

# S I G N A L S

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Autumn 2005

### PASS IT ON

## New Parent Mentor for Families in Ohio

### *OSD Provides a Parent Mentor for Families with Deaf Children*

Parents of children with disabilities have many challenges. Every day these parents struggle with these challenges and the decisions they have made for the child. Often times, parents feel alone and would like some guidance or support. This is why the State of Ohio and many school districts choose to employ parent mentors.

(See PARENT MENTOR on page 5)

### SHARING SOLUTIONS

## Reading Aloud – From Dismay to Delight

### *Using Reading Aloud Time as a Skill-Building Exercise*

By **Monica Bechhold**, Beachwood City Schools  
mrb@bw.beachwood.k12.oh.us

Last year I had the privilege of working with an amazing teacher and an amazing student. My student was placed in an inclusive reading/language arts classroom where the teacher wanted to read aloud to the students everyday. The teacher, the wise woman that she is, knew that reading the first few pages of a chapter in a novel was the perfect way to hook a child into a story. The children loved this approach. I, however, cringed at the idea.

Interpreting stories on an everyday basis seemed like a huge challenge. I was worried that I would struggle to figure out the most effective way to sign each novel so that my student could benefit from this reading approach. I was also concerned I would become burned out very quickly doing this everyday. With the negative attitude that often accompanies change, I knew it would be an awful situation.

However, what started out as a frustrating and potentially difficult experience quickly became rewarding and exciting for both the student and myself. I took on the challenge, worked hard and it became fun, fun, FUN! I realized I was being given the chance to perfect my skills and inspire my student to love reading. It worked beautifully.

(See READ ALOUD on page 6)



## Upcoming Statewide ISLR Workshops

**November 5, 2005** in Columbus

*Discourse Mapping*

Presented by Patty Gordon

See the enclosed brochure and page 3 for more information

**June 19–20, 2006** in Mt. Sterling

*Summer Institute for Educational Interpreters*

See page 3 for more information

**June 21–22, 2006** in Mt. Sterling

*American Sign Language Immersion*

See page 3 for more information

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## Center for Outreach Services Expands

The Center for Outreach Services at OSD continues to expand with five new staff members:

- Debbie Brewer, *School-Age Outreach Consultant*
- Carrie Davenport, *Pre-School Outreach Consultant*
- Tabitha Belhorn, *Parent Mentor*
- Catie Mauro, *Project Coordinator*
- Elizabeth Dunbar-Grooms, *Outreach Secretary*

You can learn more about our staff members and the services provided by the Center for Outreach Services at [www.ohioschoolforthe deaf.org/outreach](http://www.ohioschoolforthe deaf.org/outreach). See page 1 of *Signals* for more information about the Parent Mentor program.

The Center for Outreach Services is also establishing an Advisory Committee. The first meeting will be October 28, 2005. Interpreters will be represented on the Outreach Advisory Committee by a member of the ISLR Advisory Committee. We are still accepting applications for other members of the Outreach Advisory Committee. Please spread the word to teachers, parents and others involved in Deaf education who may be interested. Contact Pam Brodie to learn more (see back cover for contact information).

## ISLR Advisory Committee Notes

The Advisory Committee held its summer retreat on July 26 & 27 at the Ohio School for the Deaf. Committee members Jackie Miller, Karline Caslow, Sally Bowes, Sharon Bordean, Sherry Miller, Becky Costas, Lori Peters, and Pat Maille attended along with ITP liaisons Phyllis Adams, Sinclair Community College, and Leah Subak, Kent State University. During the first day, ISLR staff members Dawn Watts, Margaret Murphy, and Jean Parmir attended along with Outreach Director Pam Brodie and Outreach staff Liz Dunbar-Grooms, Carrie Davenport, Debbie Brewer and Catie Mauro. Bonnie Ahrens from the Office for Exceptional Children joined us for part of the day as well.

During the retreat, ISLR provided updates and got committee input on Summer Institute, ASL Immersion, mentor training, our November workshop, assessment procedures, and various projects. The committee provided input on the topic and presenters for our regional workshop in the spring. Our Northwest representatives, Sally Bowes and Sue Lottier, are investigating sites for the spring workshop. Advisory Committee members and liaisons provided reports on activities in their areas.

