



2023 RID National Conference Schedule and Session Descriptions

WEDNESDAY, JULY 26, 2023

Time	Session Presenter(s)	Session Name	Session Description
8:00-9:00am Brent Mediation Room	BMC Mediators	Process Mediation Sessions with the Bilingual Mediation Center	Sign language interpreters rarely, if ever, have the opportunity to meet with someone who is skilled at helping people self-reflect on interpreting. As we know, interpreting is a layered and complex task. People need to unpack their processes and what they bring to assignments. These one-hour sessions, including in the conference program, will provide a space to discuss the interpreting process. The Integrated Model of Interpreting (IMI) is the framework used by the mediators. You can learn more about this approach at the BMC website. Come, give it a try!
8:00-9:30am Ballroom 1	Juliana Apfel, CDI, M.S. Forensic Psychology, M.S. Healthcare Interpretation (she/her)	Ready to Talk About Gatekeeping?	For some hearing interpreters, it may be challenging to be the ones to bring in Deaf interpreters. This session will review and discuss gatekeeping and how we can change the system by standardizing the full interpreting team. The full interpreting team means Deaf and hearing interpreters. There will be a presentation introducing the purpose of the session, touching some bases, and then there will be a lot of group discussions. The discussions will include real-life scenarios, unpacking opportunities, and practicing how to justify for a full interpreting team before going to the job. The overall idea of the session is to create a space to discuss how to standardize the full team. Participants will be able to recognize, unpack and discuss the concept of gatekeeping. While they do that, they will also leave the session thinking about how they can start standardizing the full interpreting team.
8:00-9:30am Ballroom 2	Derek Braun (he/his)	Interpreting in STEM Higher Education and Research	<p>Interpreting STEM can be challenging on several levels. Obviously, the jargon used in STEM, as in any other specialized discipline, creates challenges for interpreters who are not familiar with the terminology (Braun et al., 2018). Additionally, the atmosphere in most STEM higher education classrooms and research environments has been shown to be unwelcoming to women, minorities, and disabled students, and this culture may present particular challenges for the deaf client and affect the ability of interpreters to do their jobs (Archer, Dewitt, & Osborne, 2015; Listman, 2013; Marchut, 2017; Olson & Riordan, 2012; Seymour & Hewitt, 1997).</p> <p>This workshop will begin with a 20-minute presentation about STEM in higher education and research and about the culture and atmosphere that is often present. We will segue to a Community of Practice workshop, where audience interpreters will practice voicing</p>

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	Derek Braun (he/his)	Interpreting in STEM Higher Education and Research	<p>clips of Deaf scientists giving STEM lectures. This will be followed by audience discussion and critical (and collegial) analysis of the language used by both the presenter and the interpreter. The presentation will address systems of power and privilege, how language changes in different settings, the representation of meaning conveyed by signed descriptions of physical processes, working with consumers with advanced degrees, and working and excelling in the specialized area of STEM.</p> <p>The intended audience for this presentation is interpreters who work in a university or research setting.</p>
8:15-11:15am Ballroom 9	David N. Evans, NIC Master, RID CI & CT, KQAS 5:5 (he/him)	Understanding alcoholism: Maybe you just drink too much?	<p>What do you believe is the difference between heavy or even habitual drinking (what might be called alcohol abuse) and alcoholism? The general public and even the professional medical community confuse the two frequently. While this is not a topic Alcoholics Anonymous is concerned with, the distinction is actually quite important for interpreters in AA because what we believe will absolutely affect how we convey messages while interpreting.</p> <p>Alcoholism is a fatal disease, killing Deaf people because they don't have access to the nature of their malady, nor the solution presented in Alcoholics Anonymous meetings and literature.</p> <p>Following a skit (complete with cue cards and props!) to introduce AA's beginnings and key figures, we will use the AA "Big Book" as our guide to explore what alcoholism is, and how it affects alcoholics. Along the way we will encounter the ideas of physical allergy to alcohol, phenomenon of craving, obsession of the mind, and what it means to be powerless over alcohol.</p> <p>Quotations of AA literature will be presented in English with presentation and discussion taking place in ASL to ensure clarity and comprehension of concepts.</p> <p>This is part 1 of a two-part series on alcoholism and Steps 1–3.</p>
8:15-11:15am Ballroom 3	Rosemary Wanis Su Kyong Isakson, MA, NIC, Ed:K-12 (she/her)	CALI: Resources for Interpreting Educators and Mentors	Using a cultural framework, participants explore the range of cultural and linguistic experiences of deaf immigrants and examine the role these factors play in an interpreted event. The role of community interpreters is explored as a framework for understanding the techniques and strategies used by Deaf/hearing interpreter teams and Deaf advocates to establish successful communication.
8:15-11:15am Ballroom 11	Arlyn Anderson, MA, CI, CT, PCC	Limbic Hijack: Managing strong emotions in critical settings	This experiential workshop is designed as an educational and personally transformational experience for professional interpreters. Participants will explore the connection between personal well-being and self-knowledge and professional effectiveness. Participants will

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	Arlyn Anderson, MA, CI, CT, PCC	Limbic Hijack: Managing strong emotions in critical settings	actively explore short and long-term strategies for recognizing and managing strong emotions that rise in the course of interpreting in healthcare settings. Using conscientious practices in facilitating adult learning and transformation, the presenter will draw from the fields of neuroscience, mental health interpreting and while using best practices in professional coaching. NOTE: Due to the experiential and personally transformative potential of this workshop, no latecomers will be allowed.
8:15-11:15am Ballroom 11	Professional Development Committee Members	PDC Session - Training for CMP Sponsors Education Objectives	
8:15am-4:30pm Ballroom 10	Andrea K Smith, MA, CI/CT, SC:L, NIC	Interpreting for Deaf Witnesses: Common Errors & Best Practices (Parts I & II)	Interpreting testimony in a legal proceeding can be some of the most taxing and high stakes work that interpreters are likely to undertake. Come examine common errors, workshop solutions for these errors, and leave with a deeper understanding of the impact of our interpreting choices on deaf people's interactions with the legal system and numerous tools to address these inequities. This advanced content session will use examples from transcripts of legal proceedings to identify areas where interpreters can do better in providing access to our clients and to make the record as clear as possible.
9:15am-4:30pm Ballroom 12	Eileen Forestal, PhD (she/her) Janis Cole, PhD., RSC, CDI	TAP into Translation: Thinking about Thinking (Parts I & II)	In this creative, engaging, and collaborative workshop, participants will gain knowledge and understand about Thinking Aloud Protocol (TAP) as a way to think about thought processes and verbalize whatever comes to mind during the activities of translation. Participants will discuss strategies for deeper analysis of the text materials as they read and following through with decision-making. Discussion includes what they are looking at, thinking, doing, and feeling, and thoughts about the meaning and form of the text, to explore with possible constructions and inclusion of socio-cultural perspectives, think about all instances of their thinking and how do they maintain during the preparation process. A fishbowl activity with a participant and co-presenter to demonstrate the TAP as part of the translation process and how TAP can enhance deeper analysis of the material to be translated. Participants will have a chance through collaborative activities to provide them hands-on experience, applying TAP processes with translation texts.
9:45-10:45am Brent Mediation Room	BMC Mediators	Process Mediation Sessions with the Bilingual Mediation Center	Sign language interpreters rarely, if ever, have the opportunity to meet with someone who is skilled at helping people self-reflect on interpreting. As we know, interpreting is a layered and complex task. People need to unpack their processes and what they bring to assignments. These one-hour sessions, including in the conference program, will provide a space to discuss the interpreting process. The Integrated Model of Interpreting (IMI) is the framework used by the mediators. You can learn more about this approach at the BMC website. Come, give it a try!

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9:45-11:15am Ballroom 1	DPI Panel	Difficult Conversations: Unpacking Perspectives of DPI Identity	<p>Deaf-Parented Interpreters have a rich culture and heritage, which are assets for hearing and Deaf interactions. Since hearing and Deaf interpersonal relationships are fraught with cultural and linguistic complexities, interpreters with multi-lingual, multi-cultural competencies can substantially improve outcomes among stakeholders.</p> <p>That leads us to a difficult series of questions: Who is considered DPI? Who can identify as a Coda? How do DPI that can and cannot hear differ? How do these labels show up in our work?</p> <p>During this session we will unpack perspectives and misnomers beyond a hearing, non-hearing binary framework with a panel of in-group members. We bring this difficult discussion to the table with the aim of gaining perspective and honoring differences to strengthen our alliances.</p>
9:45-11:15am Ballroom 2	Nikki Cherry, M.Ed., NIC (they/she) Wanya Jefferson	Open Conversations for Allies: Dismantling Barriers to Increase the Number of BIPOC Interpreters	It is necessary for us to talk about racism and oppression and gatekeeping in the interpreting community. It is more important and necessary to talk about changing things for the better. In this session, we will learn from BIPOC interpreters on obstacles to their success and discuss tangible ways to enact positive change in policies and systems.
1:30-3:00pm Ballroom 1	Dr. S. Jordan Wright, Ph.D. (he/him/his) Kierstin Muroski, PhD, CI/CT (she/her)	The Taboo Perceptions of Interpreters Working in Sexual Health Settings	This presentation will share the results of an investigation into signed language interpreter's perspectives of working in settings related to sexual health. Studies have shown that the health literacy of deaf and hard of hearing individuals in the United States significantly lags behind that of their hearing peers, which leads to adverse and delayed care (IGS 2003; McKee et al. 2015; Heuttel & Rothstein 2001). Sexual Health access; particularly as it relates to Sexually Transmitted Infections (STIs) when encountered by the LGBTQIA+ and BIPOC deaf communities is an underserved topic cloaked in taboo beliefs, a dearth of research, and compounded barriers for access of information. The findings of our pilot study have been extrapolated from three focus groups where signed language interpreters working in the United States reflected on their experiences of interpreting in sexually transmitted infection (STI) related medical scenarios. Findings reveal that interpretations vary widely based on factors including inconsistencies of sexual knowledge, professional preparation, academic training, personally held beliefs related to sex, and trust. This investigation leads us to sharply examine what becomes "lost in translation" for deaf and hard of hearing people who receive their health information through signed language interpretation. We aim to spotlight gaps in the healthcare setting that can be remedied for long-term improvement of sexual health access.

