



Idaho Registry of Interpreters for the Deaf

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2018 IdahoRID: Moving on Conference Schedule

Thursday, October 4th

5:30-6:30 PM

Registration, Taylor 276

6:30-8:30 PM

Eye Spy: A Twin Falls Self-Care Adventure

By Fran Bennett, Shannon Stowe, Ann Flannery & Kristy Buffington

Join us for an adventure as teams of interpreters explore Twin Falls and piece together clues to learn more about the importance of self-care. Guaranteed to be fun and you just may meet some new people!!

0.2 PS CEUs, Various Twin Falls locations

8:30-9:30 PM

Debrief our Adventure & Social Time, Taylor 276

Friday, October 5th

7:30-8:30 AM

Rise & Shine with Idaho RID: Facilitated Round-Table Discussions

By Emily Donaldson, Sarah Spellman, Ann Flannery, Fran Bennett, Teresa Ford, Joelynn Ball, & Dawn Wells

IdahoRID will offer early morning facilitated round table discussions on a variety of topics that are of interest or benefit to working interpreters, newer interpreters, students and Deaf community members. Each round table discussion will be facilitated and led by an interpreter or team of interpreters experienced in that area. During the discussions group members will work together to brainstorm, analyze, explore and discuss their topic in-depth. Through collaborative discussion participants will gain confidence, problem solve and begin to develop tools they may successfully implement in their day-to-day professional practices. Round table discussion topics include: Idaho Provisional Licensure Requirements, Good Business Practices for Interpreters, Making Time for Self-Care, Developing a Community of Practice, and Do's and Don'ts for Professional Interpreters. Idaho RID will also provide a light breakfast.

0.1 PS CEUs, Taylor 276

8:00-8:45 AM

Registration, Taylor 277

8:45-9:00 AM

Welcome, Taylor 276



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9:00-10:30 AM

ASL History: Viewing our Present from the Past (part 1)

By Patricia Clark

Based on the research presented in the text, "Sign Language Archaeology: Understanding the Historical Roots of American Sign Language", this workshop takes participants through the process of discovering how ASL emerged and developed. Included will be the opportunity for participants to experience the historical linguistic processes that influence the development of signed languages and identify major factors that contributed to the development of ASL.

0.15 PS CEUs, Taylor 276

VSFX: Visual Sound Effects

By Trenton Marsh

ASL has many complex linguistic features that contribute to the richness and fullness of the language. There are many well-known features that interpreters have historically focused on: classifiers, fingerspelling, sign production and so forth. VSFX is a fun ASL feature that interpreters can immediately add to their linguistic toolbox and enhance their work, particularly in storytelling and constructed action/dialogue.

0.15 PS CEUs, Taylor 277

The Emerging Interpreter: Values, Motivation and Energy*

By Jim Palmer & Ann Flannery

This workshop will focus on the importance of identifying core values needed to solidify and strengthen motivation as we prepare to work as professional ASL interpreters. Using a Think-Pair-Share (TPS) collaborative learning strategy, participants will explore what influenced choices that led them to this emerging professional path and examine how to maintain healthy motivation in alignment with cross-cultural mutual respect and civility.

0.15 PS CEUs, Taylor 247, *Taught in English, Interpreters available upon request

10:30-10:45 AM

Break



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10:45AM-12:15PM

[ASL History: Viewing our Present from the Past \(part 2\)](#)

By Patricia Clark

Based on the research presented in the text, "Sign Language Archaeology: Understanding the Historical Roots of American Sign Language", this workshop takes participants through the process of discovering how ASL emerged and developed. Included will be the opportunity for participants to experience the historical linguistic processes that influence the development of signed languages and utilize multimedia tools to interact with the data that uncovered these processes.

0.15 PS CEUs, Taylor 276

[Educational Interpreters: Supporting Deaf Students' Literacy Goals](#)

Tina M. Feldman & Mi Young Jun

Educational interpreters are classified as "related service" providers under IDEA (2004) legislation. Considering that other related service providers such as speech-language pathologists are often involved in developing and implementing literacy goals in conjunction with the Teacher of the Deaf, it stands to reason that EIs can be valuable members of the team in supporting a student's literacy goals.