This year ISLR is sponsoring Advisory Committee members who wish to attend the Ohio Chapter of the Registry of Interpreters for the Deaf (OCRID) state conference. If you are attending OCRID, please look for them and say hello! They will be wearing badges with the ISLR logo. Also, stop by our booth for information about mentoring, workshops and other activities!

Our meeting dates for the 2005-2006 school year will be October 1, January 21, and April 29. We have vacancies for one representative each from the Southeast and Southwest regions and one at-large representative. To be eligible for committee service, interpreters should have an Associate License, have worked for three or more years in the schools, and show evidence of leadership skills. Consideration will be given to diversity in areas such as age of students served, urban and rural areas, and gender.

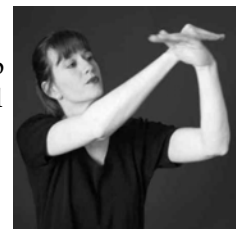
RESOURCE RICHES

## English Equivalents CD-Roms by Trix Bruce

*Reviewed by Michelle Clark*

I truly enjoyed the CD-Rom set by Signs of Development entitled *English Equivalents*. The first CD covers voicing ASL phrases and the second gives a series of English phrases and shows the various signs that match the English concepts.

These CDs are invaluable because they help you think beyond the glossed words that may have been used when we first



learned American Sign Language. The glossed words are great for introductory courses, but we want to let go of those words and attempt to incorporate the concept of the sign and I feel this series is very helpful in that respect.

I would recommend *English Equivalents* to beginning interpreters, especially if you feel your use of signs has become stagnant or you'd like to improve your voicing vocabulary. If you feel as though you may not have enough time to view the entire series, perhaps review a portion of it, practice that concept and put it aside until you have more time to go through the remainder of the CD. This way it may not seem overwhelming and may help you to internalize and integrate the new or newly reviewed concept into your interpreting.

**Editor's Note:** The English Equivalents CD set is a WWWorkshop by Signs of Development. You can view the CDs and complete test questions on the content to receive CEU credits. Visit [www.signs-of-development.org](http://www.signs-of-development.org) or call (866) ASL-Sign for more information.



## ISLR WORKSHOPS

## November 5th Discourse Mapping Workshop

Patty Gordon will be presenting a workshop on discourse mapping on Saturday, November 5, 2005 from 9:00am to 4:15pm at the Ohio School for the Deaf. A registration flyer for this workshop is enclosed with the newsletter. You can also view registration materials online at [www.ohioschoolforthe deaf.org/islr](http://www.ohioschoolforthe deaf.org/islr).

## ISLR WORKSHOPS

## Summer Institute & ASL Immersion June 2006

Mark your calendars now for Summer Institute 2006, followed by our second ASL Immersion experience! Summer Institute will be June 19 & 20, and ASL Immersion will be June 21 & 22. We will be at beautiful Deer Creek State Park near Mt. Sterling, Ohio, for both events. Participants who attend both days of Summer Institute will be treated to an entertaining keynote by Ari-Asha Castalia on Monday evening! Watch further editions of *Signals* for more details.

## ISLR WORKSHOPS

## 2005-2006 ISLR Workshop Listing Online

ISLR comes to you! ISLR will present workshops at your site on a broad range of topics at no cost. The topic listing has recently been updated for the current school year. Visit <http://www.ohioschoolforthe deaf.org/islr/workshops.html> to view a list of available workshops. Or request a copy by mail by contacting ISLR (see back cover for contact information).

## IN SIGHT

## What resource have you found most helpful as an educational interpreter?

*Tammy Dearth*, East Muskingum Local Schools

My most valued resource has been my Deaf friends. They have graciously shared their experiences with me and have been willing to guide me while I worked to improve my interpreting skills. Without them I would not have appreciated the wonderful opportunity I have to be an interpreter in the classroom.



*Katherine McDonald*, Dublin City Schools

I think the most important resource for me has been my team of fellow interpreters. While CD-ROMs, books, etc. can be a great help, having a support system is priceless. I can vent about a bad day, a bad interpreting experience, or just ask their opinion on a situation. I love my team!

*Xenia Joan-Louis*, Trotwood-Madison Schools

The resource I have found to be most helpful is the staff at MRDD. They come to the school whenever we call and offer suggestions to help us in the classroom.



*Julie Bordean-Loedding*, Columbus Public schools

I love using the internet to access information. Most recently, I joined an educational interpreter group on Yahoo groups. It's great giving and receiving info.

