

# S I G N A L S

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Autumn 2007

### The National Agenda

#### *What Should Educational Interpreters Know?*

By Janet Gordon

In an almost unheard of venture within deaf education, a collaboration of organizations serving students with a hearing loss, their teachers and others providers, and their families has set aside theoretical biases to create a systemic roadmap for improvements in our field. This document was published in 2005 based on careful examination and goal setting by representatives from a wide variety of organizations from the Alexander Graham Bell Association to the American Society for Deaf Children to the National Association of the Deaf.

(See AGENDA on page 3)

### Upcoming Statewide ISLR Workshops

April 12, 2008

#### *What Else Do Educational Interpreters Do?*

Presented by Sharon Bordean  
Southeastern Ohio (Location TBA)  
See page 3 for details.

June 16–17, 2008

#### *Summer Institute for Educational Interpreters*

Columbus, Ohio

SHARING SOLUTIONS

### Phonics Cues

#### *Using Cued Speech Symbols within an Interpretation for Phonics & Spelling Lessons*

By Stacy Jackson, with contribution by Karen Warner  
Canton City Schools



“Okay, Class, which word has the long ‘o’ sound? Coat, fox, box, or mom?”  
First grade phonics, what is an interpreter to do? Well, how about cue?

My first encounter with Cued Speech was when I took a Cued Speech class in college at Kent State. It was a requirement for my educational interpreting degree. I honestly didn’t think I would ever use it and I was actually kind of annoyed I had to take it at all. Back then I thought that it was an “all or nothing” kind of thing. I thought it was either ASL or Cued Speech and at that time I didn’t understand the logic of using anything other than sign.

A few years ago, I was assigned to a kindergarten class with a child who was mainstreamed all day. “Class, what sound does the letter ‘m’ make?” I quickly realized that I was going to need some of that Cued Speech after all.

Sometimes, as an interpreter, I try not to stress about things which are sound based and not really important to the lesson, but the majority of kindergarten is about sounds and rhymes, and I knew I couldn’t just fudge through all of kindergarten. Cued Speech saved my sanity and helped the student learn to read and feel more included.

(See CUE page 6)

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## ISLR Advisory Committee Notes

The Advisory Committee (AC) met on July 24 and 25, 2007. AC members present included: Tammy Dearth, Lisa Petrucci, Sarah McKinney, Julie Loedding, Becky Costas, Mary Roark, and Pat Maille. ISLR Administrator Jean Parmir, Outreach Director Pam Brodie and Outreach staff members Margaret Murphy, Sara Paullin Casto, Yvettes Dorton, Cindy Johnston, Mike Halischak, and Molly Estes were also in attendance.

During the meeting, the committee made recommendations for topics and presenters for Summer Institute 2008 and for the spring workshop in April. The spring workshop will be held in the Southeast region. Plans were also made for an activity at the OCRID conference.

Outreach/ISLR updates included: SI/ASLI feedback, Outreach planning and events, ISLR online study groups, *Signals* newsletter and ISLR web pages, the fall workshop, and the mentoring program. AC members reported on happenings in their regions.

The next AC meeting is planned for October 6, 2007. Interpreter Training Program representatives will be invited to the January meeting, and our April meeting will be an open meeting. There are openings on the Advisory Committee for Northwest, Southeast, and At-Large positions. See AC information (including complete notes from meetings) at [www.ohioschoolforthe deaf.org/islr/advisory.html](http://www.ohioschoolforthe deaf.org/islr/advisory.html), or contact ISLR (see back cover) for more information.

## New ISLR Advisory Committee Members

### Julie Loedding

Julie is starting her sixth school year with Columbus City Schools. Although she has worked at different levels, she prefers interpreting in the preschool and elementary grades. She also has helped coach volleyball at Northland High School, and loves interpreting sports!! Julie learned ASL as result of a family who was very involved in the Deaf community, and received her degree at Columbus State Community College. She is certified (NAD IV) and is preparing to take the NIC test very soon.



### Mary Roark

Mary is an educational interpreter at the elementary and high school levels. She graduated from Sinclair Community College in Dayton with an Associates Degree. She has passed the NIC written test and is now preparing for the performance test. She also works as a contingent interpreter for Community Services for the Deaf and Hard-of-Hearing in Portsmouth. She is the parent of two deaf children. Mary is excited about being on the ISLR Advisory Committee.