0.15 PS CEUs, Taylor 247

[HI & DI Interpreting Teams](#)

Susan Quinn

This workshop will provide hands-on activities to give participants a taste of potential scenarios using Hearing and Deaf Interpreter teams. Participants will have the opportunity to discuss their experience and receive direct feedback through the hands-on activities.

0.15 PS CEUs, Taylor 277

12:15-2:00PM

[All-You-Can-Eat Lunch Provided by IdahoRID](#), Taylor Cafeteria

2:00-3:30 PM

[The Role of Dactylogy in the ASL Lexicon and in Interpreting](#)

Patricia Clark

The history of dactylogy, fingerspelling, and initialization in ASL has not been well-understood. This workshop explores the history of dactylogy in both LSF (French Sign Language) and ASL and how it has influenced the use of fingerspelling and initialization in ASL. We will also explore the impact of initialization on modern ASL as well as its role in ASL/English interaction within the Deaf and interpreting communities.

0.15 PS CEUs, Taylor 276



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2:00-3:30 PM cont.

The Psychology of Voice Interpreting

Xenia Fretter

Most interpreters have a healthy anxiety about voice interpreting: we want to sound good, and we want to be accurate. But in some cases, this anxiety can hijack our work and cause a great deal of stress, sometimes leading to embarrassing errors. There are ways to improve one's voice interpreting, particularly if the psychology behind it is understood.

0.15 PS CEUs, Taylor 277

Interpreting to the IEP

Whitney R. Weirick & Tina M. Feldman

This workshop is designed to support educational interpreters in better understanding the Individualized Education Plans (IEPs) of k12 deaf and hard-of-hearing (DHH) students in mainstream settings. Emphasis will be placed on students' IEP goals and predicting how to adjust interpretations in order to best support those goals in our work as related service providers.

0.15 PS CEUs, Taylor 248

Deaf Interpreter Panel

Susan Quinn

An introductory and informational discussion with a panel of Deaf interpreters. Panel participants will share their experience and knowledge unique and specific to the field of Deaf interpreting.

0.15 CEUs, Taylor 247

3:30-3:45 PM

Break

3:45-5:15 PM

So You Get to Run or Interpret a Meeting: Basic Parliamentary Procedure

Bill Andrew

Do you want to know how to run, participate in, or interpret a meeting more effectively? You can learn to do these more smoothly with: I move that..., I second that..., I table..., move to amend, and vote by ACL.

Interpreters are often assigned to interpret in meetings where formal parliamentary procedure is used.

Unfortunately, individuals often err in their signing of these concepts. This session will focus on the sign language vocabulary for parliamentary terms. We will focus on questions and answers about parliamentary procedure, including the eight steps in making a motion. Understanding parliamentary procedure more fully enables interpreters to participate and/or interpret with greater success.

0.15 PS CEUs, Taylor 247



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3:45-5:15 PM cont.

Reducing our Dependence on Initialized Signs

Xenia Fretter

Interpreters often feel that they have to rely on initialized signs, which may or may not be native to ASL. Interpreters express uncertainty about the correctness of initialized signs, and sometimes wish they had alternatives to relying on them. This workshop is designed to provide participants with alternatives to initialized signs, both at the lexical level and the conceptual level. You will become more comfortable with the lexical choices you make after having analyzed the purposes certain signs can and cannot serve. This comfort and awareness will lead to a more native-like and more accurate ASL product.

0.15 PS CEUs, Taylor 276

Supporting DHH Students in Self-Advocacy

Mi Young Jun

Deaf and hard of hearing students often struggle to advocate for themselves. Self-advocacy and self-determination are two areas that students may not receive enough information about or have hands-on experience, and as a result they develop "learned helplessness." However, educators and interpreters can learn what self-advocacy should look like, and how to identify situations where they can promote self-advocacy.