## WORKSHOP WISDOM

## Receptive Fingerspelling Aid

*By Sharon Bordean*

One of the most beneficial workshops I have attended was sponsored by ISLR in January 2000. During this workshop, we were taught to consider the topic the deaf presenter will be talking about and jot down a list of all the words that might be fingerspelled during the presentation.

For example, a deaf lady was going to explain how to make a sachet for the bathroom. We brainstormed together and came up with some words she might use like potpourri, lace, roses, dried flowers, string, ribbon, fragrance.

Then we watched the video one time looking for the fingerspelled words. I was amazed at how much easier it was to catch the fingerspelling because we had already written down most of the words that were used on the video.

I used this technique when I took the RID performance test. I listed various words that might be fingerspelled pertaining to that topic. It really helped me a lot! I still use this system from time to time when I'm going to be voicing something unfamiliar.



IVA D'LEMA

## Interpreting Spelling Bees

When we last heard from Iva, she was preparing to interpret a spelling bee...

*Every year, students are involved in a spelling bee. They are given a list of 500 words to study, many of which could be signed numerous ways. I will be interpreting for the spelling bee. How can the teachers and I make this accessible and fair for the Deaf students?*

What could teachers and interpreter do in this situation?

- **Provide an opportunity for the students to study the list of spelling bee words.** If the deaf student becomes familiar with the words on the list, they may know which word is expected when the interpreter uses a sign that is equivalent to multiple English words.
- **As part of their studying, have the students decide what sign to use for the spelling bee words.** They could create a video tape for their own practice and to provide to the interpreter to prepare for the spelling bee.
- **Use MySignLink to decide what sign will be used.** The Atlanta Area School for the Deaf has a tool on their web site called MySignLink. It can be used to look up signs for 17,000 words. Students could study using this resource and the interpreter at the spelling bee would use the same signs.
- **Use pictures as prompts for the spelling words instead of signs or spoken English words.** The students can study the picture and word pairs in advance. This does limit the words that can be used to concrete words that can be pictured.
- **Provide more than just the word/sign as prompts.** Use the word in a sentence and/or tell what part of speech the word is (noun, verb, etc.).
- **Fingerspell the word at a normal pace as a prompt.** By fingerspelling the word at a normal pace (rather than slowly letter by letter), the student will still need to recognize the word and recall how to spell it. Fingerspelling does provide clues to the letters, just as hearing the word provides clues for students who can hear, so it can be more fair than providing the sign. You will likely need to educate teachers about why this is not cheating.
- **Ask for the list of words, ideally in the order they will be presented, that will actually be used during the spelling bee.** The interpreter can make notes regarding the signs to be used and be better prepared.
- **When interpreting the word for the deaf student to spell, also mouth the word.** If there are multiple English words with one sign, this may help some deaf students know which word they are expected to spell.
- **If the deaf student spells the wrong word, give them an opportunity to spell a synonym.** If the word is "slacks" and the student spells "pants," give the student an opportunity to try a different word.
- **Have all the students write out the word instead of fingerspelling or spelling it aloud.** As interpreters, we process a fingerspelled word as a complete word rather than as individual letters, which makes it challenging to voice for deaf students in a spelling bee. If all the students write out the word, the interpreter cannot be blamed for any missing letters. The students could write the word on a transparency sheet to project with an overhead machine for the audience.

*Thanks* to the contributors to Iva D'Lema for the 04-05 school year:

Cathy Beagle	Lori Harris
Cheryl Bloom	Charlotte Lawson
Sharon Bordean	Glenda Levin
Sally Bowes	Sue Lottier
Karline Caslow	Pat Maille
Becky Costas	Katherine McDonald
Mary Dilger	Sherry Miller
Linda Howard	Diane J. Schmidt
Julie Loedding	Kim Wintle
Barb Fox	

PLEASE HELP IVA!!!

Iva has a dilemma...again! What's a terp to do? Send your thoughts to ISLR by December 1st to be included in the next edition. You do not need to send a polished response — just an idea or two. Or do you have a dilemma that Iva could share in *Signals*? See the back cover for contact information for ISLR. Submissions may be edited. Individuals who contribute to this column will not be identified with their comments.



What smart ideas! What would I do without y'all!? So, now here's another scene where I don't know what to do. The parents of the student I interpret for want me to let them know if their child is doing poorly in class or didn't study for a test. This seems beyond my role as the interpreter — really it seems like the teachers' job. But I am with the student all day as the student moves from class to class, so the parents have contacted me. What should I do?



