

# Alabama Registry of Interpreters for the Deaf



## President's Updates

Volume 1, Issue 1

November 2014

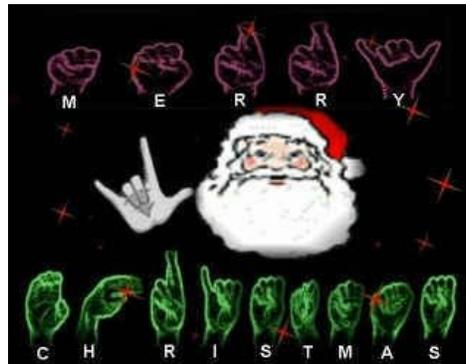
I hope you all had a wonderful Thanksgiving. Now Christmas is just around the corner with all of the decorating, parades, parties, and family gatherings. This is a blessed time and season. As we enter the New Year, we will be getting closer to renewing permits and licenses. Be sure to take advantage of the many different opportunities for earning CEUs.

In November, Region 4 had some awesome workshops with Chris McGaha on Cognitive Processing and Sports. There was a great turnout with a lot of attendees, but if you missed out on these workshops you will be able to catch them again in January in Mobile. To register or

get more information, contact Lisa Gould at [gould.lisa@aidb.state.al.us](mailto:gould.lisa@aidb.state.al.us).

I'm looking forward to an exciting and productive new year, as we work together to make ALRID better and more informative.

Merry Christmas & Happy New Year!



### Board of Directors

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## The Louise Wohlford Memorial Scholarship

The purpose of the Louise Wohlford Memorial Scholarship Fund is to provide payment of registration fees for conferences or workshops providing RID CEUs. Interpreters may request a scholarship for the "Early Bird" registration rate.

A total maximum of \$2,000 may be awarded per calendar year from this fund. Multiple scholarship applications from an individual will be accepted, however primary consideration will be given to applicants who have yet to receive funds. An individu-

al may not exceed \$400 in scholarships awards in any one calendar year.

For more information on how to apply, please go to [www.alrid.org](http://www.alrid.org) and click on Scholarships and click on Louise Wohlford Memorial Scholarship.

### Inside this issue:

ALRID Region 4 update	2
Region Representatives	2
ALRID 6 workshop	2
Region 6 workshop register	3
Troy Thank you	4
Peer Supervision	4
Editor	5

## ALRID Region 4 updates

Region 4 of the Alabama Registry Interpreters for the Deaf hosted a workshop Saturday, November 1 st in Tuscaloosa. The workshop topics were "Are you Full? Managing Your Process Capacity" and "Get In the Game: interpreting Sports" by Chris McGaha. The workshop was well attended and very informative. Region 4 planning committee members for the workshop shown with Chris McGaha were : Tina Brown, Liz McKelvey- Spiller, Susan Gordon, Teresa Mello, Vickie Brown, Cathy Day, Ellen Bowman, Cindy Collins.



## Region Representatives

Region 1: Kim Smith

Region 2: Chaeney Miller

Region 3: Diana Wagoner

Region 4: Vickie Brown

Region 5: Jodie Jernigan

Region 6: Lisa Gould

Region 7: Judy Robertson

### **THOUGHT FOR THE DAY**

"Sign language is useful to the deaf but vital to the Italians"- Paul Carvel quotes

## ALRID Region 6 workshop

Do not miss out on the wonderful workshop in Mobile, Alabama! You can earn some CEUS attending the workshop.

The workshop in the morning is on processing while interpreting and the afternoon is on sports. This should be very beneficial for the upcoming school year.

Please see the flyer and register early.

**Presenter:** Chris McGaha  
**When:** Saturday, January 31, 2015  
**Time:** 9:00 AM- 2:30 PM  
**Where:** Alabama Institute for Deaf and Blind  
 1050 Government Street  
 Mobile, AL 36604

**Contact Sophia Nelson to register or to request accommodations  
 251-709-1740(v) or  
 sophiasn1@yahoo.com**



# ALRID Region 6



## “Are You Full? Managing Your Processing Capacity” & “Get in the Game: Interpreting Sports”

**Presenter: Chris McGaha**  
**Saturday, January 31, 2015**  
**8:00 am – 2:30 pm**



**ALRID Members: \$30.00**  
**Non-members: \$40.00**  
**0.6 CEU's (Pending)**

**Where: Alabama Institute for Deaf and Blind**  
**1050 Government St. Mobile, AL 36604**  
*Light Lunch will be provided.*

