

# West Virginia Commission for the Deaf and Hard of Hearing NEWSLETTER



*“Advocacy is empathy, compassion, and community at work.” - Janna Cachola*

## Letter from the West Virginia Commission for the Deaf and Hard of Hearing

### Public Notice

- As of the date of this newsletter release, the position of Executive Director is currently vacant. We will begin the search for a new Executive Director at a later date.
- The WVAD Christmas Party, scheduled for December 13, 2025, at the Wood County Society in Parkersburg, WV, has been cancelled due to anticipated weather conditions.
- Save the date! February 25, 2026, is Deaf Awareness Day at the Capitol! This event brings together community partners, agencies, and advocates to focus on the needs, strengths, and contributions of the Deaf and Hard of Hearing community in West Virginia. We look forward to a day filled with learning, networking, and celebration!

### Thank you

**WV Deaf Services Center** - We sincerely appreciate your ongoing dedication to supporting families and enhancing accessible communication at home. The Christmas dinner held on December 5, 2025, provided a fantastic opportunity for families to connect and foster community ties.

**Mountwest Community & Technical College ASL Program** - Thank you for hosting yet another wonderfully successful Breakfast with Deaf Santa! Your hard work made the holiday season a little brighter and more inclusive for so many families.

### Merry Christmas

As we celebrate this joyful season, the West Virginia Commission for the Deaf and Hard of Hearing extends our warmest Christmas wishes to Deaf, DeafBlind, and Hard of Hearing individuals, families, professionals, partners, and communities across our state.

This time of year reminds us of connection—of gathering around tables, sharing stories, laughing with loved ones, and supporting one another. At WVCDHH, we are grateful for the many ways our community brings light and meaning to the work we do every day. Whether through advocacy, education, communication access, or strengthening relationships across West Virginia, your resilience and partnership inspire us.

May this Christmas season bring you peace, comfort, and moments of joy—whether surrounded by family, connecting with friends, or enjoying a quiet winter day. And may the coming year be filled with new opportunities, progress, and continued advocacy for communication access and equity for all Deaf and Hard of Hearing West Virginians.





## Antonia Vaughan: Professional Educational Interpreter I



With 24 years of experience in both elementary and secondary settings, **Antonia Vaughan** has become a trusted interpreter for students at Capital High School. A Sibling of a Deaf Adult (SODA), she began signing at age seven and holds RID (Registry of Interpreters for the Deaf) Ed: K–12 certification.

### Her Path Into the Field

Encouraged by the former Special Education Director of Kanawha County Schools, Antonia ventured into educational interpreting and later took on the role of mentoring interpreters preparing for the Educational Interpreter Performance and Written Assessments.

She earned her master's degree in Teaching and Learning, which has proven invaluable, providing her with a solid foundation in child development and the diverse learning styles students bring to the classroom.

Antonia is committed to continual professional development. She has engaged in WVDE trainings, attended West Virginia Association of the Deaf conferences, participated in Pierpont workshops, and traveled to Gallaudet University for advanced training. She enhances her cultural and linguistic knowledge through Deaf chats, community events, and by welcoming members of the Deaf community into her home.

### Life in the Classroom

Antonia describes her daily routine as “fluid and ever-changing.” She works with students in grades 9–12 across all subjects and levels, ranging from remedial courses to high honors classes and Career and Technical Education Programs.

She promotes language development and independence by teaching new signs, explaining disability laws, and coaching students to advocate for themselves. Additionally, she encourages regular videophone practice for real-world applications.

Compassion, flexibility, and patience are her guiding principles when collaborating with educators on a daily and weekly basis. *“The students’ sense of humor keeps me going; without their laughter, I would not be able to make it through the day.”*

Educational interpreting is extremely complex, requiring dual fluency and content. Interpreters must handle multiple speakers, visual cues, and varying classroom dynamics, all while navigating the specific needs of Deaf and hard of hearing (DHH) students. This can be both physically and mentally demanding, causing interpreters to be at high risk for musculoskeletal injuries due to repetitive motions and mental fatigue. Antonia does her best to combat this with self-care and monthly massage maintenance.

