

Advisory Committee notes of the January 22, 2011 meeting

Present:

<i>Southeast</i>	<i>Northeast</i> Carol Black	<i>Northwest</i> Diane Schmidt	<i>Central</i> Sarah McKinney Kristi Hill	<i>Southwest</i> Theresa Beuerlein
------------------	---------------------------------	-----------------------------------	-------------------------------------------------	---------------------------------------

At Large

ISLR/Outreach staff
Jean Parmir

ISLR/Outreach updates

Infrastructure and operations: Scott Schaller, the CFO for OSD and the Ohio State School for the Blind, has been named interim superintendent. He is familiar with state government and with our Outreach programs, and we are pleased to be working with him.

There has been no change in the OSD budget. The state fiscal year runs through June 30, but with the new state administration it is possible that there will be cuts prior to that time.

Bids for the new dorms were close to the estimated amount, and we expect that construction will begin soon. Richard Murray has resigned as head of the Ohio School Facilities Commission, and Governor Kasich will appoint his replacement.

Our new Parent Mentor is Tammy Wilcox.

The tech person assigned to design the new website is still working on it, and it is not yet available.

We are still using the Maximizer database. Some of the Advisory Committee members did not receive the two email notifications sent in the past two weeks through Maximizer, saying that we had posted workshop registration and the winter newsletter. One who did receive the newsletter notification noted that the email showed the addresses of all recipients, rather than having them as blind copies.

Mentoring program: The spring session is full, with seven mentees signed up. We now have two regular sessions, starting in September and January. There will also be a summer session using staff. More information about that will be published in the spring edition of the newsletter in April.

Workshops: Jean, Pam, and Margaret applied and were accepted to present a workshop at the Registry of Interpreters for the Deaf conference in July. The title is "Emerging Issues for Interpreters in the K-12 Setting: Students with Cochlear Implants." We were also asked to provide an all day workshop or two half-day workshops on May 21, when the OCRID business meeting will be held at Columbus State Community College. This will be a one day event, with community and educational tracks. We agreed to provide a workshop on our RID topic as a half-day session.

Online learning: Margaret will be leading "Read and Reflect" sessions. Participants will be sent a link to an online reading and will meet at an assigned time to discuss it. There are four readings, with a maximum of 10 participants for each. Participants indicate sessions in order of preference and are enrolled in only one. We had not discussed whether to let people register for more than one if a session is not full. Jean will bring that question to staff meeting.

We plan to offer Interpreting Strategies for Students with CIs again, but may do it as an independent study with a recording of the previous "live" on-line meeting because it is hard for Cameron Crane and Carrie Davenport to find time in the spring to help with this.

Margaret is gathering information for an online activity related to assistive devices used with students who are deaf or hard of hearing. This is in the early planning stages.

Statewide testing interpretation project: We have not heard more about this. Wendy Stoica recently changed to a new position, as Assistant Director of Specialized Services & Procedural Safeguards in the Office for Exceptional Children, so she may not have had time to work on it. Jean will contact her to follow up.

EIPA-PT: The automated email that was to go out requesting slots for July through December apparently was not sent. We currently have nothing through December 2011 except two that are scheduled in February and one slot in June by special request. We have contacted Boys Town and still hope to receive slots for the latter part of the year.

Regional reports

Lisa Petrucci, Northeast: No report.

Carol Black, Northeast: There is only one student who needs interpreting services at the high school. Following union guidelines, one interpreter who was a temporary employee last year was not renewed. Carol was able to help Kathy Geething from Kent State University make connections to place a senior from the interpreting program at Canton fulltime for the entire semester for practicum. There is also a KSU junior who needs limited practicum hours. They have received approval for a video phone in the school, but it has not been installed yet.

Sarah McKinney, Central: A group of four students will be competing in the Academic Bowl at Gallaudet University the first weekend in March. There are no regional competitions this year, only the bowl at Gallaudet, so the students will miss four days of school. One student who is not deaf is in the hearing impaired unit because of auditory processing; that student will take an alternate assessment. One student has been awarded a full scholarship to Gallaudet. There is one practicum student from the interpreting program at Columbus State Community College.

Kristi Hill, Central: Because the interpreters at DACC work for the ESC, they are not always included in district communications. They have hired another interpreter because one of the students in IT chose networking and the other chose media/design. Kristi has been informally mentoring the new interpreter, who is a recent graduate. Kristi had a good experience with the intern from Columbus State but found that it required a lot of work. She hoped that another interpreter would accept a practicum student this semester, but no one was willing to, and her current placement is not a good one for an intern because the students work independently much of the time and they are in a workplace where placement of even one interpreter can be a logistical challenge.

Mary Roark, Southwest: No report.

Theresa Beuerlein, Southwest: Cincinnati Public Schools has had an influx of deaf students and has hired three new interpreters. There are deaf units at one elementary school and one high school. Other students who are deaf or hard of hearing are dispersed throughout the district. One student graduated last year as salutatorian and is now at the University of Cincinnati. The student is interested in medical fields. The Ensemble Theater of Cincinnati has been working with students in the school where Theresa works, and one deaf student is involved.

