



South Carolina  
Department of Education

Together, we can.

# K-12 Interpreters 2009-2010 Education Series

## THE (REALLY BIG) FINE PRINT

Each session is conducted from Friday evening (6:30-9:00) and all day Saturday (8:30-4:30) with an on-site lunch provided. Participants must attend both the Friday and Saturday sessions to receive CMP credit.

**Participants may register at: <http://www.fits.sc/TrainingServices.htm>**

All registrations as processed electronically. Electronic payments via PayPal must be received seven (7) days before the session. Registration payments by check or purchase order must be post-marked seven (7) days before the session. There are no exceptions to this policy.

If an individual is unable to attend the education session, they must contact Steve Fitzmaurice by telephone (864) 431-7778 or by email: [ca-nucks@bellsouth.net](mailto:ca-nucks@bellsouth.net) no later than three (3) days before the session to receive a refund.

Each session is:



South Carolina RID members shall have CMP processing fees waived as a member benefit. South Carolina RID members must be prepared to show valid membership card to be eligible. Non-South Carolina RID members shall be charged \$ 35.00 ON-SITE for CMP processing fees.

After completing the required session demographics and evaluation surveys, Certificates of Attendance will be e-mailed to each participant within 14 days after the session.



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**November 13-14, 2009**

## **Then Fix It Dear Henry: Repairing Gaps in Our ASL Fluency**

*Steve Fitzmaurice*

Upon reviewing the diagnostic assessments South Carolina EIPA performance and written assessments, it becomes evident that interpreters are often plagued with ASL fluency thus inhibiting their interpreting process. In essence, a working interpreter who has deficiencies in their L2 has a weakened ability to master the complex tasks involved in interpreting between two languages. Employing scaffolded and spiraling pedagogical approaches, this hands-on and brain-active session will encourage participants to self-identify key gaps in their ASL linguistic knowledge and function. These gaps will be addressed through large and small group collaborative instruction with a focus on identification, instruction, and rehearsal.

Participants will:

- Identify areas of ASL fluency gaps
- Analyze the syntactical and grammatical structures of ASL
- Extensively rehearse discrete ASL comprehension and production skills
- Identify the importance of superior L2 fluency for interpreters
- Examine pragmatics of discourse to determine appropriate ASL production options
- Increase interpreting capacity through better ASL comprehension skills
- Increase interpreting capacity through enhanced ASL production skills
- Craft a professional development plan addressing ASL fluency

Steve Fitzmaurice, MIP, CI, CT, NIC, NAD V, EIPA 4.5 holds a Masters degree in Interpreting Pedagogy from Northeastern University. As an interpreter for nearly 20 years, there are few settings Steve has not encountered. Steve is the owner of Fitzmaurice Interpreting & Training Services (FITS, LLC) and works as a South Carolina Department of Education Consultant for Educational Interpreting. Steve was the chief architect of the South Carolina Interpreter Recruitment & Training (SCIRT) Project which aimed to reduce the critical shortage of qualified educational interpreters in South Carolina through recruitment, education, and assessment. Steve served on the South Carolina Registry of Interpreters for the Deaf (SC RID) Board of Directors for eight years; the latter as President. He is also the past-chair of the Registry of Interpreters (RID) Affiliate Chapter Relations Committee and the RID Scholarships & Awards Committee. Steve is the recent recipient of the RID Judy Husted Leadership Award, a two time recipient of the SC RID Interpreter of the Year Award, the SC RID Service Provider of the Year Award, and the RID Region II President's Award. Steve resides in Spartanburg, South Carolina with his wife, and twin daughters; the angels in his life.



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**January 29-30, 2010**

## **Mapping: Movement and Performance for Interpreters**

*D'Mita Boyd*

This is an interactive workshop that will allow participants to explore elements of presentation, performance, and the construction of meaning. Emphasis will be on non-linear thinking, visual-spatial organization, and the use of *story* as a primary means of communication. Participants will also have the opportunity to share stories developed within the workshop using a combination of text, movement, gesture and sign.

Participants will :

- Demonstrate awareness of spatial relationships and qualities of movement
- Demonstrate awareness of vocal intonation, inflection and volume
- Demonstrate sensitivity toward audience engagement and constructed meaning

Damita Boyd is an interpreter who gained her start by taking language classes at Florida State University, and by later participating in the interpreting program at Georgia Perimeter College. She has worked as an interpreter in the Washington, DC area, Rochester, NY and within metro-Atlanta.

Damita was an education interpreter in metro-Atlanta for five years, and enjoyed working in classrooms from kindergarten through post-secondary. She served on the inaugural Educational Interpreting Committee, commissioned by the Registry of Interpreter for the Deaf, and has been actively involved on the boards of the Atlanta chapter of the National Alliance of Black Interpreters and the Georgia Registry of Interpreters for the Deaf. Currently a master's candidate in Northeastern University's Master of Interpreter Pedagogy program, Damita was recently named Coordinator of the nationally accredited Sign Language Interpreting Program at Georgia Perimeter College.



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**March 19-20, 2010**

## **Structuring Discourse: Employing Discourse Mapping**

*Frances Beurivage*

Discourse mapping and the structuring of discourse is the lowest scoring competency on the Educational Interpreter Performance Assessment (EIPA) in South Carolina and across the country. Discourse mapping focuses on the interpreter's ability to represent contextual boundaries by producing a visual/spatial locational map indicating components/sequence/relationships of narrative-level chunks or information. This map indicates behaviors/relationships, physical characteristics and locations. Discourse mapping represents more complex, spatial organization.

Participants will:

- Define discourse mapping
- Analyze English language discourse structures and identify the linguistic features used to convey or mark changes in the direction or the goal of a spoken discourse
- Analyze ASL discourse structures and identify the linguistic features used to convey or mark changes in the direction or the goal of a signed discourse
- Develop a better understanding of how space, classifiers and non-manual markers are utilized to develop textual coherence in ASL discourse
- Produce translations from English to ASL that incorporate transitions and cohesive features
- Build confidence in comprehension and production of discourse mapping skills

Frances J. Beurivage is employed by Boys Town National Research Hospital, Omaha, Nebraska, as their Sign Communication and Curriculum Specialist and is the Manager of the Educational Interpreter Performance Assessment (EIPA) Diagnostic Center. Frances, as a sign language specialist, provides Boys Town's *Center for Childhood Deafness, Language and Learning* with clinical support for language/academic/social assessments of deaf and hard of hearing children. She also travels nationally to present to audiences information about the EIPA Performance Assessment and provides skills training workshops for interpreters working in K-12 educational settings.

Frances holds dual certification (C.I. / C.T.) from the National Registry of Interpreters for the Deaf (RID).



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**May 7-8, 2010**

**Topic Area: Interpreting from Sign to English**

Session Information TBA