

## Friday, Nov 3, 2023

6:30pm - 8:30pm EST

### **Life Hacks, Freebies, & Other Tips for Navigating Your Professional Development**

By Amanda Kennon

#### [Description in ASL](#)

According to the seventh tenet of the RID-NAD Code of Professional Conduct (2005), “interpreters engage in professional conduct.” However, many interpreters often struggle to articulate and achieve their professional development goals. The Continuing Maintenance Program (CMP) can be confusing to navigate— and expensive. Instead of just “checking the box,” what if you could use professional development to elevate your practice? During this workshop, participants will have the opportunity to develop their own SMART goals and evaluate how professional development opportunities align with their individual goals. Participants will also learn how to find CMP Sponsors and complete the process for PINRA, Independent Study, and academic coursework. Finally, participants will explore professional development opportunities, including those that are available for no- or low-cost. The goal of this workshop is two fold: to not only connect participants to diverse professional development opportunities, but also to leverage the opportunities available in order to better serve the Deaf community.

At the conclusion of this activity, participants will be able to:

- Define “practice profession.”
- Explain the SMART goal acronym.
- Write their own SMART goal.
- Find CMP Sponsors and complete the process for PINRA, Independent Study, and academic coursework.
- Review professional development opportunities to assess target audience, CEU information (hours, GS/PS, PPO, specialty) and learning objectives.
- Identify professional development opportunities that align with their professional development goals, including no- and low-cost opportunities such as public events, scholarships, and grant-sponsored initiatives.

Amanda Kennon (she/ her), MA, NIC is a freelance interpreter, mentor, and presenter who resides in Southeast PA. She received her B.A. in Interpreting and ASL/ Deaf Studies from Maryville College and her M.A. in. Interdisciplinary Studies: Individualized Studies: Ethics and Interpreting from George Mason University, completing her Capstone Project, “Ethics & Professional Identity: A Proposed Curriculum for Students in Interpreter Education Programs.” During her sixteen-year career, Amanda has worked as staff and freelance in various settings, frequently mentoring students and novice interpreters. Before moving to Pennsylvania, Amanda lived in Northern Virginia and was active with VRID, serving on the Board as District I Representative, Treasurer, and Vice President. During her tenure, she led discussion groups and workshops on ethical decision making; developed the Community Dialogues series, facilitating several sessions; spearheaded the establishment of the VRID Mentorship Task Force; and presented at the 2016 & 2018 VRID Conferences- culminating in

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the 2018 VRID President's Award. Additionally, Amanda presented at the 2016 PCRID Conference; provided in-house professional development as a staff interpreter; and published in the RID Views. As a federal government contractor, Amanda gained experience as a designated interpreter at a DoD agency. Subsequently, she was a staff interpreter at a school system which hired designated interpreters for Deaf teachers. Although she was not working in the designated role, she occasionally provided services and was able to observe a variety of dynamics and the unique demands her colleagues experienced.

Target Audience: Students and Working Interpreters  
RID Prior Content Knowledge Level: Little/None  
RID CEUs: 0.2 General Studies

6:30pm - 8:30pm EST

### **How to be Respectful toward Indigenous People through Interpretation**

By Melanie McKay-Cody

This workshop will provide an understanding of Indigenous ways of doing interpretation and instruction within the educational setting. The presenter will teach and guide working interpreters/educators with accurate information and sign vocabulary used in Native/Indigenous settings. This presentation includes instruction and open discussion with the opportunity to ask questions.

At the conclusion of the activity, participants will be able to

- Recite Indigenous/Native ways of doing, knowing, and being.
- Analyze some situations in Native settings.
- Recognize attributes of Indigenous Deaf and Hard of Hearing peoples and their culture and knowledge.
- Identify and Explain the do's and don'ts when working with the Native Deaf and Hard of Hearing population.

Dr. Melanie McKay-Cody (Cherokee) earned her doctoral degree in linguistic and socio-cultural anthropology at the University of Oklahoma. She has studied critically endangered Indigenous Sign Languages in North America since 1994 and helps different tribes preserve their tribal signs. She also specialized in Indigenous Deaf studies and interpreter training incorporating Native culture, North American Indian Sign Language and ASL. She is also an educator and advocate for Indigenous interpreters and students in educational settings. Besides North American Indian Sign Language research, she had taught ASL classes in several universities for over 40 years. She is one of eight founders of Turtle Island Hand Talk, a new group focused on Indigenous Deaf/Hard of Hearing/DeafBlind and Hearing people.

