



# ***BACK BY POPULAR DEMAND!!!***

## **Read and Reflect:**

### **An Online Community of Practice**

#### **Second Series**

**Sponsored by the Center for Outreach Services  
at the Ohio School for the Deaf**

### **The Concept**

There are many journal articles, publications and readings available related to interpreting in the K-12 setting. And while reading is an important part of individual professional development, dialogue with other interpreters is a way to learn how to incorporate concepts into our work. The Center for Outreach Services is providing an opportunity for interpreters to meet online with their peers and engage in conversations centered around selected readings related to our profession.

You may register for **one** session of your choice. After you register for your session, you will be sent the reading selection for that date two weeks ahead of time. This will ensure that you have ample time to read the material before attending the live online meeting. All “live” meetings will happen entirely online through Adobe Connect. You will **not** need to download any special programs or software to attend these meetings—it’s as simple as clicking on a web site link that will be provided after you register. You will need to have access to high-speed internet to participate in this activity.

### **The Readings (see [page 3](#) for article abstracts)**

**November 2011 (meeting Thursday, November 17, online 3:30 pm to 4:30 pm)**

*Comprehension of Sign Language Interpreting: Deciphering a Complex Task Situation* by Marc Marschark, Patricia Sapere, Carol Convertino, Rosemarie Seewagen, and Heather Maltzen

**January 2012 (meeting Thursday, January 17 online 3:30 pm to 4:30 pm)**

*Identifying Movement Patterns and Severity of Associated Pain in Sign Language Interpreters* by Julie K. Freeman and Janet L. Rogers

**March 2012 (meeting Thursday, March 22, online 3:30 pm to 4:30 pm)**

*Respect in the Face of Witnessing Oppression: It Can Be Done* by Amy Elizabeth Seiberlich

**May 2012 (meeting Thursday, May 17, online 3:30 pm to 4:30 pm)**

*Spatial Referencing and Cohesion in an American Sign Language Text* by Elizabeth A. Winston

### **The Reflection**

Participants who register successfully will receive a web link once registration is confirmed. At log in participants are expected to be ready to discuss the reading previously mailed. Along with the readings you will receive a list of discussion points to help you prepare for the live meeting discussion. It is essential that you complete the reading before the date of the meeting because the discussion questions will be based on the learning objectives. You will be required to answer all of the questions the facilitator presents in order to meet the requirements to earn contact hours for this activity.

### **The Commitment**

By registering for one meeting date, you are committing to:

- Read the article before the live meeting date.
- Review the learning objectives before the live meeting date.
- Attend the live meeting at the date and time scheduled. You must arrive online on time and stay for the duration of the live setting in order to earn contact hours for this activity.

# Registration

## Registration fee: \$10.00

Limited to ONE of the four dates. Registration is limited to 10 participants for each date (a total of 40 participants for the entire series). If your first choice is full, you will be registered for your second or third choice if space is available.

## Deadlines

- Registration is open only for Ohio Educational Interpreters until **November 4 2011**
- If there are additional spaces, others will be admitted in the order their registrations were received until **November 11, 2011**
- Ohio residents are given priority for general registration
- All registration closes **November 11, 2011**

## Registration Procedures

- Each individual must send separate payment and form
- **No phone, fax or email registrations will be accepted**
- Registration confirmation will be sent via email

# Receiving Credit

Participants who satisfy the seminar requirements can earn:

- **Certificate of Completion** — 2 professional development credit hours
- **Registry of Interpreters for the Deaf CEUs** — 0.2 CEUs in the Professional Studies content area



## Center for Outreach Services

500 Morse Road  
Columbus Ohio 43214  
614.995.1566 v/tty  
OutreachCenter@osd.oh.gov  
www.ohioschoolforthe deaf.org



# Costs and Registration – Read and Reflect

Maximum number of participants is 10 for each session. The cost for registration is \$10. Select ONE session. Registration is open for **Ohio Educational Interpreters only** until **November 4, 2011**. General registration begins **November 5, 2011**. Ohio residents are given priority for general registration. **No phone, fax or email registrations will be accepted**. Final registration postmark date is **November 11, 2011**.