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1:30-4:30pm Ballroom 9	Dr. Naomi Sheneman, CDI (she/her/they/them)	Are you ready to crip your perspective of language use? Exploring Crip Linguistics in Interpreting	<p>The interpreting process is an active collaboration between deaf consumers (s) and interpreters. This collaboration will be affected by creating an oppressive experience for deaf consumers if the interpreter harbors specific beliefs and attitudes regarding language use. Crip linguistics challenges the premise that there are “good” and “bad” languages. Instead, the focus should be on determining how effective communication can be achieved through interpreting. This workshop will introduce participants to a new theoretical linguistic framework: crip linguistics and how it can be applied to sign language interpreting.</p> <p>The aim of this workshop is twofold: first, to offer a paradigm shift in the use of registers by encouraging interpreters to explore various communication and linguistic strategies until effective communication occurs among interlocutors in various settings. Second, it challenges interpreters’ internalized language attitudes, which impact how they communicate with diverse deaf consumers. The sign language interpreting profession has focused on the use of registers to determine how we would say/sign in specific contexts. Raciolinguistics and crip linguistics challenge the concept of registers and the belief that only specific sign selections are appropriate in specific settings. Raciolinguistics argues that the approach to communication and recognition of communication norms is agreed upon by the participants. Crip linguistics argues that if communication takes place, why does it criticize the process? Participants will identify possible approaches/strategies for collaborating with deaf consumers to determine the best approach to interpreting with the primary goal of reaching communication that is comprehensible whatever that might look like.</p>
1:30-4:30pm Ballroom 11	Judy Cain, CI, Ed:K-12, BS, MA, BA (she/her)	Academic Language: How do DHH Kids Successfully Navigate the Academic Setting?	Hearing students often arrive at school with a solid language base from their home environment. DHH students in public schools often start out at a disadvantage and delay in their language development level. Because of this they must spend time “catching up”. Now they must acquire everyday language and the secret language of school – academic language. This language is necessary for success in school and includes all the specific ways teachers communicate and give direction, discipline and instruction. If students do not know this language, they will struggle with the meaning or intent of the teacher. Are you ready to look at the aspects of Academic Language as it relates to DHH students and to improve the access for the DHH students via interpreters.
1:30-4:30pm Ballroom 3	Carly J. Flagg, MA, CI/CT, ACC, CPIC, CCFE (she/her)	The Grieving Interpreter: Self-Care and Working During Seasons of Sorrow	Grief not only impacts our emotions, it changes cognitive processes in the brain and impacts how we process information. During seasons of grief, interpreters may experience reduced effectiveness, reduced energy as well as increased self-criticism and worry. In this workshop, we will explore the way grief impacts the brain, how those impacts interrupt the interpreting process, strategies for self-care during seasons of grief and sorrow, and policy changes to support interpreters during seasons of loss.

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1:30-4:30pm Ballroom 4	Mark Apodaca, MBA, PRP	Prep Session for the Business Meeting: Parliamentary Procedures and Reviewing Conference Motions (open to all RID members)	This session will teach participants how to run an effective business, board, or committee meeting by using parliamentary procedures from Robert's Rules of Order Newly Revised 12th Edition. This will save time and provide fairness for all members attending. Specifics topics covered include: Members' Bill of Rights, Governing Documents, The Agenda, Dealing with Issues, Motions Often Misused, Dilatory and Improper Motions, and Decorum.
1:30-4:30pm Stone Circle Room	Nancy Berlove, CSC, SCL, NIC Mary Jo Schwie Loughran, MA, NIC (she/her)	Introduction to Peace Circle	<p>Talking Circles are an integral part of Restorative Practices. They are a way to build and rebuild communities. They can also become a way to address concerns or rifts in the relationship between people. This includes the relationship between interpreters and Deaf consumers, as well as within organizations. Circles embody and nurture a philosophy of relationship and interconnectedness that can guide us in all circumstances – in circle and outside of the circle. Circles invite people to experience others in our community in a new context; a non-judgmental atmosphere.</p> <p>Circle practice contains these common elements:</p> <ul style="list-style-type: none"> • People face each other and every voice is considered contributory. • Agreements of participation and a definition of respect are articulated. • Conversation is viewed as a practice set apart from casual social interaction. • The event has a beginning/middle/end and a structure that holds it. • The archetype of circle is present in the space, often through making a visible center. <p>During each talking circle, participants will be asked to share their experience about a given topic. Questions may ask people to talk about different aspects of the interpreting field, their relationship to the Deaf community and each other. It is not a discussion, or a therapy session. Talking Circles are about sharing our story and being seen, which often leads to feeling less isolated or different, and more included and similar. There is no presenter in a circle, each person is responsible to add to the process if they wish</p>
3:15-4:45pm Ballroom 1	Dr. Kellie L. Stewart, Ed.D., M.Ed., CI and CT, CSC (she/her)	What Does Research Say? Accepting or Declining Interpreting Assignments	Little is understood regarding how interpreters make decisions to accept or decline assignments. New dissertation research directly examines this topic in an effort to better understand how to improve interpreting services for deaf, hard-of-hearing and deaf-blind people. How do interpreters approach ethical decision-making, particularly when deciding whether to accept or decline an assignment? What factors are considered? How do interpreter referral agencies impact interpreter decision-making? How does conscious and

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			unconscious thinking influence interpreters' choices? All of these questions and more will be addressed in this presentation.
5:00-6:00pm	Dr. Jeremy Brunson	Keynote	In this address, I provide a sociological analysis of where the field is today and how we got here. I discuss social processes that develop and maintain identity politics that have taken hold in the field of interpreting as a microcosm of society. I identify 4 events that have shaped the field of interpreting in the United States. Each of these have set the field on a trajectory that deprioritizes our original goal of access. I conclude with a call to action.

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8:00-9:30am Ballroom 1	Crystal Eusebio Holly Pearson	Building Partnerships within the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH) and the Deaf and Hard of Hearing and Interpreter Communities	For this session, we will share the Massachusetts Commission of the Deaf and Hard of Hearing's (MCDHH) strategic efforts in addressing and building partnerships with the diverse (e.g., race, class, gender sexuality, nationality, language, etc.) Deaf communities (e.g., Deafblind, D/deaf, Deaf Disabled, etc.) MCDHH serves. MCDHH is a state agency that provides accessible communication, education, and advocacy for Deaf communities. As all forms of oppression are on the rise, what is needed more than ever is multidimensional solutions and strategies. In addressing communication access, it is evident that just providing sign language interpreters and nothing else has never been sufficient. True access requires much more. MCDHH recognizes the importance of collaborative partnerships where everyone is a stakeholder. During our time together, we will discuss the ASL Subject Matter Expert Consultant Group (SMEC) and the Screening Redesign and Research Project. Both projects' intent is to not only address communication inequities, but also structure pathways that allow the diverse Deaf communities MCDHH serves to have input from the beginning of the decision-making process to the end. These projects reflect the importance of multidimensional strategic changes that are built based on the communities' needs, expertise, and wisdom.
8:00-9:30am Ballroom 12	Caitlin Ramsey Wolford, MA, NIC (she/her) Kevin Dyels, CI, CT (he/him)	Interpreters Supporting Interpreters	"Interpreters Supporting Interpreters" is not just a visionary mission statement for CORE Interpreters LLC, a nationwide mentorship program based out of Washington D.C., but rather a call to action. This presentation will be about the work CORE Interpreters is doing on the ground in several states, but also how we can all come together in one space to share our knowledge and ideas around mentorship. Each person in our field has value to contribute, we intend to share what we are doing, while also learning from others about their approach to mentoring.
8:15-11:15am Ballroom 2	Carla Mathers, Esq., SC:L (she/her)	Logical Reasoning for Court Interpreters: Are you ready?	This session is designed to familiarize court interpreters with strategies used by all attorneys, judges and other legal personnel in debating issues. IRAC,-- Issue, Rule, Analysis & Conclusion are at the heart of the way the legal community understands the law, its role and function. The more interpreters know about how this community thinks, the more likely the interpreter's opinions and positions will be accepted. The presenter will present examples of logical reasoning using deductive reasoning and inductive reasoning. The presentation explores how reasoning is used in arguments, motions and court opinions to strengthen the persuasive value of the argument. Interpreters can use this structure in interacting with court administrators, courts and lawyers to obtain appropriate working conditions.
8:15-11:15am Ballroom 3	Dr. Tamar Jackson Nelson	Creating and Maintaining an Impartial Climate When Working with LGBTQI (and other	I wonder if there is a sign for Intersex? The goal of this workshop is not only to provide "Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and/or Intersex (LGBTQI) 101" information. A framework for evaluating our interpreting and professionalism as interpreters within marginalized communities will be introduced. The focus is diversity in