Target Audience: Interpreters, teachers, paraprofessionals, and interpreting/ASL students.  
RID Prior Content Knowledge Level: Little/None  
RID CEUs: 0.2 PS

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## Saturday, Nov 4, 2023

8:30am - 10:30am EST

### **Interpreter Business Practices: Taxes & Tips**

By Amelia Bowdell

#### [Description in ASL](#)

Participants will explore the business side of being an ASL interpreter. Learn the common tax deductions that interpreters take and how to document those deductions. Discover technology that can make the business side of interpreting easy. At the end of the presentation, participants will get a list of best practice resources for how to set themselves up for success.

At the conclusion of the seminar, participants will be able to:

- Explain the difference between an independent contractor and an employee in the field of ASL interpreting.
- Identify examples of deductions that ASL interpreters commonly take on their taxes.
- List 3 or more examples of technology that can be used for best business practices and organizational practices for interpreters.

Amelia Bowdell, MA, MA, NIC works as a tenure-track instructor at Bloomsburg University and is an ASL interpreter. She teaches translation, interpreting courses, and the business side of interpreting. She earned her bachelor's degree in Sign Language Studies: ASL Interpreting, her first master's degree related to teaching second language acquisition from Madonna University, and her second master's degree in Interpreting Studies: Teaching Interpreting from Western Oregon University. She successfully defended and published her master's thesis related to developing bilingualism in ASL and English using second language acquisition. Among other publications, she has also published a chapter in the 1st Open Education Resource (OER) book in the field of interpreting on the topic of "Interpreting English Grammar Classes: Theory, Tips, & Tools." She is currently working on her PhD doctorate in Composition and Applied Linguistics through Indiana University of Pennsylvania (IUP). Amelia has been interpreting since 2005 and earned her NIC. She has been teaching in higher education for more than thirteen years. Amelia's research interests include but are not limited to bilingualism, second language acquisition, ASL linguistics, language assessment, and meaning transfer for interpreters. On a personal note, she enjoys spending time with her wonderfully supportive husband Jeffrey and their dog. Together they love to play board games and go on walks with their dog.

Target Audience: All Deaf and Hearing Interpreters

RID Prior Content Knowledge Level: Little/None

RID CEUs: 0.2 General Studies

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8:30am - 10:30am EST

### **Introduction to Interpreting with Counsel**

By Debra Gorra Barash

This workshop will offer a brief introduction for interpreters who encounter working with attorneys in legal environments. Participants will gain tips to address specific strategies to enhance working with attorneys and their clients during various stages of interactions and court hearings.

At the conclusion of the activity, participants will be able to

- Participants will list some of the Court Rules and laws that affect this specific role,
- Participants will be able to compare, contrast, and articulate differences between Sign Language interpreter roles and Spoken Language interpreter roles,
- Participants will be able to clearly describe the rationale and the separation of the Proceedings interpreter role and the Interpreter for Counsel role,
- Participants will identify the responsibility to correct errors in an Interpreter for Counsel role,
- Participants will identify strategies to interact with, approach, and work with attorneys as part of the “legal team.”

Debra Gorra Barash, CI, CT, SC:L, Q-MHI is a highly regarded sign language interpreter with nearly 40 years of experience. She holds various specialized certifications, including legal interpreting and mental health interpreting. Debra has played a significant role in shaping the ethical guidelines for court interpreters in Wisconsin and has served on the Committees to Improve Interpreting and Translation in the state's courts. She provides professional training and lectures at various institutions and serves as a mentor and teacher in interpreter training programs. Debra's background in business administration led her to co-found Professional Interpreting Enterprise, LC, recognized for its quality services. She has also served as an Executive Director for non-profit organizations and offers consulting services and expert witness testimony on interpreting issues.

Target Audience: Interpreters who work in legal environments with Attorneys

RID Prior Content Knowledge Level: Some

RID CEUs: 0.2 PS

10:45am - 12:30pm EST

### **PARID Annual Meeting**

By the PARID Board of Directors, Star Grieser, and Ritchie Bryant

Target Audience: PARID Members

RID Prior Content Knowledge Level: Not Applicable

RID CEUs: 0.0

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1:15pm - 5:15pm EST

### **Theater Interpreting in Four Acts**

By Kevin Dyels and Aaron Kubey

#### Description in ASL

Learn about interpreted theatre and concert performances through the lens of theatre staff, service administration and Deaf participation. Participants will learn about Theatre staff, crew positions, Theatre jargon; pre show preparations, script analysis, logistical considerations and Deaf Directors of Artistic Sign Language (DASL) Through lecture, discussion and activities participants will learn about the process of working with theatres and concert venues from the moment a Deaf consumer makes a request for tickets all the way through to the final Curtain Call.

