



Our Website:

<http://www.jalc.edu/Leirid>

LEIRID BOARD:

- President,
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- Vice President,
Vacant
- Secretary,
Paula Willig paulawillig@jalc.edu
- Treasurer,
Shelly Stearns
- Member at Large,
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Our board met on December 9, 2005 at 3 p.m. in D 265 at John A. Logan College. We will have a paper ballot election on 1/28/06.



President's Report

L.E.I.R.I.D. had a very busy year last year. We provided several workshops for our members, including a legal workshop with Attorney Howard Rosenblum and a technical interpreting workshop with David Bar-Tzur. Our our board met on December 9, 2005. This was to be an election meeting, but no members were present other than the board.

Events

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| December 9 | 3 p.m. LEIRID Election Meeting, D265 at John A. Logan College |
| January 28, 2006 | Interpreting, what a pain in the neck . . . wrists . . . hands and joints. C138 and D266. For more information go to www.jalc.edu/Leirid/pdfs/BrochureJan21st.pdf |
| April 21, 2006 | Deaf Social Day. For more information go to: http://www.jalc.edu/ipp/PDFfiles/DSD.pdf |
| April 22, 2006 | LEIRID workshop. To Be Announced. |

President's Report Continued:

We will be hosting a workshop on January 28th, 2006 called: Interpreting, what a pain in the neck . . . wrists . . . hands and joints. Learn how to take care of yourself so that you don't have pain. Physical Therapy Professor Todd Vaughn will talk about how to prevent injury and stay fit. Then we will be offering massages given by the SIU Physical Therapy Club to all workshop participants. Come for a day of pampering (and information).

April 21st will be our annual Deaf Social Day. Word has it that a famous Deaf guy from our area also has a birthday that day. Come and enjoy the fun.

We are also planning another workshop for April 22nd, the day after Deaf Social Day. We have a few prospects, and will be working out the details.

Mark your calendars: 1/28/06, paper ballot election.

Educational Interpreter Rules

The new rules for K – 12 interpreters will go into effect beginning July of 2006. Interpreters will need to take a performance evaluation as well as taking college classes. The suggested test is the Educational Interpreter Performance Evaluation (EIPA). To find out more about the EIPA, go to the website: <http://www.classroominterpreting.org/EIPA>. To register to take the EIPA, contact Sheila Chapman at: schapman@mycingular.blackberry.net or (217) 473-7215.

To read the new certification requirements go to page 185 of the rules at: <http://www.isbe.net/rules/archive/pdfs/25ark.pdf>. Watch for new online offerings from John A. Logan College to help educational interpreters and others gain and retain their license.

All you wanted to know about the NIC test but were afraid to ask

By now you have heard about the new National Interpreter Certification Test. The Registry of Interpreters for the Deaf and the National Association of the Deaf worked together to create this new test. Here is some information from the NIC Interview and Performance Test Candidate's Bulletin which can be found on www.rid.org.

1. Administration

Candidates should arrive in professional attire, which is appropriately color-contrasted to skin tone. Candidates should not wear whites or reds, as these colors cause problems for color video equipment. Candidates will be asked to sign forms indicating agreement to maintain confidentiality in regard to testing materials and show a valid photo I.D. This form also allows the NTS to use the test tape as a rater-monitoring device (92.32).

2. Warm-up Room

The warm-up time is already incorporated into the NIC testing materials. There is no need for an extended warm-up time in a separate room. Prior to entering the testing room,

however, the candidate will indicate the order in which s/he would prefer to take the test, performance portion first or interview portion first.

3. Testing Room

All blank tapes are supplied by the NTS. At the beginning of the test, candidates will be filmed voicing and fingerspelling their social security/member number twice. Candidates do not give their names. Names or other personal information are not provided to the raters.