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	Dr. Tamar Jackson Nelson	marginalized) Consumers: Exploring the Interpreting Process Through a Social Justice Lens	language and culture within the D/HH and LGBTQI communities. Participants analyze how vocabulary and language choices can impact interpreters striving to produce dynamically equivalent and sensitive interpreting services. Participants will discuss the possible impact of their language choice(s) when linked with personal identity. Through a social justice lens, we will explore cultural “norms” related to gender and sexual orientation, which will allow participants to better perceive the impact of privilege when working in the D/HH and LGBTQI or other marginalized communities. All are welcome to attend!
8:15-11:15am Ballroom 9	David Spiecker Aileen Aldalur, Ph.D. (she/her) Sara Blick-Nitko Dr. Wyatt Hall	Working with Deaf Professionals: Considering Ethics, Institutional Conflicts, and Professional Interactions	The number of Deaf professionals is growing rapidly as deaf individuals continue to break through glass ceilings. Despite these great achievements, Deaf professionals continue to be underrepresented in higher education and professional settings. There exist many barriers to the entry, advancement, and retention of Deaf professionals in high level positions. Deaf professionals continue to fight for equity and inclusion in the workplace. ASL interpreters have a unique role in fostering an equitable and inclusive workplace for Deaf professionals. However, the needs of Deaf professionals are highly specialized and go above and beyond simply creating an accessible environment. This session will outline common issues that arise between Deaf professionals and ASL interpreters that can threaten equity and inclusion. We will discuss gaps in current literature and training as well as provide suggestions to advance the field of ASL interpreting and pave the road for the future success of Deaf professionals.
8:15-11:15am Ballroom 4	Laurie R. Reinhardt	Trust Formation and the Deaf Consumer: Evidence-based Applications for Practitioners	Trust is an integral aspect of any interpreted interaction. All participants must have trust that the interpreter is engaging in ways that are not only ethical, but also that they are being represented properly while information is being presented accurately both ways. Crucially, there has not been empirical research on how Deaf people perceive trustworthiness in interpreters they have just met for the first time, and/or how interpreters do or do not exhibit behaviors that might signal to Deaf people that they are trustworthy. First, the session will present an in-depth analysis of situations where interpreters and Deaf people would ideally benefit to establish trust in high-stakes settings, e.g., professional conferences in which a Deaf person is presenting in ASL, and is working with an interpreter for the first time. The research indicates that when the interpreter quickly engages to ensure that the Deaf person is accurately and appropriately represented linguistically and culturally trust formation occurs. Secondly, three established trust theories will be presented to allow participants to frame their experiences in terms of these theories. Examples from empirical research will demonstrate the types of trust, fundamental characteristics, and how they are

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	Laurie R. Reinhardt	Trust Formation and the Deaf Consumer: Evidence-based Applications for	employed by interpreters and perceived by Deaf people. Finally, guided activities to examine these trust-affirming techniques will allow participants to explore in small groups how to best apply these concepts to their practice. The session will provide ample time to reflect, discuss, and share experiences to assist participants with internalizing this paradigm shift. All Interpreters are welcome!
8:15-11:15am Ballroom 10	Theresa Barker-Simms (she/her) Betty Colonos	Deaf, Coda, and Hearing teams : Making it work from a Deaf-centric view	In this workshop we will examine the practices of Deaf-Deaf, hearing/coda teams, and Deaf-hearing/coda teams to understand the roles and needs of team members. Some of the tasks are shared across all teams and some are determined by setting, consumers, and competencies of team members. How team members can support successful outcomes will be shared and behaviors that impede the work of teams will be discussed. This 3-hour session will include activities that elicit focused discussion.
8:15-11:15am Ballroom 11	Amanda Kennon, MA, NIC (she/her) Laura Maddox Polhemus	Beyond the Spectrum: Neurodiversity in the Interpreting Profession - Exploration	*Part I must be attended prior to attending Part II.* This workshop will help interpreters expand their knowledge about neurodiversity and the neurodivergent community. During the first half, participants will learn about privilege, identity, intersectionality, stigma, and ableism through a neurodivergent lens. The presenters will also provide an introduction to the neurodivergent community, conditions, and commonly used terminology. Participants will have an opportunity to apply the Demand-Control Schema to analyze the unique challenges that neurodivergent interpreters experience. The second half of the workshop will be structured as a Community of Practice as we consider how we, as individuals and a profession, can support neurodivergent interpreting students, colleagues, and consumers while balancing accessibility and inclusion. This will be done through a combination of lecture, activities, as well as small and large group discussions.
8:30-9:30am & 9:45-10:45am Brent Mediation Room	BMC Mediators	Practitioners Process Mediation Sessions with the Bilingual Mediation Center	Sign language interpreters rarely, if ever, have the opportunity to meet with someone who is skilled at helping people self-reflect on interpreting. As we know, interpreting is a layered and complex task. People need to unpack their processes and what they bring to assignments. These one-hour sessions, including in the conference program, will provide a space to discuss the interpreting process. The Integrated Model of Interpreting (IMI) is the framework used by the mediators. You can learn more about this approach at the BMC website. Come, give it a try!
9:45-11:15am Ballroom 1	Dr. Suzette Garay, PhD- Owner of Diversity Academy for Interpreters (they/them, she, ella, one)	Dear White Interpreters: Lessons, Reflection, Definitions: How We Can Hold Each Other Accountable to Stop	The need for increasing awareness about racial issues is necessary for addressing antiracist interpreting work which requires one to be able to explore racial attitudes, behaviors, and feelings in a trusting, open, and safe environment where potential resistance and interpersonal confrontations can be minimized. Lessons learned from facilitating a course called "Dear White Interpreters" will be shared, along with tools for

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	Joseph (LJ) Williams (he/him) Renee Phillip	Institutional Racism (BIPOC)	reflection and self-care, in an encouraging and supportive environment. Due to the nature and sensitivity of this topic, there will be two separate focus sessions one for White interpreters and one for BIPOC Interpreters. This session is designed for BIPOC Interpreters.
9:45-11:15am Ballroom 12	Amy Williamson	The story behind the story: Perceptions of an interpreted education through the eyes of Deaf students and their Deaf parents	Ever wondered what the deaf student you were interpreting for was thinking behind their glazed, far away eyes? Ever interpreted in a classroom wondering what the deaf students you were working with thought of their parallel but unequal experience of hearing peers? If you answered “yes” or if you are curious to learn more, join this session to see what deaf students and their parents said about their experience of engagement in a mainstream class. The students’ responses to your wondering thoughts may not be what you expect. Results of a study of the policy-as-practice of educational interpreters; which included interviews and observations, will be shared as the backdrop to examining the educational experience through the eyes of the deaf students.
11:30am-12:30pm Key Ballroom 8	Paris McTizic, MA, NIC (he/him) Tiffany Hill	Thursday Plenary Session	How do we pioneer change in this fast-paced world of interpretation? Please join us as we discuss the crucial necessity of staying ahead of the curve while anticipating the evolving needs of our diverse communities. Together, we will explore the critical challenges that our field faces today, acknowledging that our profession must undergo a transformative shift to embrace a more inclusive and equitable future. We will embark on a quest to unmask the barriers hindering progress, shed light on the entry of a new generation of interpreters into the field, and address how to bridge the gap between seasoned professionals and emerging talents. We will delve into the realm of equitable practices, empowering attendees to confront their own biases, dismantle systemic prejudices, and foster an environment which promotes collegial respect by challenging traditional narratives and dismantling outdated structures that disrupt progress. Lastly, we will humanize the working professionals within our field, shedding light on the emotional labor, burnout, and self-care practices necessary for interpreters to flourish in their personal and professional lives. By fostering a compassionate community, we will equip interpreters with the tools they need to not only thrive but also to continue making a lasting impact on the lives they touch.
6:00-9:00pm Stone Circle Room	Nancy Berlove, CSC, SCL, NIC Mary Jo Schwie Loughran, MA, NIC (she/her)	Introduction to Peace Circle	Talking Circles are an integral part of Restorative Practices. They are a way to build and rebuild communities. They can also become a way to address concerns or rifts in the relationship between people. This includes the relationship between interpreters and Deaf consumers, as well as within organizations. Circles embody and nurture a philosophy of relationship and interconnectedness that can guide us in all circumstances – in circle and outside of the circle. Circles invite people to experience

