100-150 signs, along with fingerspelling and numbers, will be taught in this 3-hour course along with exercises in basic communication in a challenging and fun manner. Historical and cultural developments of BSL will also be examined. Posh or rubbish? You decide!!

**ASL (0.3 PS CEUs)**

## **You'll Have to Take That Up With the Committee: Cultivating Supportive Mental Practices PART TWO – Vicki Darden and Stacey Rainey**

This six-hour workshop explores the ways interpreters' own mental processes can be detrimental to producing quality work and presents techniques for resolving or coping with those stressors and distractions. Participants will practice various approaches for identifying the types of challenges that drain mental energy away from the task of interpreting. Working individually and in groups, each will experiment with various tactics for handling those challenges, examine his or her "Interpreting Committee" for evidence of support or sabotage, and develop strategies for responding to demanding interpreting situations. Participants should wear comfortable clothing that will allow for movement during some activities.

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## **Say It Like You Mean It: ASL-to-English Interpreting PART TWO – Jennifer Jacobs**

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## **Saturday night, July 21<sup>st</sup>, 7:00 - 9:00pm**

### **Laugh. Learn. Sign.**

Featuring stories like "Water Boys," "Sh\*t," "A Warning," and "Hungry?" the CODA Brothers are sure to entertain! You will find in this video Ben and Andy's personal stories and a GREAT explanation on "What is a CODA?". So sit back, relax and Laugh, Learn, Sign!

(Not eligible for CEUs.)

### **ASL Xtreme – Film**

The ultimate tool to learn ASL in Adult contexts. This film identifies the difference between formal and informal adult signs so interpreters can provide appropriate renditions. Rated: Xtreme!

(Not eligible for CEUs.)

## **Sunday , July 22<sup>nd</sup> morning, 9:00 - 11:00am**

### **Emotional Intelligence 101: What is It, Why We Need It, and How to – Pamela Cancel**

How intelligent are you? When asked this question many interpreters immediately think IQ. But according to research, Emotional Intelligence may be more important than cognitive agility in an interpreter. This hands-on workshop will introduce you to the concept of Emotional Intelligence and the importance of developing and nurturing this vital component of your interpreting self.

**IPD** (0.2 GS CEUs)

### **The LGBTQQIA-XYZ Alphabet - An Examination of Sexual Orientation and Gender Identity – CM Hall**

The mission of this workshop is to ensure that LGBTQQI interpreters and the hearing, hard of hearing, Deaf and Deaf-Blind consumers we interact with are treated with respect, and that their lived experiences as a member of this cultural and sexual identity group are valued and taken into account to improve interpretation and communication. This workshop will answer your questions and address any curiosities or concerns to further empower your work and competence as bi/multilingual, multicultural interpreters and ideally, as allies.

**ASL** (0.2 PS CEUs)

### **Team Interpreting: How to be the Team You Want – Jennifer Jacobs**

Have you ever have a team who sits texting, runs off for coffee, or has to run out “just for a minute” to make a phone call? Or maybe the speaker is rattling off a bunch of names, and you look to your team for one you missed and s/he is looking out the window? Could that be you? In this workshop, we will discuss the “off” interpreter’s role , ways to stay engaged and different techniques for making the team interpreting experience rewarding and effective for both interpreters and the Deaf person.

**IPD** (0.2 PS CEUs)