0.15 PS CEUs, Taylor 277

6:00-10:00 PM

Banquet, Raffle Prizes & Patricia Clark Book Signing

330 4th Avenue S

Twin Falls, ID 83301

\$5 entrance fee includes catered meal and one raffle ticket. Banquet tickets must be purchased in advance, <http://idahorid.org/resources/workshops-training/>. Additional raffle tickets for sale during the banquet, CASH only please.

Saturday, October 6th

8:00-8:30 AM

Registration, Taylor 276

8:30-9:00 AM

Licensure & IdahoRID Member Discussion, Taylor 276



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9:00-10:30 AM

So, Do You Need a Deaf Interpreter?

Susan Quinn

Now what? This workshop will lead a wrap up discussion on how to promote and encourage the growth of Deaf Interpreters in your communities. Participants will have the opportunity to discuss how to request a Deaf interpreter, brainstorm how to encourage potential Deaf interpreters to join the field, and key points on how to persuade and educate consumers on the use of Deaf interpreters.

0.15 CEUs, Taylor 277

Constructed Action and Constructed Dialogue: Embrace your role (part 1)

Lisa Perry Burckhardt

Who said that? What are they doing? What did he just throw? Any time more than one person is involved in the conversation it can get confusing. Then add action on top of that conversation and even the best of us can get lost. Commonly confused with role shifting, Constructed Action and Constructed Dialogue (CA/CD) take practice to master. In this workshop we will explore ways to convey the depth and detail of a message by using CA/CD, while interpreting from English to ASL. We will discuss when CA/CD is used and the ASL Linguistic features that are comprise CA/CD. When we are done you will know who said that, who did it, and be ready to catch the message he just threw at you

0.15 CEUs, Taylor 276

Introduction to Visual Gestural Communication

Deanna Stubbs

This workshop is a general introduction to visual gestural communication (VGC). Through hands-on activities and discussion, participants will have the opportunity to begin practicing VGC in a safe space and receive feedback from one another and the presenter.

0.15 PS CEUs, Taylor 247

9:00AM-1:00 PM

How Do I Interpret in Math Class?

Paul Glaser

Mathematics is an integral part of the curriculum for students who are deaf or hard of hearing. It is not uncommon for teachers and interpreters to have different signs for frequently used mathematical terms. This lack of consistency could have a detrimental effect on students' learning. This workshop is designed to assist sign language interpreters, mathematics teachers and interpreting students in becoming familiar with mathematical signs. We will discuss the rationale behind choosing certain signs and provide opportunities for interpreters to practice incorporating them in their interpretations.

***This session will be livestreamed as part of the Boys Town Educational Interpreter Performance Assessment (EIPA) 2018-2019 Video Conference Workshop Series, 0.4 CEUS, Canyon TV Studio**



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10:30-11:00 AM

Break

11:00AM-12:30 PM

Constructed Action and Constructed Dialogue (part 2)

Lisa Perry Burckhardt

Who said that? What are they doing? What did he just throw? Any time more than one person is involved in the conversation it can get confusing. Then add action on top of that conversation and even the best of us can get lost. Commonly confused with role shifting, Constructed Action and Constructed Dialogue (CA/CD) take practice to master. In this workshop we will explore ways to convey the depth and detail of a message by using CA/CD, while interpreting from English to ASL. We will discuss when CA/CD is used and the ASL Linguistic features that are comprise CA/CD. When we are done you will know who said that, who did it, and be ready to catch the message he just threw at you

0.15 CEUs, Taylor 276

11:00AM-1:00 PM

The Magic Words: Scripts for Sticky Situations

Teresa Ford

Round table discussion on things to say and ways to approach situations that call for advocacy. Whether asking for a CDI, declining a job, or requesting an interpreter with a different skillset, many of our hearing clients are unfamiliar with the different language needs of deaf individuals as well as the interpreter themselves. Getting these needs across so that the hiring entity understands and accommodates is challenging, as well as knowing the right thing to say when put on the spot. In this discussion, we will brainstorm with each other to come up with effective ways to communicate what is needed and required in several situations.

