EIPA TRAINING CENTER

2026–2027 Video Conference Workshop Series

Educational Interpreter Performance Assessment

The EIPA Training Center is excited to offer four video conference workshops for the 2026–2027 academic year. These workshops are designed for professionals supporting Deaf and Hard of Hearing students in K–12 educational settings. Workshop descriptions may be adjusted at the presenter's discretion.

October 3, 2026 | 10:00 AM – 2:00 PM CT

Understanding Deaf-Plus Language and Communication

Presented by Dr. Christy Borders, Dr. Aaron Shield, and Dr. Kristi Probst

This interactive workshop introduces Deaf-Plus learners—Deaf students with co-occurring disabilities such as autism, ADHD, intellectual disabilities, or deaf blindness. Participants explore intersectional identity, language access versus performance, receptive–expressive mismatches, and diverse language profiles through guided discussion and case examples.

November 14, 2026 | 10:00 AM – 2:00 PM CT

Strategies for Deaf-Plus Students

Presented by Dr. Christy Borders, Dr. Aaron Shield, and Dr. Kristi Probst

Building on foundational knowledge, this session provides practical and ethical strategies for supporting Deaf-Plus students. Topics include interpreter role clarity, visual and linguistic supports, pacing, cognitive load, collaboration within IEP teams, and decision-making that promotes access, dignity, and student autonomy.

January 30, 2027 | 10:00 AM – 2:00 PM CT

Seeing Sound: Making Phonology Visible

Presented by Joy Kane, M.Ed.

This workshop introduces the Visual Phonics system and its role in supporting phonological access and literacy instruction for Deaf and Hard of Hearing students. Participants review research, observe classroom and therapy examples, and engage in limited hands-on practice while discussing how instructional context informs decisions about interpreter access.

April 3, 2027 | 10:00 AM – 2:00 PM CT

Black ASL in Deaf Education — Historical and Modern Contexts

Presented by Dr. Joseph C. Hill

This session explores the historical development and continued evolution of Black ASL within educational and community contexts. Participants examine the impact of segregation, language policy, and attitudes on language variation and review phonological, discourse, and stylistic features across generations of Black Deaf signers.