### Professional Insight

How can schools better support both educational interpreters and DHH students?

#### Provide equitable access to the curriculum

- Provide interpreters with compensated time and access to lesson plans and classroom materials to prepare for interpretation.
- Include interpreters as administrators in Schoology to allow for dual conference/interpreting on virtual school days.
- Ensure that interpreters are not utilized to perform aide duties. §IDEA, Section 300.34 identifies interpreting services as a related service, along with other professional student support, including speech-language pathology services, audiology services, psychological services, etc.
- Ensure interpreter professional development training opportunities are available and focused on evidence-based best practices related to educational interpreting.
- Provide interpreters with appropriate supervision and professional feedback

#### Ensure cultural and linguistic understanding and inclusion for DHH students in all school environments

- Be aware that many DHH students entering kindergarten have significant language delays compared to their hearing peers.
- Understand that young DHH students will need time and exposure to adjust to their learning environment and learn how to utilize an interpreter
- Speak directly to DHH students, not to their interpreter.
- Understand that it is inappropriate to ask the interpreter not to interpret side conversations. If other students can hear it, then the interpreter must interpret it. Incidental learning is learning and is key to growth and development.
- Ensure that **ALL** environments are accessible, ie, provide interpreters time and materials to plan for pep rallies, school assemblies, etc.
- Learn the difference between Deaf and deaf.
- Ensure that all educational interpreters, with the required qualifications and certifications, are recognized and titled as **PROFESSIONALS**.

## A Mother's Journey Raising Two Deaf Daughters, *Sherry Furkins*

**Our Beginning**—We were a family of four: a hearing mom, a hearing dad, and two little girls we hoped would grow up close in age. We got our wish—and we also encountered deafness. Both of our daughters were born with hearing, but over time, their hearing gradually diminished until it became profound. In the early 1980s, neither my husband nor I had ever met a deaf person. Initially, we felt sadness over what we perceived as a loss and confusion about what deafness truly meant. Fortunately, our compassionate doctor set us on a positive path by advising, “You’re going to have many appointments, but first, connect with your school system and seek out a support group.” This counsel gave us hope, and we learned that our children could have a bright future—we just needed to learn how to communicate and teach them differently.

**Learning That Belonging Comes First**—For my daughters, finding peers was essential. Equally important for me was discovering my own support group. Literacy and social connections quickly rose to the top of our priorities. Deafness transformed not only our immediate family but also our extended family, friends, expectations, and our entire world.

**Finding the Right School Fit**—We began with an oral program, but later transitioned to American Sign Language (ASL) as their hearing losses became more severe, making it increasingly difficult for everyone to keep pace. By fifth grade, we enrolled them in a mainstream ASL program. In hindsight, we probably should have made the switch sooner, but education in the 1980s was different, and finding strong programs was a challenge. Although ASL was recognized as a distinct language in 1960, it was just beginning to find its place in public school curricula. We learned to ask crucial questions: **Are the teachers and interpreters experienced? Are deaf students included or separated? Is after-school programming accessible? Does the school foster a sense of community?**

**Growing Readers Before Captions Existed**—In an era without computers or captions on TV, my only signed “TV resource” was Linda the Deaf Librarian from Sesame Street. Finding books beyond basic picture books was challenging, so we created our own. We crafted simple, homemade storybooks about familiar places like the park, zoo, and toy store. Each book consisted of four or five pages featuring a drawing or photo alongside one short word, phrase, or sentence. We laminated them and bound them with plastic rings, and they were a hit. We also made a “GO Book” that contained a photo of our destination to eliminate confusion—especially during car rides. Clear communication prevented meltdowns and built trust.

**Middle School: Where Language Exploded**—Middle school proved to be overwhelming. Language suddenly expanded, becoming more diverse and complex—especially in English and science. I took on the role of tutor, scanning textbooks for new or challenging vocabulary before assignments. We often revisited foundational concepts. For instance, if a class discussed “Papa Doc, the Haitian dictator,” our first question was, “What is a dictator?” We built understanding from there.