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	Nancy Berlove, CSC, SCL, NIC Mary Jo Schwie Loughran, MA, NIC (she/her)	Introduction to Peace Circle	<p>others in our community in a new context; a non-judgmental atmosphere.</p> <p>Circle practice contains these common elements:</p> <ul style="list-style-type: none"> • People face each other and every voice is considered contributory. • Agreements of participation and a definition of respect are articulated. • Conversation is viewed as a practice set apart from casual social interaction. • The event has a beginning/middle/end and a structure that holds it. • The archetype of circle is present in the space, often through making a visible center. <p>During each talking circle, participants will be asked to share their experience about a given topic. Questions may ask people to talk about different aspects of the interpreting field, their relationship to the Deaf community and each other. It is not a discussion, or a therapy session. Talking Circles are about sharing our story and being seen, which often leads to feeling less isolated or different, and more included and similar. There is no presenter in a circle, each person is responsible to add to the process if they wish.</p>
7:00-8:30pm Ballroom 1	Dr. Suzette Garay, PhD- Owner of Diversity Academy for Interpreters (they/them, she, ella, one) Joseph (LJ) Williams (he/him) Renee Phillip	Dear White Interpreters: Lessons, Reflection, Definitions: How We Can Hold Each Other Accountable to Stop Institutional Racism (White)	The need for increasing awareness about racial issues is necessary for addressing antiracist interpreting work which requires one to be able to explore racial attitudes, behaviors, and feelings in a trusting, open, and safe environment where potential resistance and interpersonal confrontations can be minimized. Lessons learned from facilitating a course called “Dear White Interpreters” will be shared, along with tools for reflection and self-care, in an encouraging and supportive environment. Due to the nature and sensitivity of this topic, there will be two separate focus sessions one for White interpreters and one for BIPOC Interpreters. This session is designed for white interpreters.
7:00-8:30pm Ballroom 12	Jeni Rodrigues, Ph.D., CI and CT, NIC Advanced, NAD IV (she/her)	Unpacking “Effective” Communication in Healthcare: When Compliance Isn’t Enough.	<p>This presentation reports on findings from my doctoral study exploring access to effective communication in U.S. hospitals. Deaf patients report that hospitals provide inconsistent interpreting services and struggle to secure access, despite hospital policies, Joint Commission Standards, and federal legislation mandating “effective” communication. Even when healthcare systems maintain compliance by developing policy, establishing a language access plan, and creating an Interpreter Services (IS) department, barriers persist, and those barriers run deep, far deeper than the number of complaints, lawsuits, or settlement agreements suggest.</p> <p>I problematize the term “effective” as an ambiguous discursive construct, providing</p>

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	Jeni Rodrigues, Ph.D., CI and CT, NIC Advanced, NAD IV (she/her)	Unpacking “Effective” Communication in Healthcare: When Compliance Isn’t Enough.	<p>minimal guidance to hospitals, potentially leading entities to assume they have achieved compliance, contributing to disparities deaf patients report. Even hospitals that provide ASL-English interpreters, they cannot guarantee whether the interpreters are qualified due to the lack of standardized healthcare training, language assessment, or screening tools.</p> <p>I will share Deaf patients’ and medical professionals’ perspectives on working with interpreters with advanced language skills and specialized healthcare training, and interpreter reflections on the challenges they experience interacting with healthcare staff who hold faulty assumptions about deafness, signed language, and interpreters. Among the multidimensional factors implicated in producing “effective” communication. Participants will leave the workshop understanding the issue’s complexity while coming away with strategies and tools they can incorporate into their practice to interpret confidently and “effectively” in healthcare settings.</p>
7:00-8:30pm Ballroom 9	Gloshanda Lawyer Kenton Myers, NIC, QMHI, ABICE, CHI™, CMI-Spanish, AL CCI, BEI Trilingual Advanced (He/Him/ÉI)	Assessing Underrepresented Interpreting Communities in the US	Dr. Gloshanda Lawyer and Kenton Myers conducted a research project that included a nationwide survey and focus groups with Black, Indigenous, Interpreters of Color who work in the United States in various spoken and sign languages. The goal of the project is to inform training materials that would support both emerging and experienced interpreters as they navigate the ever-evolving field of interpreting. In this presentation we will discuss factors that directly impact barriers to entry, advancement, and retention of interpreters of color with emphasis on training and resources for professional development. Some of the preliminary findings suggest that sign and spoken language interpreters of color working in the United States have experiences that are unique to their respective communities. The findings also support the need for expanding beyond concepts of diversity, equity and inclusion, where race, ethnicity and language are often considered, but other identity factors are not. Some of those underrepresented interpreter communities included: DeafBlind, DeafDisabled, and multilingual/multimodal interpreters of color. These groups are often not considered in the development of training materials, not represented in trainer populations, and are rarely able to find workshops/trainings that support their skill development, maintenance and advancement in the field. In this presentation, we will share recommendations and resources for interpreting communities, hiring entities, and professional organizations to shift the culture and improve the experiences of underrepresented interpreters in the field of spoken and signed language interpreting.
7:00-8:30pm Ballroom 10	Moderated by: Miako Villanueva	Deaf & Interpreter: A Panel Discussion on Perspectives	Deaf interpreters are both consumers and professionals in our field. As such, they have a unique perspective on the work of interpreters and our impact on deaf people's lives.

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Location			
	Moderated by: Miako Villanueva	Deaf & Interpreter: A Panel Discussion on Perspectives	<p>This panel will allow us to learn from a diverse group deaf interpreters as we delve into questions including:</p> <ul style="list-style-type: none"> - What do you wish deaf people knew about working with interpreters? - Now that you're a professional interpreter, have your views about interpreting changed? How so? - Do you tell your deaf friends to prepare with the interpreters they work with? What tips do you / would you give them? - What's most important to you in an interpreter when you're the consumer? when you're their team? Are those the same or different and why? - What ethical considerations impact you differently when you're working versus when you're the consumer of interpreting services? - and more! <p>Bring your own questions to add to the exploration together! Are you ready to learn something unexpected from our deaf colleagues?</p>
7:00-8:30pm Ballroom 2	Nathan Fowler, NIC-A (he/him) David N. Evans, NIC Master, RID CI & CT, KQAS 5:5 (he/him)	Reflecting Conversational Dynamics: Show, Don't Tell	<p>In this short experiential session, we will explore options for effective interpreting in dialogic settings. Historically, interpreters worked in isolation, until the advent of prolific “teaming” opportunities. Having multiple interpreters with the same task (ASL/spoken English interpreters working together, or DIs working together), allowed us to split the task of interpreting, preserving physical and mental well-being for the interpreters, and allowing for better-quality interpretations. Interpreters finally felt like they could take a break throughout a day of an assignment. Often, team interpreting has resembled turn-taking, with varying degrees of support for the working interpreter - some interpreters use the restroom, or read materials for later in the day, or write notes, or attend the working interpreter’s interpretation. While turn-taking might make sense in formal presentations, is it the best type of teaming in dialogic situations with multiple interacting speakers (regardless of language)? Most interpreters are able to interpret conversations with some clarity. What happens if we go beyond what we are able to do and look for new options? Can two interpreters working in tandem reflect the dialogic environment in a way that is clear and easy to understand, and which, perhaps counterintuitively, leaves ourselves feeling more relaxed? Let’s find out!</p>
7:00-8:30pm Ballroom 11	Amanda Kennon, MA, NIC (she/her)	Beyond the Spectrum: Neurodiversity in the Interpreting Profession - Application	<p>This workshop will help interpreters expand their knowledge about neurodiversity and the neurodivergent community. During the first half, participants will learn about privilege, identity, intersectionality, stigma, and ableism through a neurodivergent lens. The presenters will also provide an introduction to the neurodivergent community, conditions, and commonly used terminology. Participants will have an opportunity to apply the Demand-Control Schema to analyze the unique challenges that</p>

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	Amanda Kennon, MA, NIC (she/her)	Beyond the Spectrum: Neurodiversity in the Interpreting Profession - Application	neurodivergent interpreters experience. The second half of the workshop will be structured as a Community of Practice as we consider how we, as individuals and a profession, can support neurodivergent interpreting students, colleagues, and consumers while balancing accessibility and inclusion. This will be done through a combination of lecture, activities, as well as small and large group discussions.
7:00-8:30pm Ballroom 4	Laurie R. Shaffer, Ph.D, CI & CT, NIC-A, EIPA 4.5 (she/her)	Decision-making: Institutional Intrusion and Interpreter Agency	<p>This presentation will discuss a framework for examining social institutions called Institutional Ethnography (IE). This framework aims to reveal the invisible strings of various social forces such as Economy, the Law, and Healthcare that intertwine with decision-making.</p> <p>An IE project grounded in the American Healthcare system is used as an example of the interaction between institutions and individuals, specifically ASL/English Interpreters and Deaf individuals.</p> <p>The audience will see how interpreters' decisions may be less about independent agency and more about institutional control and intrusion. And what is unknown or unseen but enacted can cause disempowerment and oppression. It is hoped that by walking through this project, eyes will be opened.</p>
7:00-8:30pm Ballroom 3	Melissa Mittelstaedt	Navigating Finances as a Freelancer: From Rough Waters to Smooth Sailing	Are you a freelancer who feels overwhelmed or uncertain about your finances? During this session, we'll dive into hourly rates, how much of that you're actually earning, give tips for creating stability as a variable income earner, and I'll share some of my go-to tools to navigate finances as a freelancer. If there's time, we may even have a choose your own adventure portion where you decide your preferred topic (spending plan/budgeting techniques or retirement planning). I'd love to have you join me for this interactive and informative session where you'll gain confidence and know-how to sail through your financial journey!