At the conclusion of this activity, participants will be able to:

- Explain 5 steps and develop 3 skills needed to cultivate professional relationships.
- List 5 strategies/ways/items required in researching a show.
- List and describe top 10 basic theatre concepts.
- Explain what a DASL is and how to effectively work with one.

Kevin Dyels is a full-time certified ASL interpreter for Sorenson Communications. He is also an owner of a performing arts interpreting company called First Chair Interpreted Productions which provides ASL interpreters for 150 performing arts events each year. He has held executive Board and managerial positions with interpreting private and nonprofit organizations throughout the country and commits to mentoring veteran and new interpreters in the interpreting profession. Originally from northern California, Kevin presents interpreting workshops in theater, affect, team building, and self-confidence both nationally and internationally. He has traveled to India, Romania, Hong Kong, and South Africa with Quest Visual Theatre, a performance group that presents workshops and performances to deaf and hearing audiences around the world. Kevin coordinates interpreters for various conferences and festivals throughout the year, works as a professional sound designer and disc jockey, and in his spare time enjoys international travel. Kevin has a degree in theater from the University of Maryland and is married to a partner from Hong Kong. They share a grey Tuxedo kitty named Sylvestre.

Aaron Kubey was the first Deaf and youngest Executive Director/President of the National Theatre of the Deaf. He had the opportunity of working on numerous television, film, theatrical productions, and concerts during his professional career. He regularly works as a Director of Artistic Sign Language (DASL) in the Washington, DC Metro area. He has most recently DASL'd Dear Evan Hansen, Come From Away, and Next to Normal at the Kennedy Center, and Aladdin and The Band's Visit at Hippodrome Theatre in Baltimore, MD. He currently works as a Certified Deaf Interpreter (CDI) and Communication Access Specialist for the Federal Emergency Management Agency (FEMA). Mr. Kubey is a 1994 graduate of the Model Secondary School for the Deaf (MSSD) at Gallaudet University in Washington, D.C. In 2006, he earned his Bachelor of Fine Arts (B.F.A) degree in Theatre Studies from the Theatre School, DePaul University in Chicago, Illinois, making him the first Deaf graduate from this prestigious institution. He is a Chicago native, and a diehard Cubbies fan who is thrilled they won a World Series in his lifetime and believes they win it all again and again!

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Target Audience: Intermediate and Advanced Interpreters  
RID Prior Content Knowledge Level: Some  
RID CEUs: 0.4 Professional Studies

1:15pm - 5:15pm EST

## **How to interpret in Social Studies**

By Paul Glaser

### [Description in ASL](#)

There is increasing importance and awareness being placed on the role Social Studies plays in teaching and learning in the classroom. Many teachers and interpreters have different signs for certain Social Studies terms and it is possible that a lack of standardization may influence learning. There is a particular need to discuss perceptions of Social Studies signs in order to help prepare new teachers and interpreters who pursue careers in Social Studies education for the deaf. The present workshop was designed to assist new and experienced Social Studies teachers and interpreters for the deaf as well as students interested in learning about Social Studies signs. Most teachers and interpreters do not have signs for advanced Social Studies and fingerspell those terms to avoid inventing signs. This workshop helps you to be familiar with Social Studies terms and how to apply them in interpreting settings.

At the conclusion of the activity, participants will be able to:

- Demonstrate/describe the interpreting process for Social Studies topics
- Incorporate illustrations from Social Studies textbooks into interpretations
- Analyze Social Studies and ASL texts and create varied interpretations into the target language
- Use visualization techniques to better inform their interpretation of Social Studies materials