Diane Schmidt: They have four interpreters working in four buildings; one is part-time. There are now three students who are not deaf in the self-contained classroom. The students have cognitive disabilities, but that unit is at its maximum and that teacher is in general education classes most of the day. There is a helper dog who visits the class every Tuesday, and the students "read" to him. One student has two cochlear implants and uses signs, but the parents want signs to be used only if the student is not getting the information. This student often echoes what is said orally, but does not seem to comprehend without signs. The interpreters can give input to the IEP team before the meeting but do not attend. The committee suggested letting the parents know about the OSD Parent Mentor and letting the staff know about the OSD consultants. There are two college students observing the class. One is a paraprofessional who is hard of hearing and will be entering the interpreting program at CSCC. The other is a deaf adult who graduated from the Mansfield program and is studying social work.

Jennifer Carrick, At Large: No report.

Discussion/Future planning

Job title and job duties:

Advisory Committee members work under a variety of job titles. Canton has dropped the term "aide," but Mansfield uses "interpreter/tutor." The official title for Cincinnati is "sign language interpreter," but historically the position has been "interpreter/instructional aide" or "interpreter/tutor." The AFSCME contract calls them "interpreters," and there is additional pay for "instructional aide who signs." Some members have duties other than interpreting. When this occurs, it is essential that districts and colleagues recognize that other duties must not interfere with the students' right to communication.

The 2001 *Ohio Guidelines for Educational Interpreters* say:

The job title for educational interpreters must correspond as closely as possible to actual job responsibilities, such as “educational interpreter/transliterator.” A clear distinction must be made between interpreter and classroom/instructional aide. The term “aide” must be avoided in the job title of the interpreter. The interpreter may occasionally perform a duty similar to that of an aide, but it must be remembered that his or her **primary responsibility is interpreting**. There is an inherent risk in using the terms “aide” in that this may lead the administrator or teacher to assign aide-related tasks to the interpreter at the expense of the interpretation and communication needs of the student who is hearing impaired. This could perpetuate confusion about the primary function of the interpreter. Interpreters may review material taught in the general education classroom by the classroom teacher, using materials provided by the teacher.

In another section, the 2001 guidelines say:

“Educational interpreters **do not** provide direct instruction; however, they should be available to interpret tutoring sessions between teachers and students and to reinforce curriculum-based vocabulary.”

The proposed revision of the guidelines has the following changes to the paragraph on job title:

The word “transliterator” is deleted and “paraprofessional” is added after “aide.” An additional sentence has been added: “However, because interpreters do not provide direct instruction, the word “tutor” should also not be part of the title.”

Guidelines revision: Jean received an additional review from Sue Basone in mid-October, after the deadline of September 30. The committee members agreed to leave it up to Jean whether to incorporate the suggestions. Sue also faxed a brochure for teachers and sent electronic copies of the Akron Public Schools job description, a sample of an interpreter schedule with notes for a substitute interpreter, and two observation forms with a copyright, one regarding the student’s use of interpreting services divided by grade level and the other regarding the student’s use of interpreting and communication.

For these additional materials, the committee decided on the following:

- Brochure for teachers: We have the three papers that Sara Paullin Casto developed, and we will include these with the guidelines. The brochure that Sue developed is a tri-fold, and these do not work as well as single sheets for downloading from a website.
- Job description: The 2001 guidelines had a sample job description that was a composite from the National Technical Institute of the Deaf from 1995. We were not able to find any current sample position description. We would like to include a composite, using the Akron PD and others from committee members.
- Schedule: We will not include this, but will add two pieces of information from this form in the section on Substitute Folders: (1) the interpreter’s name sign and (2) contact information for feedback or questions after the assignment.
- Observation forms: The appendices include an observation form developed by a group of interpreters in Pennsylvania and adapted by Jean. We will add the forms Sue sent with that as a unit and will have an introductory statement explaining what they are.

We also have learned about guidelines from other states through a listserv of state level deaf education administrators. Jean will do a search to see if these are easy to find with a browser. If they are not, we will add links to them somewhere in the revision.

Update on goals for 2010-2011

- EIPA: The survey was sent to interpreters who took the EIPA at our site, and we have received 10 responses. The survey will remain open until February 28.
- Representation: We need two representatives for the Southeast and one for the Northwest. Kristi will write an article about being on the committee for the spring newsletter. If other members have suggestions, please share them with Kristi.

- Facebook presence: Tabled until April meeting, when we will ask Pam Brodie to talk about the Parent Mentor Facebook page. AC members will look at the page, which is under the name Parent Mentor at the Ohio School for the Deaf, prior to that meeting. (See agenda below.)
- Practicum student handbook: The OSD intern handbook has information for interns rather than for interpreters who work with them, but it could provide a starting point for developing a handbook for interpreters. We would like to include representatives from the interpreter training programs in this discussion and will invite them to our next meeting. Jean will also invite Kelly Huff and Trudy Devine, who work with interns at OSD. There are educational interpreters who have experience working with interns; we may include them in a future meeting. (See agenda below.)

Next meetings:

The next meeting for 2010-2011 is April 9

9:00 to 11:00

- Brief update on Center for Outreach Services activities
- Discussion of Facebook with Pam Brodie
- Review of EIPA survey responses
- No regional reports

11:00 to 2:00

- Discussion of handbook for interpreters supervising practicum students
 - ITP representatives invited and asked to bring or send information about their expectations for placement and any materials they provide to supervising interpreters
 - AC members to bring finger foods; Carol will provide plates and napkins; Jean will provide drinks and cake

2:00 to 3:00

- Wrap up of AC business and next steps for the committee