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Time	Session Presenter(s)	Session Name	Session Description
Location 1:15-2:15pm Brent Mediation Room	BMC Mediators	Process Mediation Sessions with the Bilingual Mediation Center	Sign language interpreters rarely, if ever, have the opportunity to meet with someone who is skilled at helping people self-reflect on interpreting. As we know, interpreting is a layered and complex task. People need to unpack their processes and what they bring to assignments. These one-hour sessions, including in the conference program, will provide a space to discuss the interpreting process. The Integrated Model of Interpreting (IMI) is the framework used by the mediators. You can learn more about this approach at the BMC website. Come, give it a try!
1:15-2:45pm Ballroom 12	Christine Multra Kraft, CDI, MA, ASLTA Master (she/her/hers) Carrie Y Martin, BA, NIC (she/her)	Creating Systemic Change: Boosting Deaf-hearing interpreter teaming locally	What does it take to make systemic change happen in the interpreter provision infrastructure? Indianapolis historically had low utilization of Deaf interpreters; change was taking place slowly until a unique collaboration came into being when leaders from the Indiana School for the Deaf, several interpreter agencies, Indiana State Association for the Deaf and Sorenson's Deaf Interpreter Academy came together. The Coalition hosted a series of trainings over 4 years resulting in a greater number of trained new Deaf interpreters, more hearing interpreters knowledgeable on how to team with a Deaf interpreter, a significant uptick in Deaf-hearing interpreter teamed events across the community, and Deaf consumers familiar with and requesting Deaf-hearing teaming. The Coalition is continuing its mission today on several fronts. Our workshop covers how this Coalition came into being covering critical elements that contributed to the success. Event details along with specifics on funding, training, and resources will be shared to provide a road map other communities can follow in boosting the frequency of and best practices in Deaf-hearing interpreter teaming in other localities.
1:15-4:15pm Ballroom 1	Nathan Brown, MA, NIC (he/him)	Anti-Bigotry in Interpreting: Are You Ready to Act?	Are you ready to consider your role in upholding systems of power that marginalize people within the interpreting field? Are you ready to do better and take action? Come join us for this session where we will explore interpreter's bias, the myth of neutrality, and how the Code of Professional Conduct empowers interpreters and others in the field to do better and work towards anti-bigotry. This session will unpack those items and then participants will work together to develop steps they can personally take to advance anti-bigotry and make interpreting more equitable, inclusive, diverse and improve accessibility and belonging for those we interact with.
1:15-4:15pm Ballroom 2	Rebecca (Becky) Stuckless, COI, BEI Master, MAG accredited (she/her)	Choose Your Own Adventure: decisions, impacts, and new options	From receiving a request to create an interpretation, Interpreters must make many decisions. We make decisions about scope of practice, availability, language choices, logistics and much more often without the opportunity to know the impacts of our decisions. In this interactive session we will navigate scenarios in both small and large group to explore what options are available in our decision making. Participants will have the opportunity to contribute their own knowledge and life experience and

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Location			together we will reflect on how our decisions might have an impact on the situation. Are you ready to choose your own adventure and explore potential alternate endings?
1:15-4:15pm Ballroom 10	Andrea K Smith, MA, CI/CT, SC:L, NIC West Resendes, JD (he/him)	What Legal Professionals Wish Interpreters Knew	Deaf people navigating the legal system may, depending on their primary method of communication, rely on the conduit of interpretation. This session, facilitated by a Deaf attorney and a legal interpreter, will explore views on the ways interpreters can improve the process for Deaf people attempting to access the legal system. Using curated clips from interviews with deaf and hearing attorneys and professionals working with deaf clients in legal contexts; we will explore what these practitioners wish interpreters knew to be more effective.
1:15-4:15pm Ballroom 4	Dawn Duran, NIC Adv., SC:L (she/her) DeAnna Swope, MPA (she/her)	Reducing harm through trauma-informed interpreting	<p>This workshop is designed to prepare both hearing and deaf interpreters to interpret in contexts involving all forms of abuse including sexual and/or domestic violence. While language plays a role in this workshop, it is more specifically focused on the dynamics related to trauma-informed interpreting. A trauma-informed practitioner assumes that a person has experienced trauma and takes measures to prevent further harm.</p> <p>Presenters will utilize a multicultural framework to assist participants in increasing their understanding of how culture and identity is relevant to the prevalence, impact, and healing of survivors' trauma and their own vicarious trauma. It will include information and discussions surrounding violence in the lives of Deaf survivors, trauma, ethics, language, self-care, and safety training with the goal of reducing harm.</p> <p>As a trigger warning, be aware that this is an interactive workshop that includes some traditional presentation information intertwined with multiple small group and individual activities.</p>
1:15-4:15pm Ballroom 3	Tarra Grammenos, M.S., SC:L, NIC Advanced (she/her)	The Reality of Suicide - What Interpreters Need to Know	Suicide is a topic that we aren't comfortable talking about until we have to. It is a reality that does not discriminate; it doesn't care who you are or what you do, it can affect anyone. This workshop will be presented by an interpreter and sibling suicide loss survivor. It will be an open and honest conversation about what interpreters need to know about suicide: the facts, statistics, appropriate language (ASL & English), warning signs, risk factors, terminology, myths, and prevention. We will also talk about strategies for safely and effectively working with suicide loss survivors, attempt survivors, and individuals calling the 988 Suicide Crisis Lifeline.
1:15-4:15pm Ballroom 11	Brent Tracy	Let's Talk: A New Framework for Debriefing	Decisions, decisions, decisions. Interpreting is predicated on decisions before, during, and after any assignment. When working with a team, we must collectively make important decisions to optimize the efficiency and efficacy of our facilitation. How will consumer orientation take place? What preparation work needs to occur with consumers? How should we switch? When should we switch? What cues or signals

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Location			
	Brent Tracy	Let's Talk: A New Framework for Debriefing	<p>can my team and I use for support? How can we feed each other? These are all common questions a team may ask. But is there something missing?</p> <p>We all can agree takes a cognitive toll. A solid team is essential to mitigating internal and external factors, resulting in a more positive experience for the consumers we serve. But a solid team is built on a foundation of trust, which requires having open, honest dialogues. In this interactive discussion, we will examine the efficacy of current common pre and post assignment briefing practices. During our discussion we will address possible gaps in these practices using a cognitive bias framework. We will discuss how to unpack those hidden factors to maximize effective teamwork.</p>
1:15-4:15pm Ballroom 9	David N. Evans, NIC Master, RID CI & CT, KQAS 5:5 (he/him) Barbara Spiecker, Ph.D. (she/her)	Interpreting educational numbers: Percent, place, position—math & science numbers	<p>Consider the following English sentences: "Look at page 3 and do the three problems there. The third problem converts 3% to the decimal 0.03." Those two statements contain five different categories of numbers in ASL! Can you interpret them all accurately based on what they mean?</p> <p>Numbers are a basic expression of language fluency, yet many interpreters struggle to know when to use which system. Interpreter and instructors in the educational system are the language models for Deaf children, so it's vital that correct number systems are used and articulated accurately.</p> <p>English is relatively straightforward with only two types of numbers while ASL has more than two dozen different categories including order, quantifiers, and nominals. While many systems are familiar, interpreters can struggle with knowing which system to use when interpreting. This is especially true with some of the more unique systems. Interpreting numbers incorrectly can make an interpreted message difficult for Deaf people to understand.</p> <p>In this session, participants will encounter and categorize different types of numbers based on how their meaning, and practice articulating educationally related numbers accurately into ASL.</p>
3:00-4:00pm Brent Mediation Room	BMC Mediators	Process Mediation Sessions with the Bilingual Mediation Center	Sign language interpreters rarely, if ever, have the opportunity to meet with someone who is skilled at helping people self-reflect on interpreting. As we know, interpreting is a layered and complex task. People need to unpack their processes and what they bring to assignments. These one-hour sessions, including in the conference program, will provide a space to discuss the interpreting process. The Integrated Model of Interpreting (IMI) is the framework used by the mediators. You can learn more about this approach at the BMC website. Come, give it a try!