Paul Glaser is an Ohio native, however Washington State is his home. Paul graduated high school from St. Rita School for the Deaf as valedictorian. He then attended Gallaudet University where he earned a bachelor's degree in Mathematics and Communications Studies in 2003. Paul went on to attend Rochester Institute of Technology, achieving his master's degree in Deaf Education with a focus in mathematics in 2005. During his graduate career, he focused on researching and collecting math signs for K-12 settings. Since 2005, he has taught mathematics to Deaf students in K-12 settings and at the college level. Paul also developed a learning program to teach math signs to interpreters. It was through teaching that Paul came to realize his love for interpreting. In the early 2010's, Paul began to take several interpreting classes and workshops in the greater Seattle area, at Gallaudet University, and at Spokane Falls Community College, and became a Certified Deaf Interpreter in 2014. Currently, Paul works at the Center of Deaf and Hard of Hearing Youth in the state of Washington as a STEM Teacher of the Deaf. Paul worked at Sorenson Communications as an Interpreter Educator in the Professional Development department for 6 years. In addition, Paul specializes in teaching and mentoring educational interpreters in various topics, especially mathematics.

Target Audience: Educational Interpreters and Teachers of the Deaf

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RID Prior Content Knowledge Level: Some  
RID CEUs: 0.4 Professional Studies

7:00pm - 9:00pm EST

### **The history and stories of the Philadelphia Deaf community**

By June Goodwin and Jami Fisher

#### [Description in ASL](#)

The stories and signs of different Deaf communities across the US contribute to the vibrant language we know as ASL. But these communities often have their own ways of signing and their own stories behind these signs. Who are the people and what are the factors that influenced Philadelphia ASL? What are their stories? What do their signs look like compared to other regions? This presentation will explore the influences on the signing of the Philadelphia ASL community, the stories and experiences of the Deaf community that shape the unique signs of this area, and efforts to document and understand these signs and stories as they evolve. We will also take some time to show some of the signs that are characteristic of the Philadelphia Deaf community, noting how they are changing over time.

At the conclusion of the activity, participants will be able to:

- Describe how and why deaf individuals in the Philadelphia region developed some unique signs
- Describe the sociolinguistic changes over time
- Provide examples of lexical items for interpreter and deaf community awareness

June Goodwin was born into a deaf family. She graduated in 1970 from The Pennsylvania School for the Deaf in Philadelphia, Pennsylvania. She has taught American Sign Language classes at various schools and is currently a Master Lecturer teaching ASL classes at the University of the Arts in Philadelphia, Pennsylvania.

Jami Fisher is the Director of the American Sign Language and Senior Lecturer in Foreign Languages in the Department of Linguistics at the University of Pennsylvania, a position she has held since 2005. She is a native ASL user and CODA (Child of Deaf Adults), born and raised in Philadelphia. She has a BA in English and Education from Colby College, an M.S.Ed. in Education, Culture, and Society and an Ed.D. in Higher Education from University of Pennsylvania's Graduate School of Education. Her current academic interests include finding ways to integrate meaningful, collaborative, community-based activities into ASL and Deaf Studies coursework as well as documenting and analyzing the Philadelphia variety of American Sign Language.

Target Audience: Interpreters and Deaf Community Members

RID Prior Content Knowledge Level: Little/None

RID CEUS: 0.2 Professional Studies

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## Sunday, 11/5/23

9:00am - 12:00pm EST

### **Grammar and Transitions in ASL**

By Rhonda Jennings-Arey

#### [Description in ASL](#)

This workshop will focus on reviewing ASL transitions and grammar review. ASL grammar will be reviewed with a list of grammar rules and sentence practices. ASL transitions will be reviewed with a list of rules and sentence practice. Practice will be in breakout rooms with the participants calling me in to double check on performances.

At the conclusion of the activity, participants should be able to:

- Demonstrate ASL grammar based on a set of English sentences.
- Explore various ASL transitions.
- Demonstrate ASL transitions based on a set of English sentences.

Dr. Rhonda Jennings-Arey has twenty years of teaching experience at the K-12 level. She worked at the Maryland Schools for the Deaf in both Frederick and Columbia before returning to the Virginia School for the Deaf and the Blind in Staunton, Virginia. Rhonda has taught in elementary, middle, and high school; specializing in English and American Sign Language for Deaf students, and ASL as a second language for hearing students, faculty and staff. At the post-secondary level, Rhonda has over seventeen years of experience teaching college and university students. Rhonda is an adjunct at the JSRCC, TCC, and University of Louisville. She has also taught at Blue Ridge Community College, Towson University, Radford University, Piedmont Virginia Community College, Gallaudet University, and McDaniel College. Dr. Jennings-Arey has degrees in Deaf Education, Sign Language Education, Literacy Specialization, and Administration and Supervision. Her doctorate degree is in Post-Secondary and Adult Education. She has an ASLTA certification at the Master level and endorsement in ASL instruction through the state of Virginia. She has experience working as an Instructional Designer, Interpreter Rater, and Educator. She is currently certified by RID as a Certified Deaf Interpreter where she works as a freelance interpreter. She now works full time as an Assistant Professor at the University of Virginia.