0.2 PS CEUs, Taylor 248

Now what is my function? The Roles of Legal Interpreters

Dawn Duran

The "role" of a legal interpreter is better defined by the "function" they play in the courtroom as an officer of the court. This workshop will address the various functions of the legal interpreter, how that is played out in the courtroom and when those roles, or functions, overlap creating conflicts. Additionally, it addresses the protocol of each function before, during and after the assignment.

0.2 PS CEUs, Taylor 277

1:00-2:00 PM

Lunch provided by IdahoRID, Taylor 276, 277



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2:00-3:30 PM

Demand Control Schema for the Educational Interpreter

Angie O'Bleness

This workshop will focus on various scenarios, recognition of demands and discuss control options towards success in the classroom environment. The strategies employed will highlight the potential impact this can have for your practice.

0.15 PS CEUs, Taylor 247

Interpreter Advocacy and Self-Care

Xenia Fretter

In our day-to-day busy lives, we rarely take the time to analyze the demands we face at work in a constructive way. Survival mode prevents us from being able to objectively consider all options for relief. This workshop is designed to give interpreters an opportunity to reflect on common stressors that we as interpreters have to manage. It will give participants new models, ideas and approaches for self-advocacy and self-care, and a chance to find common ground and solutions with colleagues in a supportive environment.

0.15 PS CEUs, Taylor 277

Don't do THAT!: Navigating Professional Mentorship

Sierra McIver & Fran Bennett

This workshop will explore the differences, similarities, and intersections of internships versus mentorships. We will discuss the benefits of descriptive versus prescriptive analysis techniques to the mentorship process. Through group work and role play activities participants will deepen their understanding of the mentor/mentee relationship, how to set expectations, and design a plan that leads to professional growth.

0.15 PS CEUs, Taylor 276

Navigating Your Way Through Automated Messages

Lisa Perry Burckhardt

Video Interpreters in the Video Relay Service environment will be given tools to identify cultural aspects and linguistic challenges faced by VIs during VRS calls. Linguistic strategies will be explored in mediating differences in expectations and perceptions across different language communities, in this case: ASL & the Deaf community and spoken English and the mainstream American community. Another culture that is present in VRS calls is "Phone Culture". This poses many challenges for Video Interpreters as they must deal with non-human interpretations (aka automated messaging systems) So how can interpreters manage cultural mediation through Automated Messages? This question and more will be answered as interpreters and Deaf consumers can come together and learn about how to work together and face the new "phone culture" challenge.

0.15 CEUs, Taylor 248



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3:30-3:45 PM

Break

3:45-5:15 PM

IdahoRID: Ignited, Dedicated, Receptive, Inspired, Do It!

Kristy Buffington, Shannon Stowe & Heather Fultz

This hands-on leadership session will serve as the culmination of our three-day Idaho RID Moving On conference. As part of our overall Moving On theme, the board included the sub-themes of Ignited, Dedicated, Receptive, Inspired, and Do IT! Through leadership activities and active facilitated group discussion, we will explore together what those sub-themes mean to individuals and what they mean for the future of our community and for IdahoRID.

0.15 PS CEUs, Taylor 276

5:15-5:30 PM

Wrap-up

Presenters' Bios:



Bill Andrew, Ed.S., has been Deaf since childhood. He taught social studies and math at IESDB for 34 years and has taught sign language courses at three colleges. Bill has served the Deaf community as President of Idaho Association of the Deaf multiple times in addition to other board positions. He is a co-founder of the Idaho State Council for the Deaf and the Hard-of-Hearing and worked with the State of Idaho to establish the Idaho Telecommunication Relay Service. He is active in church service and continues to serve as an advisor to several Deaf-related organizations. Bill lives in Gooding with his wife, Brenna.



Joelynn Ball, CI, CT, is first and foremost a mother of four boys (ages 24, 22, 21 and 18). They keep her active and, on her toes, waiting for the next adventure.