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Time	Session Presenter(s)	Session Name	Session Description
Location 3:00-4:30pm Ballroom 12	Rosemary Wanis	Deaf Interpreters in K-12 Settings? #YES CAN!	The use of Deaf interpreters (DIs) has become increasingly common in the interpreting profession. DIs work in collaboration with hearing interpreters (HIs) in tandem with each other in an interdependent relationship. They work side by side to navigate the unique intricacies of language and cultural mediation by expanding their role-space, decision latitude, to ensure that linguistic equity is achieved. DIs work with a wide variety of students and yet are often overlooked as a resource in K-12 settings. With the demands that exist in the educational setting, the information gathered from this research study examines roles, responsibilities and benefits of DI-HI teams. This presentation provides possibilities on how to bring about equity, access, and a sense of belonging for students when we include DIs in Educational Interpreting. The presentation looks at how Deaf and hearing interpreters work together to address the needs of the whole child in the educational system. We will examine the role of DI-HI teams with DIs in one of three positionalities: traditional, clarifier/monitor and expander.
4:45-5:45pm Brent Mediation Room	BMC Mediators	Process Mediation Sessions with the Bilingual Mediation Center	Sign language interpreters rarely, if ever, have the opportunity to meet with someone who is skilled at helping people self-reflect on interpreting. As we know, interpreting is a layered and complex task. People need to unpack their processes and what they bring to assignments. These one-hour sessions, including in the conference program, will provide a space to discuss the interpreting process. The Integrated Model of Interpreting (IMI) is the framework used by the mediators. You can learn more about this approach at the BMC website. Come, give it a try!
4:45-6:15pm Ballroom 4	Paris McTizic, MA, NIC (he/him)	Giving What It's Supposed to Give: Strategies for providing ASL-English interpretation for Black cultural references	In this workshop participants will learn about the essential skills and knowledge required to provide interpretation services for clients from Black Deaf communities. Through interactive sessions participants will gain an understanding of the challenges that interpreters face when working with clients who use Black English and Black ASL. They will also learn effective strategies for interpreting in a way that is culturally sensitive and impartial. By the end of the workshop, participants will have a better understanding of where to find resources that will inform interpreting decisions that meet the needs of diverse clients, and they will have the confidence to handle the unique challenges that arise when working in a multicultural environment.
4:45-6:15pm Ballroom 11	Kierstin Muroski, PhD, CI/CT (she/her)	InterpNET: A New Website Database for the Field of Signed Language Interpreting	I am excited to announce the launch of the InterpNET website! Established by the RITE Lab (Research in Interpreting & Translation Education) at the National Technical Institute of the Deaf Rochester Institute of Technology, InterpNET provides access to a curated array of resource links related to the field of signed language interpreting. InterpNET is the most comprehensive database in the discipline and aims to grow through collaborative participation by the users of the website. The database currently

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	Kierstin Muroski, PhD, CI/CT (she/her)	InterpNET: A New Website Database for the Field of Signed Language Interpreting	<p>contains over 14,000 links to videos, journal articles, books, laws & regulations, certifications, historical information, educational resources, and cultural networks. Additional resources will be added through crowdsourcing contributions.</p> <p>InterpNET is a free resource supporting the search and retrieval of categorized information related to signed language interpreting with the aim of improving teaching, learning, interpreting, and research. The resources have been compiled and placed into a public-facing prototype website that informs and inspires the public to contribute relevant resources.</p> <p>This session will walk attendees through the navigation options of the InterpNET website so bring your laptop or tablet and prepare to explore the new InterpNET!</p>
4:45-6:15pm Ballroom 1	Andrea K Smith, MA, CI/CT, SC:L, NIC	RID Credentials: What's in a Name?	RID has awarded 27 different credentials since its inception in 1964. The confusing morass of alphabet soup acronyms has left most everyone unsure of what various credentials mean. Come join the Certification Committee in parsing through the history of RID credentials and be the first to offer feedback on a new approach for what interpreters can and should call themselves depending on which credentials they hold.
4:45-6:15pm Ballroom 12	Allison Jones	"Adaptive Sports and Deafness, Interpreting and Disability: Let's Workout Inclusion, Diversity, and Demand."	Hearing students often arrive at school with a solid language base from their home environment. DHH students in public schools often start out at a disadvantage and delay in their language development level. Because of this they must spend time "catching up". Now they must acquire everyday language and the secret language of school – academic language. This language is necessary for success in school and includes all the specific ways teachers communicate and give direction, discipline and instruction. If students do not know this language, they will struggle with the meaning or intent of the teacher. Are you ready to look at the aspects of Academic Language as it relates to DHH students and to improve the access for the DHH students via interpreters.
4:45-6:15pm Ballroom 3	Carolyn Ball, PhD, CI, CT, NIC (She/Her)	Shining as an Affiliate Chapter Leadership with Dr. Ball	Affiliate Chapter leaders are the key to the success of connections at RID. Unfortunately, Affiliate Chapter leadership cannot be defined by the same approaches that have functioned in the past. Thus, building an excellent, ethical, and enduring Affiliate Chapter is not easy, but it can be done. This workshop will focus on the role of leadership and how to thrive as Affiliate Chapter leaders. As a result, Affiliate Chapters can adopt a give-first mentality, address challenges that Affiliate Chapters are addressing today, and highlight practices for success. Through this workshop, Affiliate Chapter Leaders will be able to explain their reality of current AC leadership and determine how to measure Affiliate Chapter success.

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Time	Session Presenter(s)	Session Name	Session Description
Location 4:45-6:15pm Ballroom 9	Dr. Ceil Lucas, Gallaudet University Dr. Carolyn McCaskill	Black ASL: What Does It Mean for Interpretation?	This workshop which will review the research on the history and structure of Black ASL and discuss where an awareness of language varieties and dialects fits into the interpretation process. This workshop fits squarely into the area of language and cultural development and into the exploration and expansion of language and cultural repertoires. Following the review of the research and the viewing of the documentary on Black ASL - Signing Black in America - the workshop participants will be divided into groups and asked to discuss questions concerning the relationship between language varieties and interpreting. The groups will then be brought back together to share their findings and participate in a general discussion and Q & A. The workshop will last ninety minutes. The questions and the discussion will deal with what it means for interpreters to use Black ASL and how interpreters know when to use African American English. With Black ASL as the foundation and the starting point, perspectives on the varieties of other languages, both spoken and signed, such as Spanish and French will be welcome. The workshop will be interactive and will engage and elevate the discourse around interpreting for Black Deaf consumers and consumers whose repertoires include varieties of Spanish, French, and other languages. In addition to working interpreters and students of interpreters, it will benefit teachers, counselors, and professionals in the field of interpreting.
4:45-6:15pm Ballroom 10	Nikki Cherry, M.Ed., NIC (they/she) Wanya Jefferson	Open Conversations for Allies: Dismantling Barriers to Increase the Number of BIPOC Interpreters	It is necessary for us to talk about racism and oppression and gatekeeping in the interpreting community. It is more important and necessary to talk about changing things for the better. In this session, we will learn from BIPOC interpreters on obstacles to their success and discuss tangible ways to enact positive change in policies and systems.

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Time	Session Presenter(s)	Session Name	Session Description
8:00-9:30am Ballroom 9	Rosemary Wanis Su Kyong Isakson, MA, NIC, Ed:K-12 (she/her)	CALI: Interpreting Strategies used with Deaf Immigrants	Did you know there are free resources available online to support you in teaching your students/mentees to interpret with people who may be language deprived, who have a physical or cognitive disability impacting their language production and comprehension, or who are new to the U.S. and not yet fluent in ASL? Did you know there are curriculum guides with step-by-step instructions on how to use these resources with your students/mentees? Please join us to learn how you can benefit from the Center for Atypical Language Interpreting (CALI) resources.
8:00-9:30am Ballroom 10	Nicky Macias (she/they) Morgan Jericho, MA (they/them, he/him)	Cultural (In)equivalence, ASL Pronouns & Intersectional Representation: Recognizing the Impact of Interpreting Queer and Trans* Discourse	Trans* Linguistics is a growing field of sociocultural linguistics that expands, empowers and unpacks what it means to study and analyze the language use of LGBTQ+ communities. As interpreters in a digital age with little or no notice on the topics of discourse we are to interpret, whether we identify within the queer community or not, we are bound to interpret for gender-diverse or queer consumers or within LGBTQ+ spaces at some point or another (or even more often than we'd expect). In applying the tenets of the growing field of trans* linguistics, this session will showcase how interpreters may unconsciously disregard the cultural and linguistic nuances of queer and trans discourse in their work, how in doing this they may perpetuate linguistic violence, and exemplify the need for employing cultural sensitivity when working in these interpreting situations. Additional considerations on respecting, uplifting and empowering the current and next generation of intersectional queer and trans interpreters/consumers will also be discussed.
8:15-11:15am Ballroom 1	Colin Lualdi	When Work is Not Work: Interpreting Technical ASL	Light amplification by stimulated emission of radiation. If this expansion of "laser" seems impossible to interpret elegantly into American Sign Language (ASL), then this workshop is for you! Join us in undertaking a holistic exploration of interpreting in technical contexts, beginning with a group discussion of the challenges inherent in such work so that participants can identify their personal areas of improvement. An ASL-centric technical language framework incorporating both vocabulary and syntax will be introduced as a tool for effective communication. Elements of this framework developed recently by the presenter and colleagues will be reviewed, with a focus on strategies for designing a successful ASL technical vocabulary. An analysis of syntactic best practices will follow, covering approaches for combining technical signs into coherent and compelling sentences. Participants will be provided with opportunities to collaboratively assess and strengthen their technical interpreting skills using the discussed ASL-centric language framework as a guide.
8:15-11:15am	Amber Burley Munnerlyn	Local Work National Impact? Cincinnati African	Imagine having a true passion for your work and the population you serve then finding your growth potential stifled by a lack of equity, insufficient networking opportunities,