By high school, their speech/language specialist became involved, but I had to advocate at every IEP meeting: vocabulary must come directly from their actual classes—not random word lists. Eventually, my daughters began bringing their own word lists to therapy, knowing precisely what they needed to succeed.

**Social Life, Identity, and Finding Their People**—Navigating social life was one of the toughest challenges. Traditional church nurseries, typical preschools, and regular babysitters were not suitable for us. Finding people who truly embraced deafness made all the difference. We discovered deaf coffee nights, ASL classes for families, and social spaces for deaf children. My daughters thrived at summer deaf camp—it provided experiences we could never recreate at home. Those connections were invaluable.

We found A.G. Bell, along with art and dance programs. One daughter flourished with a one-on-one art teacher, while the other shone in a visual dance class. Both were Deaf, yet they were completely different children with unique gifts.

Friendships were challenging to navigate. I drove them wherever needed to connect with deaf peers, which made a lifelong impact. I also ensured they had a deaf babysitter when they were young, normalizing their world. At home, deaf and hearing were treated equally, using whatever form of communication worked—signing, speaking, writing, pictures, or texting.

**Caring for the Whole Family**—One of the greatest gaps, both then and now, was access to mental health support from professionals experienced with deaf children. When my daughters felt different and acted out, finding help was incredibly difficult. For a brief period, a private preschool provided parents with mandatory support groups and access to a psychologist who understood deafness. I learned a crucial lesson there: prioritize your own wellbeing first so you can effectively care for your child. That lesson guided me through every challenge.

**Where My Story Ends—and Theirs Continues**—I have always been proud of my daughters for their courage, strength, and determination to become who they wanted to be. They embraced their differences and blossomed into happy, well-adjusted adults.

It was hard.

It was exhausting.

It was incredibly special.

What more could a parent hope for?



The West Virginia Commission for the Deaf and Hard of Hearing (WVCDHH) is committed to improving communication access across all settings—especially in moments where clarity and safety matter most. Two resources developed and previously shared by the Commission continue to play an important role in helping Deaf and Hard of Hearing (DHH) individuals navigate interactions with emergency personnel and law enforcement: the EMS Communication Card and the Driver Visor Card.

## I AM DEAF OR HARD OF HEARING

This card is for law enforcement officers. This card will help you communicate with me.

**QUICK COMMUNICATION TIPS:**

- Get my attention first.
- Make eye contact when you speak.
- Speak clearly at a normal pace and tone.
- Do not cover your mouth.
- Do not shine a flashlight in my face. It makes it hard for me to see.
- Remove your sunglasses and/or hat.
- I cannot lipread everything you say.
- A cochlear implant or hearing aid does not mean I can hear and understand everything you say.
- I may only understand sign language.

The best way to communicate with me is:

INTERPRETER    TEXTING    WRITING

LIP READ    I CANNOT LIP READ    ASSISTIVE LISTENING DEVICE

In the event of a medical emergency or police proceeding, I have the right to a qualified interpreter. To find qualified interpreters in the state of West Virginia, please visit: [www.wv.gov/govservices](http://www.wv.gov/govservices)

This card is endorsed by:

Please point to the pictures to help me understand why I was stopped.

I NEED TO SEE YOUR:

Driver's License    Insurance Card

Registration Card    Concealed Gun Permit

**VIOLATIONS:**

SPEED LIMIT 50    No Left Turn    No Pedestrian    STOP

NO TEXTING (WHILE DRIVING)

L/R Head Light Out    L/R Front/Rear Blinker  
L/R Tail Light Out    Windshield Crack  
L/R Brake Light Out    Muffler

**HELP!**

**Driver Visor Card** is designed to support safe, smooth interactions between DHH drivers and law enforcement during traffic stops or checkpoints. The card can be stored on a sun visor and presented to an officer to quickly indicate that the driver is Deaf or Hard of Hearing. It includes clear icons and brief statements that help officers understand communication preferences—such as the need for written instructions, gestures, or ASL interpretation.