On a professional note, she has been named the State Interpreter Education Coordinator – a position funded by the State Department of Education and housed in the Outreach Program through the Idaho Educational Services for the Deaf and the Blind since 2012. This position is dedicated to supporting educational interpreters to meet the minimum standard required by law and continue with professional development

hours and educating and supporting the Local Education Agencies that have students that are deaf/hard of hearing that utilize an educational interpreter.

Throughout her university experience and twenty-one-year career at IESDB, Joelynn has had great passion for teaching and interpreting with specific focus on supporting educational interpreters and the school districts that employ them. Her involvement and work with the Educational Interpreter Inter-Agency



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Consortium was from the inception of the concept that Idaho needed to have a minimum standard measure for educational interpreters (2003), to the enactment and implementation of the Idaho Educational Interpreter Act (2009). This passion continues to drive her professional career today.



Fran Bennett, MA, NIC-Master, SC: L is an experienced interpreter that has worked in various settings all over the world. Fran holds a master's degree in Interpretation from Gallaudet University. Fran is currently serving as the Idaho RID treasurer and has previously served as the moderator for the Independent Interpreters group in Washington, DC, as was a member of the American Association of the DeafBlind policy committee. Fran currently resides in Eagle, Idaho, with her husband and three children.



Kristy Buffington, MA, NIC, currently works as the Post-Secondary Transition Coordinator for the Idaho Educational Services for the Deaf and the Blind. She began interpreting following graduation from Western Oregon University in 1999. Since then she has worked as an educational interpreter, in both K-12 and post-secondary, a freelance interpreter, and most recently a VRS and VRI interpreter. She also enjoys theatrical interpreting, and currently serves on the IdahoRID board as president. Kristy also enjoys spending time with her husband, son and daughter, and their pets.



Patricia Clark, CSC, A native signer, Patricia was trained in high school by her mother to become an interpreter. This turned into a professional journey following an undergraduate degree in Education and eventually a graduate degree in Linguistics. RID certified since 1976, Patricia worked as a free-lance and post-secondary interpreter as well as IEP instructor and workshop presenter for over 40 years before becoming a Designated Interpreter for two different Deaf professors. Working at the University of Rochester Sign Language Research Center, Patricia became involved in research into historical films produced by the NAD between 1910 and 1920 as well as other historical documents that provided insight into the origins of ASL.



Dawn Duran is a RID NIC Advanced, SC: L and Utah State Professionally Certified Interpreter. She hails from Ga but came to Utah and earned her B.S. in Human Development focusing on Language Development from Brigham Young University. There she met Deaf friends and fell in love with the community and language! She has been interpreting since Jan. 1990 and has interpreted in almost every setting she can think of but specializes in interpreting for legal situations as well as for victims of abuse. She currently works full-time as the Chief Marketing Officer for ASL Communications, and absolutely loves it! She is also a member of the RID Professional Development Committee (PDC).



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Emily Donaldson is the Director of Interpreting for the Sorenson Boise VRS center. She has a master's in Adult and Organizational Learning and Leadership. She served as a Teacher of the Deaf and an Educational Interpreter for 16 years prior to becoming a video relay interpreter at Sorenson a couple years ago. While teaching in Wisconsin, Illinois and North Idaho, she guided Educational Interpreters with professional development plans. Emily is passionate about lifelong learning and seeking personal and professional growth. While residing in Illinois, she also had the opportunity to be a Residential Advisor and Activities Director for a post-secondary deaf/hard of hearing program.



Tina M. Feldman is an educator of 20+ years. Tina is Deaf and works at Arizona Schools for the Deaf and the Blind as part of their data-driven outcomes in instruction team. She is currently a doctoral student at the University of Arizona, where she is studying literacy practices in DHH classrooms.