## (PARENT MENTOR — Continued from page 1)

The Center for Outreach Services at the Ohio School for the Deaf has hired Tabitha Belhorn as the new parent mentor to work with parents of deaf students across the state. Tabitha has two children, including a daughter who was born Deaf.

The Parent Mentor has a variety of job functions such as:

- *Liaison* between schools and parents
- *Resource Person* to find and refer parents to available information regarding special education
- *IEP Support Person* to attend or assist parents with the Individual Education Plan process
- *Information Services* to help link parents with information related to the child's particular disability
- *Support Person* to link parents together and provide the support of shared experiences

If you know parents or families who need help or guidance, please refer them to the Parent Mentor program at OSD. There is no cost to the parents for the service. OSD offers Parent Mentor services statewide to families in all school districts. Families can contact Tabitha Belhorn, Parent Mentor, at 800.866.3966 v/tty or ParentMentor@osd.oh.gov.

## Possible RID-EIPA Partnership

### *EIPA Certified interpreters May Become Eligible to Join RID as Certified Members*

The Educational Interpreter Performance Assessment (EIPA) is an evaluation tool to assess and certify educational interpreters. The EIPA was first developed by Boys Town National Research Hospital in 1991. You can learn more about the EIPA at [www.classroominterpreting.org](http://www.classroominterpreting.org).

The Registry of Interpreters for the Deaf (RID) and EIPA are discussing a possible partnership. EIPA certified interpreters who meet specific criteria could choose to join RID as fully certified members. They would be part of the RID Certification Maintenance Program and earn CEUs to maintain their EIPA credential. This arrangement would be similar to the recent inclusion of NAD-certified interpreters as certified members in RID.

The tentative criteria for inclusion as an RID-certified member would be receiving a score of 4 or above on the EIPA, passing the EIPA Written Test, and following the EIPA Code of Conduct. Maintaining the EIPA certification would require earning some CEUs specific to education.

The primary purposes of this partnership would be to provide additional recognition to educational interpreters while allowing RID to become more inclusive and work with a broader constituency of interpreters.

Source: Schick, Brenda and Kevin Williams. "The Educational Interpreter Performance Assessment & the RID Partnership." Registry of Interpreters for the Deaf Conference. San Antonio. July 2005. <[http://homepage.mac.com/bschickolo/Public/EIPA\\_RID\\_05.pdf](http://homepage.mac.com/bschickolo/Public/EIPA_RID_05.pdf)>.

PASS IT ON

## Deaf Survivors of Hurricane Katrina

### *Contribute to NAD or LSD to Assist in Relief Efforts*

Then National Association of the Deaf and the Louisiana School for the Deaf have established funds to provide relief to Deaf and hard-of-hearing individuals affected by Hurricane Katrina.

#### **National Association of the Deaf**

The National Association of the Deaf (NAD) is collecting donations to assist organizations and schools who are providing food, clothing and shelter to deaf and hard-of-hearing survivors and their families. Many deaf and hard-of-hearing people who have been impacted are not able to access information about community help and services available. The NAD fund will also be used to provide communication access for these services.

You can donate to the NAD Katrina Relief Fund online by going to [www.nad.org](http://www.nad.org). Or you can send a check to NAD Hurricane Katrina Relief Fund, 814 Thayer Avenue, Silver Spring, MD 20910. Donations are tax deductible.

#### **Louisiana School for the Deaf**

The Louisiana School for the Deaf (LSD) has been assisting those made homeless by Hurricane Katrina, providing shelter, food and clothing for families of students and Deaf community members.

To assist with their efforts, you can send a check to the Louisiana School for the Deaf Foundation, P.O. Box 3074, Baton Rouge, LA 70821-3074. Visit [www.lalsd.org](http://www.lalsd.org) for more information. Donations are tax deductible.



**(READ ALOUD — from page 1)**

The teacher provided me with the materials beforehand so I was able to utilize the read aloud portion of the class to do prepared interpretations and thus practice many skills. Over the course of the school year, I took advantage of these read aloud times to focus on and improve skills such as:

- Using signing space for subject and verb relationships and establishing subject/object referents in my signing field
- Using classifiers
- Conveying speaker prosody and intonation (for story purposes and during group discussions)
- Emphasizing key vocabulary using fingerspelling and signs (which is hugely important for effective literacy in Deaf students)
- Signifying shifts among speakers or characters in a story
- Spatial mapping, especially for setting up and maintaining a comfortable, easy-to-watch flow for a story.