**The EMS Communication Card** provides a quick, easy way for Deaf and Hard of Hearing individuals to communicate essential information with first responders. The card includes common medical questions, communication preferences, and symbols that allow EMS personnel to quickly understand the individual's needs—especially when stress, limited lighting, or environmental noise may make communication more difficult.

## EMS Communication Card

For Medical, Physical and Emotional Information

**INSTRUCTIONS:** Have patient touch pictures to request wants and needs. If unable, caregiver touches primary and gets positive response from patient. This may be helpful for patients who are deaf, hard of hearing, or could have a traumatic brain injury, autism or an intellectual disability.

Yes = thumbs up, nod, or eyes wide open    No = thumbs down, nod, or eyes closed

**Quick Communication Tips**

- Get my attention first.
- Make eye contact when you speak.
- Speak clearly at a normal pace and tone.
- Do not cover your mouth.
- I may have memory issues and it may take me longer to process what you are telling me.
- I cannot read everything you say.
- A cochlear implant or hearing aid does not mean I can hear and understand everything you say.
- I may only understand sign language.

The best way to communicate with me is:

Interpreter    Texting    Writing    Lipread    I Cannot Lipread    Assistive Listening Device

**Pain Scale**

0 No Pain Little Bit    2 Little More    4 Even More    6 Really Painful    8 Worst    10 Worst

Touch Where It Hurts

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

This card is endorsed by:

## We Want Your Input!

As we continue expanding resources that support communication access, we want to hear from you.

What additional tools, cards, or visual supports would help Deaf and Hard of Hearing individuals in daily life? Examples may include:

- Hospital or urgent care communication cards
- School-based communication passports
- Workplace accommodation cards
- Visual aids for public transportation
- Communication cards for service providers (utilities, housing, retail, etc.)

**Touch for YES**    **Touch for NO**

YES = eyes wide open    NO = eyes closed

**Common Medical Issues**

- Breathing Problems/COPD
- Stroke
- High Blood Pressure
- Cardiac/Heart Issues
- Diabetes
- Seizure/Epilepsy
- Sensitive to touch

Hospital

## Scan the QR Code to:

- Request EMS Communication Cards
- Request Driver Visor Card
- Submit suggestions for additional communication materials



## Language Access Starts with Qualified & Culturally Fluent Educators

### WHAT IS THE TEACHER OF THE DEAF LICENSURE ENDORSEMENT IN WEST VIRGINIA?

The West Virginia Department of Education (WVDE) recognizes three distinct endorsements for educators working with Deaf and hard-of-hearing (DHH) students. These are not just different codes — they reflect differing levels of sign-language proficiency and, by extension, the types of instructional environments in which a teacher may serve.

Endorsement	Name	Instruction in ASL
4117	Deaf & Hard of Hearing (Pre-K to Adult)	Not guaranteed
4118	Deaf & Hard of Hearing – Basic Signing Skills	Limited
4119	Deaf & Hard of Hearing – Proficient Signing Skills	Direct ASL Instruction

### WHY THESE DISTINCTIONS MATTER FOR FAMILIES AND SCHOOLS

- Language Access & Choice — For Deaf children whose primary or preferred language is ASL, having a teacher with the 4119 endorsement provides direct access to instruction in their language — often a key factor for linguistic development and meaningful inclusion.
- Program Planning & Placement — Schools and districts should align staff according to the communication modality needs of the student.
- Informed Advocacy During IEPs/Placement Meetings — Knowing the difference empowers families to ask important questions such as: “Will my child have a 4119-certified teacher, or will instruction rely on an interpreter?”