Ann Flannery, CSC, is retiring from ISDB after being blessed with years of service to her students, their families and her staff. Her years of learning and experience as an interpreter in private practice, an administrator, a counselor and a consultant in Deaf education, as a family therapist and as an adjunct instructor with the College of Southern Idaho and Idaho State University were priceless. In retirement, Ann has a few plans on the drawing board: less "do" & more "be", some home improvement projects, a heartfelt commitment to IESDB Foundation and continued service as an interpreter in the Magic Valley.



Teresa Ford, NIC: Advanced, a resident of beautiful North Idaho, has been signing for over 30 years and has been working as a state certified interpreter since 2001 and became nationally certified in 2008. Married to a deaf man for over 24 years, she stays immersed in the language and culture and completely enjoys the challenges and rewards of interpreting. Over her interpreting career, she has worked in a variety of settings, post-secondary, VRS, community work and some mentoring. She now primarily focuses her time in the medical setting, working in VRI. A member of both WSRID and Idaho RID, she serves as the PDC Coordinator for WSRID PDC East and as the Idaho RID Member at Large for North Idaho. In her free time, she enjoys spending time with her family, reading, quilting and being creative with fiber arts, knitting, crocheting and felting primarily.



Xenia Fretter holds a master's degree in Adult Education, the Certificate of Interpretation and the Certificate of Transliteration from the Registry of Interpreters for the Deaf, as well as the Specialist Certificate: Legal (SC: L), NIC Master certificate, and Ed: K-12. Interpreting primarily in legal settings, she is also the owner and director of TerpSavvy Online Interpreter Career Development.



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Heather Fultz MS, RID CI & CT, I became interested in interpreting when I was seven after seeing an interpreter on television. I graduated from the Sign Language Studies/Interpreter Training Program at the College of Southern Idaho (CSI) in 1990 and have been interpreting for about 28 years. I have worked as an educational interpreter for the Idaho School for the Deaf and the Blind for 24 years. In my spare time I do free-lance interpreting and work for Sorenson Video Relay.

In addition to interpreting, I have both a bachelor's degree in Elementary Education and a master's degree in Deaf Education from Idaho State University (ISU). I briefly taught as adjunct faculty for CSI's Sign Language Studies program (05-08) and ISU's Summers Plus Interpreter Training Program (02-04). After completing these degrees, and teaching in various capacities, I realized that interpreting is my true passion and haven't strayed since.

I feel incredibly fortunate to be part of this profession, there is truly nothing better! It is an incredible honor to be allowed to be part of the lives of the Deaf community and to have earned such a sacred trust. I look forward to the challenge of being the president of IRID and hope I can meet the high standards already in place



Paul Glaser (MSE, CDI) has worked for over 10 years as an educator, interpreter, mentor, and coach. Paul was a high school and college math instructor for Deaf students in Ohio and Washington state in 10 years. He had a teaching certificate in advanced mathematics, Deaf Education, and American Sign Language. Paul has worked as an interpreter in various settings included educational, medical, DeafBlind, mental health, performing arts, conferences, and Video Relay Service over 15 years. Paul has a master's degree in Deaf Education with a concentration in mathematics from the Rochester Institute of Technology. Since 2016, Paul is the Professional Development Specialist for Sorenson Communications

to provide mentorships, ratings, trainings, and webinars/workshops. Outside of his career, he enjoys volunteering for Washington State Registry of Interpreters for the Deaf (WSRID). Currently, Paul is the President, first time in the WSRID history as a Deaf person to run the interpreting organization. Paul was the co-chair for the 2018 RID Region V Conference. When he can, Paul enjoys traveling, collecting National Park Service stamps, photography, drinking different kinds of coffee, and playing Phase 10, Wii U's Mario Kart, and Scattergories.



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Trenton Marsh, CDI, I am a staff CDI at the Sanderson Community Center of the Deaf and Hard of Hearing in Salt Lake City, Utah. At the California School for the Deaf in Fremont way back when I was in elementary school, I took a couple classes at the local public school. That was my first regular contact with interpreters. Much later, I was recruited to be a language mentor to ITP students at Front Range Community College in Colorado. That was also when I learned of the CDI profession. I ended up moving to Salt Lake City and decided to put down roots here in 2002. Since that time, I've been involved with interpreting mentoring, interpreting and being one of Utah's certification rater trainers. I love the Mountain West and am thrilled to be here in Idaho with you all :).