When I received the story, book or novel from the teacher, I would read it in its entirety, not only the upcoming chapter. I would read all assignments as well. Doing this allowed me time to visualize setting, character placement and how I would set up my space. If there was a particular part in the story that I felt I might struggle with translating, I'd have plenty of time to consult with my colleagues for their input.

The teacher shared her lesson goals with me beforehand, so I could fingerspell key concepts, vocabulary or main and recurring characters for

emphasis and clarification. These are some of the critical skills educational interpreters need in promoting literacy among deaf students.

I became more comfortable with skills such as signifying shifts among speakers or characters. This was great modeling for my student who in turn assimilated these strategies, too.

So when faced with a potentially difficult class, try approaching it as a challenge and take advantage of the learning experience. We all have weak areas that we need to work on. Take the plunge and try to seize opportunity whenever it arises.



**SHARE YOUR SUCCESS!**

Have you encountered a challenge and found a way to surmount it? Then we want to hear about it! Send ISLR a description of the situation and how you, your colleagues and students resolved it. Solutions can include just the interpreter's perspective, or also include the student's and/or teacher's perspective. See the back page for contact information for ISLR.

**My Ears Can't Hear**

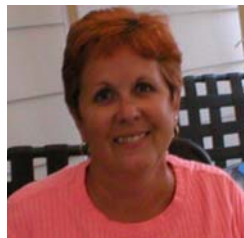
*by Louise Zawadzki*

You ask me:  
 Why don't I hear you?  
 My ears can't hear.  
 But my mind can race!  
 Learning and thinking and knowing.  
 My ears can't hear.  
 But my eyes can see!  
 Colors and movements and feelings.  
 My ears can't hear.  
 But my nose can smell!  
 Coffee and flowers and the sea!  
 My ears can't hear.  
 But my lips can taste!  
 Chocolate and kisses and wine.  
 My ears can't hear.  
 But my fingers can fly!  
 Touching and drawing and signing.  
 My ears can't hear.  
 But my heart can sing!  
 Joys and dreams and memories.  
 I ask you:  
 Why don't you hear me?

ISLR MENTORING PROGRAM

**Mentee Profile**

*By Birdie Roth*



My name is Birdie Roth and I live in Cleveland with my husband Bill and my cat Miller. I am an educational interpreter and have interpreted grades one through three for seven years. I am currently at the high school.

I had been talking to a friend about wanting a mentor. She had information on ISLR's mentoring program and was kind enough to share it with me. During Summer Institute 2004, I applied and was accepted.

My goals were to help with my transition from interpreting at the elementary level to the high school level and skill building. My experience was great! I got positive feedback and suggestions that were very helpful. I received support and encouragement from my mentor. It helped me to see, think and become aware of things I had forgotten about as an interpreter.

I recommend this program to all interpreters no matter how many years of experience they have.



## Upcoming Events

### October 2005

**Triumph of the Spirit: DPN Chronicle** by Angel Ramos  
October 6 in Canton, Ohio  
Contact Julie Katz jkatz@kent.edu

**Introduction to the Structure of Language**  
Presented by Dr. Robert Johnson  
October 7–9 in Bloomsfield Hills, Michigan  
Contact extension.office@gallaudet.edu 202.651.5093

**Triumph of the Spirit: DPN Chronicle** by Angel Ramos  
October 8 in Columbus, Ohio  
Contact Dawn Watts WattsD@osd.oh.gov

**OASLTA Meeting**  
October 8 in Columbus, Ohio  
Contact Lori Woods lwoods@csc.edu

**OCRID LAC 2 Meeting & Workshop on Karate**  
October 10 in Akron, Ohio  
Contact Jamie McCartney LAC2@ocrid.org (330) 492-0584

**Indiana Association of the Deaf/ICRID Conference**  
October 13–15 in Richmond, Indiana  
www.icrid.org

**Signs, Words & Memory, Oh My!**  
Presented by Karen Schroeder  
October 14 in Columbus, Ohio  
Contact Chris Evenson 614.287.5616 cevenson@csc.edu

**OSD Athletic Booster Club Apple Butter Festival**  
October 15 in Coshocton, Ohio  
Contact Joan Morris-Knouff joan504@yahoo.com