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Time	Session Presenter(s)	Session Name	Session Description
Location Ballroom 3	Akilah Z Richardson, NIC (she/her) Crystal Stewart	American Black Interpreter Collaborative	<p>and barriers to economic growth. Imagine being Deaf and feeling you are not accurately being represented or understood by the very people who are supposed to provide communication access. What harm could the miscommunications and misunderstandings cause?</p> <p>Two research questions guided our project – What is the scope, severity, and impact of the racial disparity of African American/Black interpreters in the Greater Cincinnati area? How, if at all, does Cincinnati’s AA/Black interpreters address their concerns with the racial disparities in the signed language interpreting field?</p> <p>Our session will share how The Cincinnati African American/Black Interpreter Collaborative, (CAABIC) is an organization of local American Sign Language practitioners who identify as African American/Black to address the disparities faced in the profession. CAABIC’s formation and success does not have to be isolated. We want to offer our organization as a model for replication in other cities and municipalities. This presentation will explain the research behind counter spaces, invite discussions on ethical decision making and best practices in cultural competence, call in co-conspirators to leverage and uplift others, and assist participants in identifying where there may be opportunities to create counter spaces to promote and elevate underrepresented groups of Sign Language Interpreters in their local area.</p>
8:15-11:15am Ballroom 12	David N. Evans, NIC Master, RID CI & CT, KQAS 5:5 (he/him) Kathy Goodson (she/her)	An Exploration of Affect: more than words - Affect in Communication	Have you ever been accused of being angry when in fact you were just passionate about a topic? Have you ever tried to make a point but folks just focus on your emotion? What is our understanding of affect and how is it shaped? How do we measure or decide the affect of any individual? What skews our perception of the affect of others? "Get ready" to collaborate and build a deeper understanding as we discuss these issues and more, exploring affect.
8:15-11:15am Ballroom 11	Marty Taylor Susan Brown	School Interpreting: The Layering Complexities	This presentation shares data-driven insights related to educational interpreters who are responsible for ensuring effective and comprehensive communication for K-12 students who are deaf and hard of hearing. The authors of the 2023 publication “Complexities of Educational Interpreting: An Investigation into Patterns of Practice”, 2nd edition, will discuss the changes that have occurred in the field since the data collected for the first edition in 2018. Specifically, a model will be highlighted to provide a systems perspective of interpreters’ roles as service personnel in public schools. The four essential foundations – academic credentials, professional credentials, continuing education, and supervision and accountability systems – necessary for qualified K-12 interpreters will be described and defended as legitimate expectations. Data from State Education Agencies (SEA) regarding employment

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9:45-11:15am Ballroom 9	Kyle Duarte, PhD, NIC (he/him) Tiffany Hill	The Un-Agency: Reframing Interpreting Coordination Services for Equity	<p>standards will be highlighted. Additionally, the Educational Interpreter Performance Assessment (EIPA) analysis of ~30,000 evaluations and recommendations for stakeholder organizations will be shared.</p> <p>This workshop will explore the ways in which the traditional agency model often causes harm and allows inequity to perpetuate in the deaf community. Such examples include not educating clients on why event details are necessary during their initial request, assigning interpreters who are not qualified for the assignment (a.k.a. “warm body” syndrome), and robbing interpreters of their ability to make professional decisions that will, hopefully, positively affect the interpreted interaction for both the organizational client and deaf attendee (a.k.a. an interpreter’s agency).</p> <p>Instead, we will discuss how the “un-agency” model can be used to more effectively assign interpreting teams to the critical work that they do, empower interpreters to make decisions that increase equitable communication, and ultimately best serve deaf community members in their personal and professional pursuits. The “un-agency” model also prioritizes the quality of interpreted interactions over profit, and focuses on long-term, sustained relationships and access strategy, rather than narrow assignment-by-assignment transactionalism.</p> <p>Participants will individually perform a SWOT analysis (strengths, weaknesses, opportunities, and threats) of their current experiences with interpreter scheduling, and then get together in small groups to brainstorm ways to include “un-agency” principles in their work. Findings will be reported out to the entire group.</p>
9:45-11:15am Ballroom 4	Nathan Fowler, NIC-A (he/him) Mary Jo Schwie Loughran, MA, NIC (she/her)	Looking at the Supporting Team: What are we doing, and why?	<p>In this short experiential session, we will explore the role of the supporting interpreter. Historically, interpreter teams sharing the production of an interpretation (ASL/spoken English interpreters working together, or DIs working together) have worked in a turn-taking approach, with one interpreter primarily producing an interpretation, and a second interpreter supporting the interpretation through attentive listening, or providing clarification of the speaker’s message, or providing language options, among other behaviors. At some point, these interpreters trade tasks. Few of us have spent much time exploring the task of the supporting interpreter. What are they thinking? What decisions are they making? What actions are they taking? And, most importantly, why are they doing (or not doing) what they are (not) doing? In this session, we will take a look at the relationship of the producing and supporting interpreters, and we will try to uncover what beliefs underlie our choices, how we can build on our strengths, and which strategies we can employ to provide accurate and clear interpretations for our audiences.</p>

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Time	Session Presenter(s)	Session Name	Session Description
11:30am-12:30pm Key Ballroom 8	Sam Sepah	Saturday Plenary Session	Artificial Intelligence (AI) technology has the potential to revolutionize the field of ASL interpretation. AI is a tool that can be used to help ASL interpreters, not a threat to their jobs. It also emphasizes the importance of the human touch. AI can be used to improve communication access for deaf and hard of hearing people, which can lead to increased opportunities for education, employment, and participation in society.
12:30-3:00pm Key Ballroom 8	Ritchie Bryant & RID Board	Community Forum and Lunch	Join us for an engaging and interactive workshop where we will dive into the vision of RID 2.0, allowing members to explore and reimagine the organization beyond certification. This workshop provides a platform for participants to envision the future of RID, identify desired perks and benefits, and prioritize the type of advocate that RID should be. Together, we will create a blank canvas for transforming RID into a modern and agile organization that is responsive to the evolving needs of its members.
3:15-4:45pm Ballroom 11	Marissa Rivera (she/her)	Mixed-Race Children of Deaf Adults, A New Study on a Growing Population	Marissa will present her thesis as a recent graduate from the Masters of Interpreting and Communication Equity program at St. Catherine University. Participants will have an opportunity to learn about the documented lived experiences of a growing population of mixed-race children of Deaf adults in the U.S. and research findings. Participants for this session are not required to have any background knowledge. All are welcome!
3:15-6:15pm Ballroom 10	Sarah Wheeler, NIC-Advanced (she/her) Mona Mehrpour (she/her) Siavosh Hedyati Dr. Ardavan Guity (he/his)	Learning About Iran: Cultural Competency for Interpreters	Inspired and led by the author of "Deaf Phenomenal Life in Iran", Siavosh Hedayati, this workshop is an opportunity to learn more about Iran through a three-part workshop. We will first open with the author sharing his thoughts on writing the book and why it meant so much to him. Then we will discuss Iran and the culture of Iran through the lens of two people, Mona Mehrpour, a Coda (Child of a Deaf Adult) from Iran, and Siavosh Hedayati & Ardavan Guity who are both Deaf and from Iran. We will discuss the importance of cultural competency, equity, and empathy for interpreters to reflect on and carry on in their work and understand the lived intersectional experiences of the communities we work with. Finally, in the last part of the workshop, the presenters will discuss why reading a book about an Iranian Deaf boy and learning more about Iran from the Iranian Deaf community, Codas, and others are worthwhile for interpreters. As a bonus, we have included a mini handbook, "Exploring Iranian Culture: Resources for Learning and Engagement," to continue learning about Iranian culture and how to get involved with Iranian groups.
3:15-6:15pm Ballroom 2	Royce M. Carpenter, Ed.D., NIC: Master (she/her) Elisa Maroney	Let's talk about race!	In this workshop, we will begin by exploring our own biases and continue by having in-depth conversations related to how race is a construct in our country and in our discipline. We will discuss how people shy away from conversations due to their biases. We will explore how our varying racial identities impact our decision-making, thinking, and relationships. We have counterspaces and majority spaces. We [the presenters] meet in the intersection of those spaces. We invite you to connect by

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Time	Session Presenter(s)	Session Name	Session Description
Location			
3:15-6:15pm Ballroom 1	Bee Gehman (they/them) M.Ed., CSE	Sexual Trauma-Informed Interpreting	<p>coming together with us and each other in the intersection of those spaces to develop social identity and cultural humility.</p> <p>Because sexuality is a developmental process, the likelihood that an interpreter will work with consumers struggling with some aspect of their sexuality is high, regardless of the setting. As interpreters, most of us are aware that trauma greatly impacts the lives of Deaf, DeafBlind, DeafDisabled, Hard of Hearing and Late-Deafened consumers. However, a large majority of interpreters don't realize how sexual trauma can be exacerbated by language deprivation. Leading them to unintentionally cause more harm as they interpret in sexual healing settings (i.e., therapy sessions, sexual health appointments).</p> <p>Sexual trauma refers to one or multiple sexual violations that invoke significant distress, including inadequate or lack of sexuality education to make informed decisions. Experiencing language deprivation can be a major barrier to healthy sexual relationships with oneself and others. In addition, many people have been victims of sexual assault, and these experiences have a staggering impact on one's sexuality.</p> <p>Most interpreters receive very little to no sexuality interpreting training through their studies program and yet, they are expected to be able to interpret for folks in areas they may have little expertise with, including sexual trauma. Foundational knowledge of sexuality is critical to interpreting; this includes understanding their own biases and assumptions around sexuality and how this impacts their ability to interpret with a non-judgmental and trauma-informed approach. This workshop's intent is to give participants the confidence to work with different sexuality issues that might come up in various settings with individuals.</p>
3:15-6:15pm Ballroom 4	Robin S. Shannon, CDI, CLIP-R Miako Villanueva	Scratching the Surface of Deaf/Hearing Platform Teaming	<p>This interactive workshop will explore approaches and strategies for strengthening the effectiveness of deaf/hearing teams on platform assignments.</p> <p>Deaf/hearing teaming continues to be a rapidly developing (PAH!) area of our field. Across the country we see the need and desire to have deaf interpreters working on platform at events including media events, political rallies, workshops, conferences, galas, etc. As such opportunities continue to increase, it is our responsibility as professionals and stakeholders (interpreters, agency owners, consumers, hiring entities, etc.) to carefully consider how this work differs from other settings and teaming styles. Now more than ever, our platform work sets precedents for future interpreting, making ethical decisions about who is included in platform teams, as well as the effectiveness of the team connection, critical.</p>