Sierra Mciver, graduated in 2016 from Western Oregon University with a Bachelor of Arts in American Sign Language / English Interpreting. Which included a term in Siena, Italy where she studied spoken Italian, Italian Sign Language, and Italian Deaf culture. She is currently in a graduate program for Teaching Interpreting Studies, also through Western Oregon University. She is part of a team that travels to Ghana facilitating professional development opportunities for Ghanaian interpreters and Deaf educators. Her passions include traveling abroad, snowboarding, and spending time with her family.



Angie O'Bleness lives in Spokane, Washington and has worked as an Educational Interpreter for 27 years with experience in every grade level K12 and in postsecondary. Angie also interprets, and coordinates Broadway shows and is a video relay interpreter. She holds a master's Degree in Teaching Interpreting from Western Oregon University and has attained certification for RID: ED K12. She currently is an instructor for the interpreter training program in Spokane. She is also the educational liaisons and director for Washington State Registry of Interpreters for the Deaf. Angie has supported/coordinated and helped plan both the 2016 and 2017 NAIE National

Conferences.



Jim Palmer, CSC, has a master's degree in Education and is a licensed American Sign Language interpreter in Idaho. He is the Founder and first President of Idaho RID in 1973. He is a consultant and instructor of interpreting and relational skills and needs of interpreters. He wrote the grant in 1978 to establish the first interpreter education program at the College of Southern Idaho, Twin Falls, Idaho and taught in the program. He was employed full time at the College of Southern Idaho (1972-1999) as a Counselor with Deaf and other Disabled students. In 1999, Jim was invited to write, implement and teach the Human Services Program to teach the dynamics of helping skills. Developing a 7-circle model of motivation, Jim was full Professor of the Health Sciences/Human Services



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Department and received the “Outstanding Teacher of the Year” award in 2003. From 2005-2007, Jim was asked to assume the position of Dean, Health Sciences/Human Services Department to lead faculty and staff using those same principles he taught in the Human Services Program. Jim retired from CSI in 2007. Jim has been in private practice as a consultant and life coach since 1989. He specializes in a strength focus of the individual and relationship looking at the potential and purpose of the human being. He continues to serve as a freelance interpreter in the Magic Valley. Currently, Jim is gathering information for his books “Tell ‘Em Who You Are” which is a book for everyone, including professionals on the impact that self- confidence and all of its dimensions can have on an individual’s life and career path and a second book on Contentment (not yet titled). He is also researching and gathering information to co-author a book for parents of Deaf and Hard of Hearing children. He has been married for 50 years. He and his wife have two adult children who both work professionally with the Deaf Community.



Lisa Perry Burckhardt is currently working for Sorenson Communications as a Program Manager leading the ASL Language Mentorship Program and professional development webinars across the company. Prior to her employment at Sorenson, she provided a variety of professional development opportunities and implemented other mentorship programs in support of interpreters. Upon completion of her Interpreting Training Program at University of Wisconsin-Milwaukee in 1997, she worked as a full time Mentor Coordinator and Certified Deaf Interpreter for Professional Interpreting Enterprise, Inc (PIE) of Milwaukee, WI where she has continued her working relationship as a part time interpreter/mentor. She holds a Certified Deaf Interpreter (CDI) certificate from RID and has been certified since 1996. As a trainer, Lisa has worked with the University Wisconsin-Milwaukee Interpreting Training Program and American Sign Language program as an ADHOC Instructor from 1997 to 2008 and continues to enjoy her involvement working with Wisconsin Interpreter/Translator Court committee forum. She currently is a trainer for Legal Interpreter Training Institute in Wisconsin. On the side of Deaf community support, Lisa invested her time and passion to support the education of Deaf children by serving as Department of Public Instruction advisory council member.