**Designing, Implementing and Managing Successful English Programs: Language and Literacy Programs for Students who are Deaf or Hard of Hearing in Educational Settings Teleconference**  
October 20 – Teleconference  
www.pepnet.org

**Classifiers & the Semantics of ASL**  
Presented by Ron Dans  
October 21 in Perrysburg, Ohio  
Contact Kelly Criswell Criswellclan@yahoo.com 419.344.8217

**OCRID Annual State Conference**  
October 28–30 in Columbus, Ohio  
Contact Anthony Nelson conference@ocrid.org 614.596.8157 v

### November 2005

**Signing Exact English Skillshop**  
November 4–6 in Hazard, Kentucky  
Contact 562.430.1467 seecenter@seecenter.org

**Discourse Mapping**  
November 5 in Columbus, Ohio  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

**Ohio DEAFair**  
November 5 in Columbus, Ohio  
Contact Marsha Nippert OhioDEAFair2005@aol.com

**ASLTA Professional Development Conference**  
November 6–8 in Las Vegas, Nevada  
http://www.aslta.com/conf2005/

**Bad Habits? Clean Them Up Now!**  
Presented by Karen Schroeder  
November 18 in Columbus, Ohio  
Contact Chris Evenson 614.287.5616 cevenson@csc.edu

**ASL Coffeehouse**  
November 18 in Toledo, Ohio  
Contact Susan Erskine (419) 841-8297 LAC1@ocrid.org

**OCRID LAC 3 Meeting & Workshop**  
November 22 in Youngstown, Ohio  
Contact Kelly J. Kerr LAC3@ocrid.org (330) 717-3836

### 2006

**PEPNet Conference**  
April 5–8, 2006 in Louisville, Kentucky  
www.pepnet.org

**Summer Institute for Educational Interpreters**  
June 19–20, 2006 in Mt. Sterling, Ohio  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

**American Sign Language Immersion**  
June 21–22, 2006 in Mt. Sterling, Ohio  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

**CruiseUs – Cruise to Alaska & Earn RID CEUs**  
June 30–July 7, 2006 in Seattle, Washington  
www.cruiseus.net

**RID Region III Conference**  
July 19–22 in Milwaukee, Wisconsin  
http://www.wisrid.org/RegionIII2006.html



More info about these & other events is at [www.ocrid.org](http://www.ocrid.org), the Ohio Chapter of Registry of Interpreters for the Deaf website. Receive updates to OCRID's listing by sending email to [OCRID-subscribe@yahoogroups.com](mailto:OCRID-subscribe@yahoogroups.com).

# Interpreting & Sign Language Resources

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Visit our website!

[www.ohioschoolforthe deaf.org/islr](http://www.ohioschoolforthe deaf.org/islr)



## ISLR Advisory Committee

### Northwest Representatives:

Sally Bowes, *West Liberty Salem*  
Susan Lottier, *Lucas County ESC*

### Northeast Representatives:

Karline Caslow, *Akron Public Schools*  
Carol Black, *Canton City Schools*

### Central Representatives:

Rebecca Costas, *Franklin County ESC*  
Lori Peters, *Franklin County ESC*

### Southwest Representative:

Sherry Miller, *Dayton City Schools*

### Southeast Representatives:

Jackie Miller, *Athens City Schools*

### Member-at-Large:

Patricia Maille

Email Advisory Committee members at [ISLRAdvisory@osd.oh.gov](mailto:ISLRAdvisory@osd.oh.gov) (indicate who should receive the email & the message will be forwarded)

## Center for Outreach Services

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Interpreting and Sign Language Resources receives funding from the Ohio School for the Deaf and the Office for Exceptional Children, through a grant from Title VI-B.

## About ISLR

The Interpreting and Sign Language Resources (ISLR) department at the Ohio School for the Deaf serves Ohio pre-K-12 schools, public school interpreters, and interpreting students. ISLR provides professional development for educational interpreters, including workshops across the state. Additional services include assessment of interpreting, ASL assessments, mentoring, and internships.

*Signals* is published quarterly by ISLR. Past issues are archived on our web site. If you would like to receive this newsletter, join our mailing list. Contact us or visit our website for more information.

Information in this newsletter is gathered from a variety of sources. ISLR does not endorse workshops or materials unless specifically stated. Submissions may be edited.