**Contact Sophia Nelson to register or to request accommodations**  
**251-709-1740 or [sophiasn1@yahoo.com](mailto:sophiasn1@yahoo.com).**

**Deadline for accommodations is December 28, 2015.**

*The Alabama Department of Mental Health is an approved RID CMP Sponsor. This activity has been awarded 0.60 possible CEUS in the area of Professional Studies by The Registry of Interpreters for the Deaf at the “some” Content Knowledge Level for CMP and ACET participants. Activity #*

Please return registration to Sophia Nelson at 2555 Pecan Pointe Dr. Semmes, AL 36575. In the case of cancellation, you will be notified by email.

Name				Deaf			Hearing			H/H				
Address														
City						State			Zip					
Phone			TTY			VP			( )			Fax ( )		
Email						Accommodation Request								

## Thank you from Troy University ITP class of 2015

To all of the outstanding interpreter mentors, service learning project mentors, and Deaf community members that have supported us during this Practicum semester.

All of the hard work, precious time, and incredible advice you've given has contributed to the growth of the interpreting profession and to the peace of mind of students trying to graduate.

You are unendingly appreciated.

We look forward to working with you during internship and beyond!



## Peer Supervision by Nancy L. Hayes, CI/CT

A while ago the Office of Deaf Services ( ODS), under the Alabama Department of Mental Health, offered a training by Robyn Dean about Peer Supervision. It uses the principles of the Demand Control (DC) theory by examining interpreting scenarios and coming up with solutions or alternatives to the choices we made in them.

As interpreters, no matter the setting, we often work alone. We have no colleague to turn to in the moment when we have decisions to make and there are a lot of them. How many times have you, as an interpreter, thought back on an assignment and thought that it could have gone better? Do you then discuss the situation with another interpreter, a peer or a mentor or maybe a supervisor? Does that seem sufficient?

The process of Peer Supervision allows an interpreter to describe in detail (not using specific names, places, etc.) an interpreting scenario. Ideally there would be a small group of 3 - 5 interpreters actively listening to the description. One person would write down the description sentence by sentence on a large pad of paper for all to see. When the interpreter is finished, they all go back to the beginning and examine each statement classifying it as a demand or control. After that, they go

back again to determine which of the demands or controls caused the identified "problem". A discussion then ensues to determine what other control options the interpreter had available to use so that in the future this "problem" could be avoided.

This type of discussion about our work can be extremely helpful and applicable to future assignments. It's not about finding fault, but instead realizing the multitude of choices we have in the work we do and sharing those with each other for everyone's benefit.

Are there any groups like this happening in Alabama? If not, and I am not an expert in Demand-Control theory, but if this sounds intriguing to you and you would like to attend a Peer Supervision meeting in your area, I am willing to help get one started. Initially, the group can use hypothetical scenarios because it is scary to open up to peer "criticism" even though everyone benefits from the discussion. Once the participants feel comfortable, they can start sharing their own experiences.

Robyn Dean and Bob Polard published a book just last year

called dc-s The Demand Control Schema: Interpreting as a Practice Profession. In it they describe in detail how we use demands and controls in our work. They get very detailed into descriptions of the various types of demands and controls as well. In the final chapters they discuss peer supervision and how critical it is for us to grow individually and as a field. I have this book so we could use it as a resource for the groups once we get started.

Please contact me at [Thumb-supinterpreting@gmail.com](mailto:Thumb-supinterpreting@gmail.com) if you are interested in joining or starting a peer supervision group. It is open to any and all skill levels. We can all learn from each other if we're willing to share and be open with one another.

Since it's been several years from the time Robyn Dean gave her presentation on this topic, it may be beneficial to bring her back for a refresher course. Let me know if that is something you are interested in. In the meantime, check out the Facebook page for more information on her theory and current training opportunities. **De-mand Control Schema: The Practice Profession of Interpreting.**

## Information on DeafBlind workshop by Bethany Miller

### Reintroducing the world to Deaf-blindness, Transforming Expectations

Alabama native Helen Keller introduced the world to deafblindness through American Sign Language (ASL) and teacher Anne Sullivan.