### WHAT THIS MEANS FOR THE DEAF COMMUNITY & FOR WVCDHH ADVOCACY

As we continue working to improve Deaf education across West Virginia — especially through family-centered early intervention and inclusive schooling — these endorsement distinctions give us a concrete framework to advocate around:

- Prioritize 4119-certified staff when designing or funding programs that promise ASL/English bilingual instruction.
- Support pathways & mentorship for teachers (and prospective teachers) to reach sign-language proficiency — not just meeting the baseline 4117, but qualifying for 4119.
- Inform parents and IEP teams about what endorsement their child’s teacher holds — so that families can make fully informed decisions about placement, communication mode, and supports.
- Use endorsement codes in policy and funding conversations (e.g., when requesting state-level funding, advocating for higher staffing standards, or lobbying for the expansion of the interpreter pipeline) — to ensure clarity and accountability.

### WHY IS IT ALSO IMPORTANT FOR THE WEST VIRGINIA DEPARTMENT OF EDUCATION TO RECRUIT, TRAIN, LICENSE, AND EMPLOY TEACHERS WHO ARE DEAF AND NATIVE SIGNERS

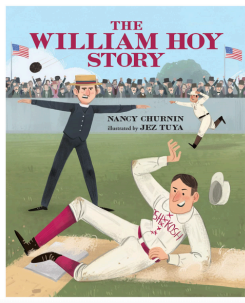
- Serve as fluent language models for ASL development
- Provide direct communication and instruction without interpretation
- Reduce barriers to academic content, social connection, and identity building
- Bring lived experience and cultural relevance that cannot be trained or simulated
- Strengthen early language acquisition—a foundation in literacy
- Offer representation that fosters student confidence, belonging, and leadership



***The William Hoy Story: How a Deaf Baseball Player Changed the Game*** 

***Nancy Churnin (Author), Jez Tuya (Illustrator)***

**Reading age 6-10**

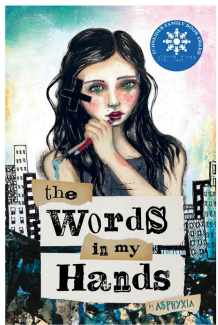


All William Ellsworth Hoy wanted to do was play baseball. After losing out on a spot on the local deaf team, William practiced even harder—eventually earning a position on a professional team. But his struggle was far from over. In addition to the prejudice Hoy faced, he could not hear the umpires' calls. One day he asked the umpire to use hand signals: strike, ball, out. That day he not only got on base but also changed the way the game was played forever. William "Dummy" Hoy became one of the greatest and most beloved players of his time.

***The Words In My Hands*** 

***Asphyxia (Author)***

**Reading age 12-16**



Piper has always been told that she needs to compensate for her Deafness in a world made for those who can hear. But when she meets Marley, a new world opens up—one where Deafness is something to celebrate, and where resilience means taking action, building a community, and believing in something better.



**REVOLUTIONIZING MEDIA ACCESSIBILITY FOR THE DEAF COMMUNITY!**

SignUp gives media accessibility to entertainment for a community poorly served by big media. SignUp is a free Google Chrome Extension that provides sign language interpretation on movies and TV shows on streaming platforms, including Disney+ and Netflix. SignUp is used by the Deaf and Hard-of-Hearing community, hearing parents of Deaf kids, students of sign language, and Teachers of the Deaf.

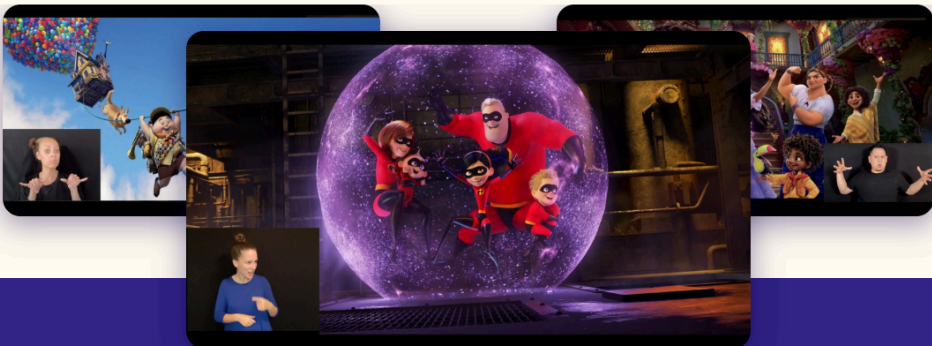
**SignUp is a free-of-charge Google Chrome Extension that provides sign language interpretation for content on streaming platforms.**