Test Format**1. Stimulus Materials**

One of the goals of the NIC Test is to incorporate materials that accurately reflect the real world of interpreters and transliterators. Certified members surveyed during the role delineation phase of test development determined the critical skills needed to function as a professional interpreter. Content experts, who are deaf and hearing experts in the field of interpreting, developed scenarios from which to base the interview and performance tests. All stimulus materials are real-life situations. This provides realism and face validity to the test. The test materials were filmed from the interpreter's perspective. Deaf and hard-of hearing lecturers were captured from the point of view of a working voice interpreter/transliterator. The camera looks at the deaf person slightly from below and favoring the open dominant hand. Hearing persons were taped as seen from the interpreter's perspective. Every candidate's performance is recorded on videotape and available for rating, for any subsequent appeal or review, and for use by RID as a rater-monitoring device.

2. Segments on the Test

The interview portion will consist of five ethical questions. At the beginning of this portion of the test, you are given a choice of five different presenters. You may review each of their introductions and then choose which of the presenters you prefer to deliver all five of your interview questions. The question will also be in print on-screen. There is a set time in which to answer each of the five questions. You will only be rated on the content of your answer and not on your expressive skills during this portion of the test. You may respond in ASL, transliteration or total communication modalities, but you may not use your voice only to respond to the questions. The performance portion will consist of five scenarios each approximately 10 minutes in length. Before each scenario you will be introduced to the principles involved in that segment and you will have an opportunity to read any related documentation or important service provision materials. These intros are approximately 5 minutes long. Then you will start the testing scenario. Each testing scenario will follow the same format. The camera will remain on you for the entire test and will not need to be moved. The performance portion tests both interpreting and transliterating skills of the candidate.

Taken from www.rid.org

History Corner

By Paula Willig

In 1983 The RID held its convention in Denver, Colorado. One of the presentations was "Fingerbabble" by Victoria Armour from NTID. She suggested several exercises to build up muscle strength and flexibility for fingerspelling. Below are some of her suggested exercises:

A. Rotation

Purpose:

- 1) Awareness of hand muscles
- 2) Focused attention on specific finger control
- 3) Kinesthetic awareness

Initial position – palms down with fingers spread. Begin with thumbs and progress to pinkies. Rotate thumbs in the direction most comfortable five times, then reverse five times. Next do the pointer the same way. All other fingers should be kept still. This is the goal and should not be expected the first time.

B. Finger-Rolling

Purpose:

- 1) Awareness of hand and arm muscles
- 2) Focused attention on specific finger control
- 3) Kinesthetic awareness in copying skills
- 4) handshaps – s, index-hand (L and D), 3, 5, 4, B, and modified F and I.

Initial position – palms up and hands relaxed. Begin with one thumb and progress through each finger individually ending with the other thumb. Roll the thumb in to touch the palm of the hand. Then and the pointer, middle finger, etc. Other fingers should not move until it is their turn. When both hands are closed, begin with the last finger rolled in and roll out to the starting position. Repeat starting with the opposite thumb.

C. Horizontal Isolation

Purpose:

- 1) Awareness and control of muscles used in finger spread
- 2) Kinesthetic awareness and tactile finger to finger sense.

Initial position – palms down, fingers are together, and hands pointing to the left. Begin with right



pinky moving it away from the other fingers horizontally. Then add the ring finger, middle finger, etc. until all fingers are pointing to the right. Shake out your hands and do it to the other side.

D. Knuckle-by-knuckle Isolation

Purpose:

- 1) Awareness of muscles involved in joint control
- 2) Practice with isolated small movements

Initial position – palms face each other and fingers move in mirror pairs at the knuckles to right angles with the palms. Begin with the largest knuckle (nearest the palm) and with the pinky fingers. Then do the ring fingers after the pinkies have returned to an upright position. Continue through each finger including the thumbs. Now move to the second knuckle and follow the same procedure. Then do the top knuckles on each of the four fingers.

Continued next newsletter, finger Caesthenics.

From the Proceedings of the 8th Annual Convention of the Registry of Interpreters for the Deaf, August 9 – 13, 1983, pgs. 112-113.