Susan Quinn is a native Oregonian who attended the Oregon School for the Deaf and then graduated from Sweet Home High School with National Honors. She went on to graduate from Portland Community College in 1991. She married her college sweetheart in 1992. Four children and 2 grandchildren later, she decided to get back into the workforce as a Deaf Interpreter. Since getting involved in the Deaf interpreting field, Susan has completed over 100 hours of interpreting. She has also taken several workshops including the 112-hour Deaf Interpreting training, DeafBlind Interpreting Institution (DBII) training



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and RID Region V Conference among others. Susan also has the goal to become a Certified Deaf Interpreter (CDI).



Sarah Spellman, MA, NIC has a master's degree in Interpretation from Gallaudet University. After six years immersed in the DC Metro area Deaf community as an interpreter, she moved back west to be near family and took a position interpreting in the post-secondary setting. Sarah has been in the Boise Metro area for over a year employed as the Full-time Staff interpreter and Disability Specialist at Idaho State University, Meridian Campus where she also helps bridge the gap for new interpreters by serving as a mentor.



Shannon Stowe, NIC, has been interpreting professionally since 2004. She has experience interpreting in the college setting, K-12, community freelance and video relay. She earned her National Interpreter Certification (NIC) in March 2011 and thoroughly enjoys interpreting. Growing up in a family with many deaf family members, she was raised being part of the Deaf community in the Magic Valley. She did not plan on being an interpreter, however, working at the College of Southern Idaho gave her the opportunity to take a new career direction. She currently works as a staff interpreter at the Idaho Educational Services for the Deaf and the Blind and serves on the IdahoRID board as the co-chair for the Professional Development Committee.



Deanna Stubbs grew up in Gooding, Idaho as one of three deaf members in her family. Deanna recently celebrated her 25th anniversary with Steven G. Stubbs well known as SGS, who is currently the only CDI in Idaho. Both have 6 strong ambitious children. When the youngest started Kindergarten, Deanna did a lot of substituting in ASL and DHH classrooms in West Ada for 5 years. Now, Deanna is starting her 4th year working as a paraprofessional aide in the Idaho Educational School for Deaf and Blind Preschool and Kindergarten classrooms in Meridian, Idaho. Her passion is to see the young children's eyes light up when they learn and sign their newly acquired language. Deanna started deaf interpreting 3 years ago. She is currently studying to become certified. She had opportunity to travel with Steven a few times out of the country for last 4 years, including a recent business trip around the world.



Whitney R. Weirick, MA, NIC-Adv. is a second-year doctoral student in Special Education-Deaf Education at the University of Arizona. Her focus is educational interpreting. She has been an interpreter for ten years including five years as an educational interpreter, working across settings, grade levels and content areas.



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Dawn Wells NIC: Master I have been interpreting professionally for almost 30 years in various community settings, medical, K-12 and post-secondary education. In 2009 I earned my NIC-Master certification. I have 4 generations of Deaf family and grew up in the Deaf community, spending much time at ISDB. We now have 10 interpreters in our family, including my oldest daughter. I cherish spending time with my husband and our three children. I look forward to serving our interpreting community and Deaf community through my role as Scholarship Chair with Idaho RID.



Mi Young Jun is a Deaf doctoral student at the University of Arizona. She has worked at Phoenix Day School for the Deaf as a high school teacher and at the University of Arizona as an instructor. Her areas of interest are self-advocacy and self-determination.



ASL Communication is an Approved RID CMP Sponsor for Continuing Education Activities. This Professional Studies program is offered for 1.6 CEUs at the General Content Knowledge Level.

Request for Accommodations & Refund Policy: In accordance with all federal, state and local laws, events sponsored by IdahoRID are accessible to all individuals. If you need accommodations or would like a copy of the refund policy, please contact Shannon Stowe, pdc@idahorid.org. All sessions taught in ASL (except The Emerging Interpreter), interpreters available upon request. ***CEUs pending**