**SUPPORTED TITLES**

Disney+ (156) Hotstar (19) Netflix (30) Peacock (8) YouTube (23)

To learn more go to:  
<https://www.signupmedia.com>  
or

Scan the QR Code below



The West Virginia Commission for the Deaf and Hard of Hearing (WVCDHH) is dedicated to enhancing access, services, and resources for Deaf, DeafBlind, Hard of Hearing, and Late-Deafened individuals throughout our state. Your input is crucial in helping us identify areas of need within our community and shaping the Commission's future initiatives.

We encourage you to take a few minutes to complete the WVDHH Community Survey. Your feedback will enable us to pinpoint gaps, celebrate achievements, and develop programs and initiatives that truly make a difference.

Together, we can build a stronger, more connected West Virginia for everyone.



Scan the QR code  
or use the link  
to take the survey!



<https://forms.gle/MDLXtV9PYH5DAMRj6>

## Share Your Voice in the WVCDHH Newsletter!



The West Virginia Commission for the Deaf and Hard of Hearing (WVCDHH) invites families with Deaf and hard of hearing children, professionals who work with the DHH community, and Deaf and hard of hearing adults to contribute to our monthly newsletter!

We're always looking for stories, spotlights, and ideas for our regular features, including:



**Parent to Parent** – experiences, challenges, and triumphs from families raising Deaf and hard of hearing children.



**Community Spotlight** – highlighting individuals, programs, and agencies making a difference in the deaf community across West Virginia.



**Deaf-Friendly & Deaf-Owned** – promoting businesses that welcome and support the Deaf hard of hearing community.

Whether it's a personal story, classroom innovation, local event, or advocacy success—your voice helps connect and inspire others statewide.



Submit your story, photo, or idea to [wvcdhh@wv.gov](mailto:wvcdhh@wv.gov)



You can also share in ASL by sending a short video link!

**Let's celebrate our community!**





## WEST VIRGINIA DEAF SERVICE CENTER (WVDC)

THINGS TO DO

### Deaf Coffee Chat

Join us for ASL Activities, Deaf culture, games, snacks, and more!  
All ages and skill levels welcome!

**Friday, December 5, 2025, 5:30-8:30 PM**

Restore  
815 Court Street  
Charleston, WV

**Friday, December 26, 2025, 6:00 PM-9:00 PM**

Clarion Inn  
4328 William L. Wilson FWY  
Harpers Ferry, WV

**Tuesday, December 9, 2025, 4:00-7:00 PM**

2501 Dudley Ave.  
Parkersburg, WV

**Saturday, December 20, 2025, 10:00 AM-1:00 PM**

West Huntington Public Library  
901 14<sup>th</sup> Street, West  
Huntington, WV

To learn more about WVDC,  
go to: [www.wvdeafservicecenter.org](http://www.wvdeafservicecenter.org)

OR

Scan the QR Code



## CHARLESTON ASSOCIATION OF THE DEAF

### New Year Celebration

Come celebrate the New Year with fun, food, and friendship —  
DEAF COMMUNITY STYLE!

**Saturday, January 3, 2026, starts at 11:00 AM-8:30 PM**

**Meal at 4:00 PM - Enjoy Baked Creamy Chicken and Meatloaf!**

West Saats Community Center  
234 Lee Avenue, Valentine Circle  
Nitro, WV

**Admission:**

**Adults \$25 (includes Dingo)**

**Ages 13-17 \$5, Ages 12 and under FREE!**

**Cash Prizes! Raffle Tickets!**

**For more information,**

**contact Franny at**

**[charlestonassociationdeafhoh@gmail.com](mailto:charlestonassociationdeafhoh@gmail.com)**



## WV HANDS & VOICES

[Click, Snap, Create! Celebrating National Lego Day!](#)

**Tuesday, January 27, 2026, 6:00 PM**

**Virtually Via Zoom**

Join other families with children who are Deaf or hard of hearing children for some virtual building fun!