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Time	Session Presenter(s)	Session Name	Session Description
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	Robin S. Shannon, CDI, CLIP-R Miako Villanueva	Scratching the Surface of Deaf/Hearing Platform Teaming	Led by a highly experienced deaf interpreter and hearing interpreter team, workshop participants will explore how deaf/hearing teaming, preparation, and post-job analysis for platform work differs from how deaf/hearing teaming in interactive settings, from hearing/hearing platform teaming, and from deaf/deaf teaming. We will present techniques that we have used and seen and discuss the pros and cons of each approach, as well as challenges and strategies for learning to use them appropriately. We will also solicit suggestions of other approaches that have worked for workshop participants, and provide the opportunity for all of us to try these approaches. We will consider together what kinds of further training are needed to be prepared to work as deaf/hearing platform interpreters.
3:15-6:15pm Ballroom 9	Betty M. Colonomos, MCSC	The Big Myth: Language = Interpreting	<p>Why are most graduates of ITPs not ready to work? Why does most feedback relate to sign vocabulary or production? Why do most assessments of interpreters focus on language competence?</p> <p>Our field, unlike most interpreting communities in the world, does not frame our work as distinct from language competence. Not all bilinguals are able to interpret. We train people to work between words and signs. The result of this is that little or no time is spent on understanding and refining those mental processes that are needed to determine the meaning, goal, intent, and elements of communication that are critical to successful outcomes.</p> <p>In this workshop we will examine the constructs, and practices we use when we examine and assess our work with others in order to accurately label what is related to language competence and what is part of the complex set of processes that interpreters use to make decisions about how to produce an equivalent target message.</p> <p>This workshop is highly interactive and participants will work in small groups to analyze and unpack this issue by responding to focused questions.</p>
3:15-6:15pm Ballroom 12	David N. Evans, NIC Master, RID CI & CT, KQAS 5:5 (he/him) Kathy Goodson (she/her)	An Exploration of Affect: more than words - Affect in Interpretation	Have you ever been accused of being angry when in fact you were just passionate about a topic? Have you ever tried to make a point but folks just focus on your emotion? What is our understanding of affect and how is it shaped? How do we measure or decide the affect of any individual? What skews our perception of the affect of others? "Get ready" to collaborate and build a deeper understanding as we discuss these issues and more, exploring affect.
3:15-6:15pm Ballroom 3	Cameron Larson, NIC	The Psychedelic Renaissance: An	Trippy. Groovy. I get high with a little help from my friends. Magic Mushrooms, Molly, and more. Most of us were taught that drugs are bad; scary psychedelics! But, are

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Time	Session Presenter(s)	Session Name	Session Description
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		Introduction to Interpreting in Psychedelic Assisted Therapy	<p>they bad? With new research in the last several years proving the medicinal benefits of psychedelics, legalization is quickly expanding. It's only a matter of time before interpreters are called to interpret in this complex setting. Will you be ready? What's that look like? What medicines are used? And, how can I approach to this work with harm-reduction in mind?</p> <p>In this session, you'll learn about the history of psychedelics, current trends in the research of psychedelic medicines, and how to be prepared when working in this setting. Let's dive into psychedelics and see where this journey takes us.</p>
5:00-6:30pm Ballroom 11	Vernice Williams	Bridge the Gap: Old School vs New School	Out with the old and in with the new? As we continue to see the increase of request for mentorship/mentee programs, we need to prepare for this demand. Our seasoned interpreters are from a different era. Grace from both parties are needed for collaboration.

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Time	Session Presenter(s)	Session Name	Session Description
8:00-9:30am Key Ballroom 8	Star Grieser, MS, CDI, ICE-CCP Ritchie Bryant, MS, CDI, CLIP-R	Closing Session	The Registry of Interpreters for the Deaf's President Ritchie Bryant and Chief Executive Officer, Star Grieser, will present on RID's vision for moving RID towards organizational health. We will discuss ours and the organizations journey through the healing process and share our vision of revolutionizing RID to better serve our consumers and foster growth and advancement within the profession. Our goal is to stimulate thinking among our members on what RID is beyond certification and as member organization, what this could look like, especially in terms of supporting and attracting new members, supporting newcomers to the profession, advancing the skills and careers of current and seasoned practitioners in collaboration with leaders within the industry, our professional colleagues, employers, educators, and mentors/mentees, etc. This is an opportunity for members to directly from RID leadership the vision for our organization, our profession and our communities. Are you ready to join us?
9:45am-12:45pm Ballroom 11	Dr. Naomi Sheneman, Ph.D. & CDI (she/her/they/them) Bonnie Goben, MA, CDI (she/her/hers)	Deaf Interpreter Specialization: Ready Yourself for Sight Translation Work	Sight translation is on-the-spot translation of print documents into a source language. For Deaf interpreters, the source language is a sign language. Print documents may include the following: intake questions, instructions, consent forms, performance reviews, and legal documents. Deaf interpreters need to be ready to translate a wide variety of English-based documents on-the-job during interpreting assignments. This workshop covers how the Deaf interpreter can best provide access as consumers obtain critical information and navigate decisions. Techniques to signpost and highlight essential information from the English-based documents will be explored. Natural ASL strategies to prompt confirmations and clarifications will be practiced along with options for involving the hearing consumer and/or your interpreter team. Sight translation situations can lead to some challenging ethical conundrums. This training will walk participants through case studies and options for ethical decision-making process. Through guided practice, participants will apply key strategies involved in providing optimal sight translations. Participants will analyze content samples where the learned principles can be applied.
9:45am-12:45pm Ballroom 9	Deb Martinez, MA RID CI/CT, NIC Adv, SC:L, BEI Master, Court (she/her)	Consecutive Interpreting in Legal Settings	Legal interpreting has life changing consequences for the participants involved. The legal settings we work in are often by nature adversarial and the questions are complex. This workshop will look at how attorneys, police officers, and judges construct questions and how we can use consecutive interpreting to provide more accurate interpretations. We will explore tools for memory retention, note taking, and effective teaming using consecutive work. For those interpreters who are new to consecutive the workshop will provide an overview of cognitive processing and an

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Location			
	Deb Martinez, MA RID CI/CT, NIC Adv, SC:L, BEI Master, Court (she/her)	Consecutive Interpreting in Legal Settings	opportunity for participants to use and practice consecutive interpreting skills through independent practice and teaming. We will explore best practices in teaming when using consecutive and how to support another's work. Those who are ready and interested will also be able to develop or hone their skills in consecutive note taking. Participants wanting to work on the note taking skills portion of the training are required to bring their own note taking materials. A spiral bound legal notepad is suggested or technology that can incorporate writing and drawing on a blank slate.
9:45am- 12:45pm Ballroom 10	Daniel Israilov	Medical Interpreting, Visual Vernacular Style	More often than not, interpreters would sign medical terms assuming the Deaf clients know what they mean. How often have we interpreted "high blood pressure" without creating an anatomy visualization for the client? What does high blood pressure mean? In this workshop, we will go beyond signing the word for word by elaborating and painting a picture for our clients to understand the meanings of simple and complex medical terminologies. We will focus on utilizing different Visual Vernacular and non-manual signal aspects (facial expressions, classifiers, body movement, etc.) and how to apply them. This workshop contains multiple hands-on activities and practices to allow registrants to self-evaluate and gradually enhance their skills. Participants will implement the tools learned in this workshop in their daily work.
9:45am- 12:45pm Ballroom 12	Anne Braun, MA, CI, CT (she/her) Betty Colonomos, MCSC	Mutually Beneficial Mentoring Relationships	An effective mentoring relationship is one which benefits both the mentor and mentee. Mentors develop their ability to listen to and support the mentee in discovering their own processes and filters that impact their work. Mentees develop tools and strategies to take control of their interpreting decisions. This workshop will explore different types of mentoring relationships where mentoring is not a one size fits all approach. This framework truly meets the learner where they are and guides the learner in developing their interpreting skills set in ways that traditional educational approaches have fallen short. This workshop will be highly interactive and encourage the participants to engage in reflective practices.