Target Audience: All Interpreters

RID Prior Content Knowledge Level: Some

RID CEUs: 0.3 Professional Studies

9:00am - 12:00pm EST

### **TBD: To Be (a) Designated (Interpreter)**

By Amanda Kennon and Justin Hope

#### [Description in ASL](#)

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Parallel to the rise in Deaf Professionals working in a variety of sectors, the need for Designated Interpreters has increased. These interpreters are responsible for working within an intimate register maintaining a close relationship with the Deaf Professional and their peers. An innate understanding of specialized jargon and navigating nuanced relationships falls into the realm and responsibility of a Designated Interpreter. This Community of Practice will be a guided discussion leading participants to define the role and function of a Designated Interpreter in a variety of settings as well as the Knowledge, Skills, and Abilities (KSAs) required to provide high quality interpreting services. Drawing from personal experience and research, participants will discuss a range of topics, including extralinguistic knowledge, sociolinguistics, boundaries, and interpersonal relationships with the interpreter team and consumers. Participants will also analyze ethical case studies using the Demand-Control Schema framework.

At the conclusion of the activity, participants will be able to:

- Define designated interpreting and discuss what the role looks like in various settings, including healthcare, government, and education.
- Assess demands unique to a designated interpreting setting, including extralinguistic knowledge, sociolinguistics, boundaries, and interpersonal relationships with the interpreter team and consumers.
- Analyze ethical case studies using the Demand-Control Schema framework.

Amanda Kennon (she/ her), MA, NIC is a freelance interpreter, mentor, and presenter who resides in Southeast PA. She received her B.A. in Interpreting and ASL/ Deaf Studies from Maryville College and her M.A. in Interdisciplinary Studies: Individualized Studies: Ethics and Interpreting from George Mason University, completing her Capstone Project, "Ethics & Professional Identity: A Proposed Curriculum for Students in Interpreter Education Programs." During her sixteen-year career, Amanda has worked as staff and freelance in various settings, frequently mentoring students and novice interpreters. Before moving to Pennsylvania, Amanda lived in Northern Virginia and was active with VRID, serving on the Board as District I Representative, Treasurer, and Vice President. During her tenure, she led discussion groups and workshops on ethical decision making; developed the Community Dialogues series, facilitating several sessions; spearheaded the establishment of the VRID Mentorship Task Force; and presented at the 2016 & 2018 VRID Conferences- culminating in the 2018 VRID President's Award. Additionally, Amanda presented at the 2016 PCRID Conference; provided in-house professional development as a staff interpreter; and published in the RID Views. As a federal government contractor, Amanda gained experience as a designated interpreter at a DoD agency. Subsequently, she was a staff interpreter at a school system which hired designated interpreters for Deaf teachers. Although she was not working in the designated role, she occasionally provided services and was able to observe a variety of dynamics and the unique demands her colleagues experienced.

Justin Hope (he/him), BEI Master Interpreter and NIC, is a freelance interpreter currently based in San Antonio, TX. His journey into the interpreting world began early with Deaf and Hard of Hearing family and friends; he did not realize interpreting was a profession until his college years, during which he was pulled into the field by an encouraging interpreter who became his first mentor nearly twenty years ago. Justin has worked in a variety of settings and served as a designated interpreter for several Deaf professionals over the years. His foray into the designated interpreting arena arose from

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knowing the right people at the right time. The majority of his work as a designated interpreter has been in the healthcare field, working with Deaf professionals in a range of specialties, such as bench research in neurobiology, postdoctoral dental training, mental health provider graduate training, and much in between. He has also worked in a designated manner with vocational rehabilitation counselors throughout his career. He has a passion for growing professionals through mentoring relationships and teaching skills-based workshops; Justin also enjoys thought provoking discussions on sociolinguistics and how to mitigate interpreters' influence on interpreted discourse. His career has carried him all over Texas, the United States, and internationally.