**Questions?**

**Need Help registering?**

**Call/text 304-490-6565**

**or email [wvhandsandvoices@gmail.com](mailto:wvhandsandvoices@gmail.com)**

Scan the  
QR code  
to Register



## LANGUAGE FIRST

[Where Language Begins: Shaping Early Environments for Deaf Children](#)

**Virtual - Sunday, December 7, 2025, 4:00-6:00 PM ET**

This presentation explores the early language experiences of Deaf and hard of hearing (DHH) children and examines how these experiences shape long-term developmental outcomes. It will highlight the critical role of early caregiver-child communication, drawing on concepts such as serve-and-return interactions, reciprocal and contingent family exchanges, and fluent, bidirectional conversations, and discuss how these experiences often differ for DHH infants and toddlers.

**Workshop Fee: \$39.00**

*\*This event is offered for 0.20 ASHA CEUs.*

## Learning Opportunities

Scan the QR Code  
for additional  
information  
or to register





**LANGUAGE FIRST**

**Collaboration with Deaf Interpreters in the Field of Speech-Language Pathology**

**Virtual - Sunday, December 14, 2025, 2:00-4:00 PM ET**

This webinar deepens a professional's knowledge of Deaf Interpreters (DIs) as interprofessional collaborators to the field of speech-language pathology (SLP). This webinar proposes a standard of practices by offering an in-depth discussion into the roles of DIs and SLPs in the care of the Deaf/hard-of-hearing populations (DHH) across the lifespan.

**Workshop Fee: \$39**

*\*This event is offered for 0.20 ASHA CEUs.*

*\*\*This event is offered for .20 RID CEUs in General Studies at the Some Content Knowledge Level.*

Scan the QR Code for additional information or to register



**WEST VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND**



**Hands Up West Virginia ASL Class Series**

**Virtual - Tuesdays at 6:00 PM, December 9, 2025, Tuesday, December 16, 2025**

Join us for our dynamic, interactive sessions with Jennifer Casto, WVSDS Outreach ASL Communications Coordinator, and special guests (to be announced), designed to provide practical insights into communicating with members of the Deaf community.

**Special Feature:**

Each session will include a Guest Spotlight—hearing directly from members of the Deaf community as they share personal perspectives and model real-world conversations.

**ZOOM Link:** <https://us06web.zoom.us/j/84540081655?pwd=VVacqExsddUraMXWamTraCGXq4hfMa.1>

Scan the QR Code

**OR**

use the link below to access each class.



**Family Webinar Series**

**Thursday, December 18, 2025, 6:00 PM-7:30 PM CST**

**Chrissy Vorrery-Davis, Understanding Language Acquisition and Deprivation in DHH Children**

The Family Webinar Series is designed to share valuable information and foster meaningful connections among parents in our program. Through Expert-led sessions and open dialogue, we aim to support families by providing relevant resources, encouraging peer support, and strengthening the community that surrounds our program.

Zoom Link Provided - ASL Interpreter provided, additional accommodations may be provided upon request

Scan the QR code to Register



**THE MENTAL HEALTH INTERPRETER TRAINING (MHIT) PROJECT**

**Interpreter Training**

**Wednesday, January 28, 2026, 10:00 a.m. - 11:30 a.m. CT**

*INTERPRETING MENTAL HEALTH VIRTUALLY*, an online workshop

The goal of this training is to better equip interpreters as they enter the field to understand the unique challenges associated with interpreting in a mental health setting.

Registration \$10 **Registration deadline January 26, 2026**

This program offers 0.15 RID professional studies CEUs at the "little/none" content knowledge level

Sponsored by the Alabama Department of Mental Health

Contact [info@mhit](mailto:info@mhit) for more information

Scan the QR code to Register