## ISLR at OCRID

### Greet ISLR Advisory Committee Members at the OCRID Conference

The Ohio Chapter of the Registry of Interpreters for the Deaf (OCRID) Conference will be October 12–14 at the Cincinnati Marriott North in West Chester, Ohio. Members of the ISLR Advisory Committee will be there to talk to interpreters about ISLR services. There will also be a special OCRID 2007 Conference edition of the *Signals* newsletter and an ISLR quiz. Be one of the first to finish the quiz and turn it in the Advisory Committee members and receive a lovely prize!

## Interpreter Working Conditions Survey

### Deadline Extended for Interpreter Survey

As was reported in the Summer edition of *Signals*, a task force for the ISLR Advisory Committee is conducting a two-part survey of working conditions for pre-K to 12 educational interpreters in Ohio.

Due to a technical error, some people who tried to complete the online survey in late July or early August were unable to do so. The error has been fixed. If you started the survey but were unable to complete it, please go back and complete the survey again in its entirety. And if you haven't had a chance, please take the time now to complete the survey so we have as much data to share as possible. Go to <http://www.ohioschoolforthe deaf.org/islr/workingconditions.html> to access the survey. The deadline for completing the survey has been extended to October 31, 2007.

*We are the ones we've been waiting for.*

*~ Hopi chant*



## WORKSHOP WISDOM

## Educational Interpreters' Top 3

At Lynette Reep's workshop on Using Discretion in Accepting Assignments on September 15 and 16, participants identified the three most positive and negative aspects of being an educational interpreter.

Top 3 positive aspects of being an educational interpreter:

- ♦ No billing, taxes or business paperwork
- ♦ Enjoying the children
- ♦ Regular paycheck

Top 3 negatives aspects of being an educational interpreter:

- ♦ No interaction with deaf adults
- ♦ Never evaluated by someone who is qualified to do so
- ♦ Can't get specific support needed from supervisor



Participants in a small group discussion at the Using Discretion workshop in September

## RESOURCE RICHES

## Aeronautics Signs Online Dictionary of Aeronautical Terms & Signs

The K-8 Aeronautics Internet Textbook, part of NASA's Learning Technologies Project, includes an Aeronautics Sign Language Dictionary. For each term, you see an animated image of the sign and a definition. See the whole site at <http://wings.avkids.com>.

## ISLR WORKSHOPS

## What Else Do Educational Interpreters Do?

### Southeast Regional Workshop

Are there differences between what you learned in college and what you actually do as an educational interpreter? We all know that educational interpreters interpret. But what else do you do? What is appropriate for an interpreter to do in the school setting?

Sharon Bordean, an educational interpreter from Columbus Public Schools with over 20 years of experience, will present on this topic on Saturday, April 12, 2008. This workshop will take place in the southeastern region of Ohio.

More information will be shared in the Winter edition of *Signals*.

### (AGENDA continued from page 1)

The final document created by this collaboration, *the National Agenda for Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students*, calls for a major paradigm shift with delivery of educational services being based on the individual communication needs of each student.

*The National Agenda* proposes eight overarching goals:

1. Early Identification & Intervention
2. Language & Communication Access
3. Collaborative Partnerships
4. Accountability, High Stakes Testing, & Standards-Based Environments
5. Placement, Programs, & Services
6. Technology
7. Professional Standards & Personnel Preparation
8. Research

### *So what might this mean for educational interpreters?*

Reading the whole document provides an overall level of understanding of the system-wide changes that are envisioned. Starting this fall, there will be a series of trainings on the vision and rationale of *The National Agenda* for administrators, those who can make policies and establish model practices for the education of deaf and hard of hearing students. The Center for Outreach Services will co-sponsor the first training for key administrators in Ohio on November 29–30, 2007.

The systemic kinds of changes we might see over time based on *The National Agenda* that relate directly to interpreters include:

- ♦ Increased numbers of language-proficient teachers, interpreters, and other providers

- ♦ Increased level of proficiency standards for educational interpreters, including "adult level" signing skills
- ♦ Alternative pathways for certification for teachers, administrators, and support personnel to fill critical gaps in the number of qualified staff
- ♦ Determination that the Least Restrictive Environment (LRE) is based on the child's unique needs for communication and language access where a critical mass of similar students are available
- ♦ Use of video conferencing, distance learning, and video relay services to extend learning opportunities and provide access to a critical mass of similar students

The entire text and other information on *The National Agenda* is available at [www.ceasd.org/agenda](http://www.ceasd.org/agenda).