## To register:

- 1) **Click on the article/ date you would like to register for and complete the steps for online registration. We will only be accepting online registration for this event.**
- 2) **Fill out the form below, and attach it with your check, made payable to: Ohio School for the Deaf or OSD.**
- 3) Return this form to: **Center for Outreach Services, Attention Yveetes Dorton, 500 Morse Rd, Columbus, OH 43214**

Name \_\_\_\_\_

School District/Agency/Organization \_\_\_\_\_

Home Address: Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Email \_\_\_\_\_

Ohio Department of Education License # (required for registration before Nov. 1, 2011) \_\_\_\_\_

**Registration is limited to ten participants for each session. Click on the link below for the date you would like to register for.  
ONLINE REGISTRATION ONLY**

[Thursday, November 17, 2011 online 3:30 to 4:30pm](#)

[Comprehension of Sign Language Interpreting: Deciphering a Complex Task Situation by Marc Marschark, Patricia Sapere, Carol Convertino, Rosemarie Seewagen, and Heather Maltzen](#)

[Thursday, January 19, 2012 online 3:30 to 4:30pm](#)

[Identifying Movement Patterns and Severity of Associated Pain in Sign Language Interpreters by Julie K. Freeman and Janet L. Rogers](#)

[Thursday, March 22, 2012, online 3:30 to 4:30pm](#)

[Respect in the Face of Witnessing Oppression: It Can Be Done by Amy Elizabeth Seiberlich](#)

[Thursday, May 17 2012, online 3:30 to 4:30pm](#)

[Spatial Referencing and Cohesion in an American Sign Language Text by Elizabeth A. Winston](#)

# ARTICLE ABSTRACTS

**November 17, 2011**

**Article:** *Comprehension of Sign Language Interpreting: Deciphering a Complex Task Situation* by Marc Marschark, Patricia Sapere, Carol Convertino, Rosemarie Seewagen, and Heather Maltzen.

## **Abstract**

Remarkably few studies have examined the outcomes of sign language interpreting. Three experiments reported here examine deaf students' comprehension of interpreting in American Sign Language and English-based signing (transliteration) as a function of their sign language skills and preferences. In Experiments 1 and 2, groups of deaf students varying in their sign language skills viewed either an ASL or English-based interpretation of a nontechnical lecture, followed by either a written comprehension test (Experiment 1) or a signed comprehension test (Experiment 2). Experiment 3 involved a more technical (physics) lecture, separate testing of students with greater ASL or English-based sign skills and preferences, and control of students' prior content knowledge. Results consistently demonstrate that regardless of the deaf students' reported sign language skills and preferences, they were equally competent in comprehending ASL interpreting and English transliteration, but they gained less knowledge from lectures than hearing peers in comparison groups. The results raise questions about how much deaf students actually learn in interpreted classrooms and the link between their communication preferences and learning.

**January 17, 2012**

**Article:** *Identifying Movement Patterns and Severity of Associated Pain in Sign Language Interpreters* by Julie K. Freeman and Janet L. Rogers

## **Abstract**

This research sought to identify the most common movement patterns and postures performed by sign language interpreters and the frequency and severity of any pain that may be associated with the movements. A survey was developed and mailed to registered sign language interpreters throughout the state of Illinois. For each specific upper extremity movement pattern and posture the respondents were requested to rate the following on a Likert Scale: the frequency of the task in terms of number of hours of task performance, the frequency of pain associated with the movement pattern or posture in terms of numbers of times per week the pain is experienced with the movement pattern or posture and the perceived severity of the pain experienced. Results were analyzed for frequency of performed movements or postures, frequency of pain with specific movements or postures, and the severity of pain with each task. Recommendations, based on the results, focused on "signing" in a biomechanically correct manner as well as postural and stress reducing exercises programs.

**March 22, 2012**

**Article:** *Respect in the Face of Witnessing Oppression: It Can Be Done* by Amy Elizabeth Seiberlich

## **Abstract**

This article explores the challenges interpreters face on a daily basis as we are asked to maneuver between two cultures, languages and communities. Part of this challenge is dealing with "outsiders" who do not completely understand the role of the interpreter. The nature of our work requires that we witness the lives of others in a way that no other profession can justify. Because of this, a significant part of our day is spent trying to equalize power and communication dynamics between Deaf 1 and hearing people. Regardless of the situation, interpreters regularly bear witness to Deaf people being treated differently than their hearing peers. The effects of repeatedly witnessing even subtle forms of oppression play a significant role in interpreter's maltreatment of one another, and inhibit our ability to achieve common professional goals.

**May 17, 2012**

**Article:** *Spatial Referencing and Cohesion in an American Sign Language Text* by Elizabeth A. Winston

## **Abstract**

Spatial referencing in American Sign Language (ASL) functions at both the lexical and the discourse levels. In discourse, it can be used by a signer to produce cohesion in comparisons, performatives, and time mapping. The occurrence and function of spatial referencing in an ASL text as it produces cohesion is examined.