Target Audience: Students and Working Interpreters  
RID Prior Content Knowledge Level: Little/None  
RID CEUs: 0.3 Professional Studies

1:30pm - 4:30pm EST

### **Facial Expression, Where?**

By Daniel Israilov

#### Description in ASL

Interpreters promise full access to communication for the Deaf community. When an interpreter knows ASL/sign language and uses their non-manual signals to a minimum- is this considered full access to communication? NMS includes facial expressions, body movements, classifiers, and the like. Without the use of NMS, will Deaf clients/patients be able to fully grasp the meaning of simple and complex messages? This workshop will focus on understanding the possible challenges for interpreters to use NMS as well as the impacts of this on the Deaf community. This workshop will incorporate hands-on activities to practice interpreting using NMS. This workshop will also allow participants to self-evaluate their skills, to determine their strengths and weaknesses to understand which areas they need more support in.

At the conclusion of the activity, participants will be able to:

- Discuss and identify their challenges with utilizing non-manual signals (NMS) in their interpreting work.
- Describe how the lack of using NMS affects the Deaf community.
- Explain the importance of using NMS in their work.
- Utilize NMS in their daily work.
- Evaluate themselves to determine which NMS feature(s) is their strongest and which feature(s) require further improvement.

Target Audience: Novice and Seasoned Interpreters (Deaf and Hearing), ASL/ITP Instructors and Mentors.

RID Prior Content Knowledge Level: Little/None  
RID CEUs: 0.3 Professional Studies

Daniel Israilov notices every single thing. His eyes capture the smallest details and he learns to imitate with his own art. This is where Visual Vernacular comes in, for him. Born in Kazakhstan, then moved to Israel at the age of nine. At dinner tables, he'd impersonate family members, cracking

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jokes, and telling stories. At twenty-four, there were more platforms to express his art, and he did just that on his social media. The storytelling led him to his wife, whom he married in New York City. The city that watered his artistic seeds. As he learned American Sign Language (ASL), he learned what he has been doing all along, is called Visual Vernacular (VV). He continued to immerse himself in telling stories in VV and doing stand up comedy. He was rich in knowledge: knowing four languages and understanding several cultures - it was time for him to deliver. A year later, he performed at colleges, non-profit organizations, and poetry clubs with his VV stories. He competed at ASL Elements with various talented VV artists. He taught ASL at Sign Language Center, teaching students how to navigate the language. With the modality of his fingers, his facial expressions and his body movements, he could tell endless stories.

2:00pm - 4:00pm EST

### **Interpreting Real Life Math in ASL**

By Paul Glaser

#### [Description in ASL](#)

Paul Glaser is an Ohio native, however Washington State is his home. Paul graduated high school from St. Rita School for the Deaf as valedictorian. He then attended Gallaudet University where he earned a bachelor's degree in Mathematics and Communications Studies in 2003. Paul went on to attend Rochester Institute of Technology, achieving his master's degree in Deaf Education with a focus in mathematics in 2005. During his graduate career, he focused on researching and collecting math signs for K-12 settings. Since 2005, he has taught mathematics to Deaf students in K-12 settings and at the college level. Paul also developed a learning program to teach math signs to interpreters. It was through teaching that Paul came to realize his love for interpreting. In the early 2010's, Paul began to take several interpreting classes and workshops in the greater Seattle area, at Gallaudet University, and at Spokane Falls Community College, and became a Certified Deaf Interpreter in 2014. Currently, Paul works at the Center of Deaf and Hard of Hearing Youth in the state of Washington as a STEM Teacher of the Deaf. Paul worked at Sorenson Communications as an Interpreter Educator in the Professional Development department for 6 years. In addition, Paul specializes in teaching and mentoring educational interpreters in various topics, especially mathematics.

There is increasing emphasis on the importance of financial literacy. Many interpreters and teachers have different signs for certain mathematical terms, and it is possible that a lack of standardization may influence learning. This workshop will demonstrate signs for real life math terms so teachers and interpreters can be a part of the standardization of ASL signs.

At the conclusion of the activity, participants will be able to:

- Demonstrate the interpreting process for math topics.
- Incorporate illustrations from math textbooks into interpretations.
- Analyze math and ASL texts and create varied interpretations into the target language.
- Use visualization techniques to develop conceptually accurate interpretations of math concepts.

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Target Audience: Educational Interpreters and Teachers of the Deaf  
RID Prior Content Knowledge Level: Some  
RID CEUs: 0.2 Professional Studies