Fast-forward almost 50 years to Pro-Tactile (PT) Communication and Support Service Providers (SSP), pioneered – in part – by Jelica Nuccio and aj granda. Both presented to approximately 120 professionals and the DeafBlind community, September 24 and 25, respectively, on the campus of the Alabama Institute for Deaf and Blind's (AIDB) E.H. Gentry Facility. These trainings were provided through partnership with the Alabama Department of Rehabilitation Services (ADRS) and Troy University Interpreter Training Program under the U.S. Department of Education, Office of Special Education Programs, State Technical Assistance Projects to Improve Services for Children who are Deaf-Blind, for which AIDB's Alabama Initiative for Children and Youth who are Deaf-Blind is coordinated. Continuing Education Units were provided in collaboration with the Alabama Department of Mental Health, Office of Deaf Services, and Registry of Interpreters for the Deaf.

"We want to extend our "Thank You All" regarding your interest in the SSP training events," stated Alabama Association of the Deaf-Blind Co-Presidents Robb Gatchell and Phyllis Clopton in a joint statement. "This is a much-needed effort to meet Alabama's deaf-blind's needs towards independence and freedom. This is not only meant for the enjoyment of the deaf-blind, but also you as SSPs. Wishing you all well in your training along with your future work with the deaf-blind community."

### Support Service Providers

Although called 'teacher,' Anne Sullivan may have been the very first Support Service Provider (SSP).

As Nuccio co-authors in *Providing*

*and Receiving Support Services: Comprehensive Training for Deaf-Blind Persons and Their Support Service Providers*, "A SSP is a trained worker who has appropriate communication skills (typically this means at least a minimum level of fluency in sign language) and the ability to guide a blind person safely as well as skill in providing information about the visual environment."

As the American Association for the Deaf-Blind cites, "Many deaf-blind people face challenges in all aspects of their lives. Simple tasks such as shopping, maintaining a home, and getting an education can be difficult for someone who cannot see or hear well. One way for deaf-blind people to overcome these barriers is through the assistance of trained people called SSPs. SSPs enable deaf-blind persons to access their communities and connect with other people, reducing communication barriers that otherwise would result in social isolation, incapability to live independently, and inability to participate as citizens within mainstream society.

"SSPs are not interpreters. They can provide communication assistance for short exchanges, but not for more complex situations. An SSP can help a deaf-blind person fill out an insurance form at a doctor's office, but a sign language interpreter would be needed during the actual medical examination."

"Through this training, it was rewarding to see my students who have dual sensory loss realize that there are DeafBlind educators and leaders," explained AIDB's E.H. Gentry Facility DeafBlind Program Coordinator Bethany Miller, who also coordinates Alabama's ICanConnect project through AIDB and chairs the Alabama Deaf-Blind Coalition. "The participants who are DeafBlind saw aj and Jelica as role models and this training encouraged our students to open-up and welcome any communi-

cation techniques such as Pro-Tactile. You could feel the excitement through the various conversations, and I could see the feeling of isolation and neglect disappear from the participants' faces.

"I strongly believe we need to develop more training. Without SSP support, DeafBlind individuals are often stuck at home and isolated, leading to frustration and depression at not being able to communicate, access information, participate in the community, maintain employment and vote," continued Miller. "I have asked several community members who are Deaf-Blind and they informed me that SSPs are listed as the most important need in state of Alabama."

### Pro-Tactile Communication

Pro-Tactile Communication involves a system of feedback cues called "backchanneling" that provides communicators with information about each other, their responses to what is being communicated, and the environment. It is also an effective way to provide feedback to a presenter who has dual sensory loss about the audience's responses and reactions to their presentation in real time.

In a recent vlog, granda states, "One way I like to explain PT is to compare it to using a TTY [Telecommunication Device for the Deaf]. You might remember what that was like-when the person you were talking with would type and type and type, and you already knew what they were saying, you already had that information. In person, you would just tell them, 'Yeah, I know that already,' but the way the TTY was set up, you couldn't interrupt, so you just had to sit there and wait until they were done. Finally, after what seemed like an unbearably long time, you would see the letters, "G-A" [Go-Ahead] at which point you would tell the person, 'Yeah, I already knew that. You didn't have to tell me.' So the constraints of the technology made for some really frustrating and inefficient interactions.

## Information continues from page 5

“Well, before PT, DeafBlind communication was like that. Interactions were limited and we didn’t have access to all of the cues that make things smoother and more efficient. Pro-tactile communication is immediate. Turn-taking is seamless. There are no awkward time lags or frustrating constraints. Information is received when it is produced, and there is a constant stream of information coming from the person you are talking to...It’s fantastic!”

