

“INTERPRETING” FOR DHH STUDENTS

Who Can Hear Spoken Language AND Need Visual Language Support

This one day workshop will address questions and decision-making about visual language options for students who do not need ‘full on’ interpreting.

This workshop will address:

- ♦ Practice using Sign-Supported-Speech for interpreters (teachers too)
- ♦ Decision making related to interpreter use (teachers and interpreters)



Participants:

- ♦ Interpreters and DHH teachers
- ♦ Interpreter-teacher teams welcome, but not required

DATE: Saturday, May 2, 2015

TIME: 9:00 am to 3:30 pm
(lunch on your own)

LOCATION:

CESA 2, 1221 Innovation Drive,
Whitewater, Room 111

COST: \$65 per person
(includes snacks)
(lunch on your own)

To register, go to: www.myquickreg.com

Questions?: sharon.anderson@cesa2.org



Change Happens!

Many children with hearing loss have the ability and/or technology to hear and understand spoken language in quiet settings yet several students find that listening alone, does not meet their needs for access to spoken language in the classroom. Consider visual language needs for: hard of hearing children, those with cochlear implants, progressive hearing loss, or sudden hearing loss. Many have a need for visual language support in the classroom in addition to their auditory access to the language of school.

These kids are changing the questions and assumptions about interpreter services

The conversations of the educational team may need to provide clarity regarding *HOW* the student needs visual language support in order to access their educational day. The ‘typical’ form of interpretation may not always meet the student’s need.

So, let’s explore this together...

Part 1

- ♦ What might it mean if the student does not always look at the interpreter?
- ♦ What is Sign-Supported-Speech?
 - What does it look like
 - How might it be used for some students?
 - Practice using sign-supported speech
- ♦ How do we know when to use Sign-Supported Speech, or English-based Sign, or ASL, or CART or...?
- ♦ A ‘playful look’ at learning styles

Part 2

- ♦ How do the DHH teacher & educational interpreter team determine:
 - HOW* to determine interpretation needs for this student
 - WHEN* sign interpretation is needed
 - WHAT* form of sign is a ‘fit’ for the student-and in which classes
- ♦ **WHEN** should CART and/or other visual language supports be used?
- ♦ **WHAT** student characteristics indicate decision making for the school team