### Speaker Information

Both Nuccio and granda have Usher Syndrome – which, according to the National Institutes of Health – is usually a combination of hearing loss and an eye disorder called retinitis pigmentosa (RP), which causes night-blindness and a loss of peripheral vision (side vision) through the progressive degeneration of the retina. As RP progresses, the field of vision narrows, a condition known as “tunnel vision,” until only central vision (the ability to see straight ahead) remains.

Nuccio was the first DeafBlind Director of the Seattle DeafBlind Service Center (DBSC) and co-author of ***Providing and Receiving Support Services: Comprehensive Training for Deaf-Blind Persons and Their Support Service Providers***. Prior, Nuccio worked as a research coordinator, advocate and job-developer. Originally from Croatia, raised in the state of Georgia, Nuccio has a B.A. in Biology from RIT, and an M.A. in Public Health from Emory University. A national presenter, she continues to be active and involved in local and national DeafBlind communities.

granda is a teacher, social justice activist, textile artist, and mom. Along with Nuccio, she is also one of the contributors developing curriculum on a national project for training SSPs and individuals who are DeafBlind. Active in bringing changes and new ideas to Seattle’s DeafBlind community for over a decade, granda has worked for the DBSC and at Seattle’s Lighthouse for

the Blind as an advocate, trainer, mentor and teacher.

“The training was amazing and needed,” conveyed Alabama Department of Mental Health Communication Specialist Vyron Kinson. “I already see the benefits to me and my work and to those I represent in the DeafBlind community.”

“I greatly benefitted from this training,” echoed AIDB E.H. Gentry Facility Interpreter Bianca Perez. “It truly opened my eyes to the potential of greater connection for those with dual-sensory loss by means of communication by ‘touch.’ It helped me gain perspective into the DeafBlind experience, and I learned what it might take to further empower those who are DeafBlind. How appropriate to gain such perspective and training from those who are living the experience daily! The introduction to Pro-Tactile communication and Tactile ASL, was also amazing! I’m grateful to have a jump on learning this style of communicating, as it continues to sweep the DeafBlind community worldwide.”

“Internal and external feedback has been exceptional with some calling the experience, ‘transformational,’” noted AIDB President John Mascia, Au.D. “As illustrated throughout this article, there are many ways to use the term ‘DeafBlind,’ dependent upon individual preference. Similarly, there are many faces of deafblindness –a subtle, tangible educational component of this training.

“In fact, providing statewide outreach and specific professional development training to individuals with sensory loss along with the professionals and paraprofessionals serving individuals who are deaf, blind and DeafBlind is of significant importance to AIDB. We look forward to future opportunities to partner with our esteemed colleagues within ADRS, Troy University, Department of Mental Health and Registry of Interpret-

ers for the Deaf to further exceed expectations while creating our own transformational pump experience.”

### Alabama Initiative for Children and Youth who are Deaf-Blind

The Alabama Initiative for Children and Youth who are Deaf-Blind’s goal is to build capacity of state and local agencies, parents, and professionals to improve services and outcomes for children and young adults who are deaf-blind, and their families, by providing innovative, technical assistance, information and training on early intervention, special education, related adjunct services and transitional assistance while collaborating and sharing resources with partnering agencies and all State and Multi-State Deaf-Blind Technical Assistance Projects.

For more information on technical assistance offered through the Alabama Initiative for Children and Youth who are Deaf-Blind or any of AIDB’s additional deaf-blind programs/ telecommunications distribution programs, contact Jessica L. Edmiston at [edmiston.jessica@aidb.state.al.us](mailto:edmiston.jessica@aidb.state.al.us) or 256.761.3470. To tour AIDB’s Talladega-based programs or an AIDB Regional Center, please contact Christine Roberts at [roberts.christine@aidb.state.al.us](mailto:roberts.christine@aidb.state.al.us) or 256.761.3207.

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2014-2016

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Hi everyone!

Please do not forget to send me articles, stories, workshops, or any new information that you want ALRID to know about. You can send them to me at [beth.overland@rehab.alabama.gov](mailto:beth.overland@rehab.alabama.gov).

Thank you!

**WE are on  
the website!**

[www.alrid.org](http://www.alrid.org)

**SAVE the date!!!**

March 20-22, 2015

At

Troy University

Alabama Interpreting Metamorphoses  
(AIM)

If interested in mentorship opportunities, please contact  
[ahayes83313@troy.edu](mailto:ahayes83313@troy.edu)

For general AIM information, contact [ssunday@troy.edu](mailto:ssunday@troy.edu)



Extreme Interpreting