IVA D'LEMA

## Boundaries with Students

Iva's most recent challenge which she shared in the last edition was:

I interpret for one deaf student for many of her classes. Her family is hearing and has limited sign skills. And because of her schedule, I am one of the only people she sees regularly who can communicate with her directly. She frequently wants to chat and has started to turn to me for emotional support. I know I need to maintain appropriate professional boundaries with her, but I also know how lonely she is and I feel for her. How should I handle this situation?

Iva and others in this situation could:

- **Remember a professional boundary is important so that students connect to their world.** We want the students to know how to get the support they need, rather than becoming dependent on their interpreter. The interpreter can help the student negotiate the available resources and find the right person for what they need.
- **Grease the wheels between the Deaf student and the hearing students.** Introduce yourself and the Deaf student to hearing students to get things going. Hopefully you can then step back and interpret their conversation. Explore opportunities for the hearing students to learn sign language.
- **Distinguish between in-class time for work and appropriate time for chatting outside of class.** During class, demonstrate that you and the student will focus on school. Allow other times for the student to chat with you within the school setting as teachers do with students (e.g. between classes). Make sure that the student navigates some situations on her own, though (e.g. don't follow her around the playground or cafeteria).
- **Listen to the student, recognizing issues that may need more than an empathetic listener.** It is okay to be encouraging and supportive and to be one of several caring adults in the student's life. But if the issues the student is discussing become serious, issues come up repeatedly, or the student only seems to be talking to you, it may be time for a professional to be involved. If you are unsure whether counseling might be appropriate, ask the school counselor for an opinion about the situation.
- **Encourage the student to talk with a counselor at school.** Interpreters are not trained therapists and may not have the skills needed when difficult issues arise. You can offer to interpret for the student to go meet the counselor.
- **Do what you can to foster communication within the student's family.** Help the family learn about resources for learning ASL and connect to the Deaf community.
- **Connect the student to opportunities to interact with other Deaf peers either in person or online.** Tell the student about Deaf kids groups in the community, camps for deaf kids, and online sites for Deaf kids (e.g. [www.deafkids.com](http://www.deafkids.com)).
- **Connect the student to opportunities to interact with Deaf adults.** Look into programs such as the new OAD Big Brother Big Sister program (see page 5) or a Deaf person who might mentor the child and work with the family. Tell the student and family about Deaf community events in your area.

Thanks to those who helped Iva and us all during the 06-07 school year!

- |                  |                  |
|------------------|------------------|
| Melanie Anderson | Sarah McKinney   |
| Sue Basone       | Erin Neale       |
| Genevieve Beller | Kay Nichols      |
| Beth Caputo      | Susie Parrish    |
| Christy Calhoun  | Lisa Petrucci    |
| Karline Caslow   | Liliana Porkorny |
| Becky Costas     | Birdie Roth      |
| Jen Duckworth    | Cheryl Santee    |
| Debbie Hall      | Nancy Shipley    |
| Linda Howard     | "Sunbonnet Sue"  |
| Stacy Jackson    | Kay Thompson     |
| Pamela Kiner     | Sharon Whitfield |
| Marcia Koncos    | Michele Yartz    |
| Jean Melanko     |                  |

Once again, you have helped me so much! But guess what! Yep...another problem! I witnessed one of the deaf students I interpret for cheating. The student was aware that I saw. But the teacher didn't see it happen and the student got away with it. I am torn about what to do. As an adult in the school, I feel like I should report this kind of behavior. As an interpreter who is supposed to maintain confidentiality, though, I feel it isn't my place. After all, no other students have someone following them around all the time. But am I condoning the behavior by allowing the student to cheat in front of me?



What do I do?

PLEASE HELP IVA!!!

Iva has a dilemma. Yes, again! 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*? Submissions may be edited. Individuals who contribute to this column will not be identified with their comments. Contributors are acknowledged on an annual basis.



## RESOURCE RICHES

## Mental Health Info in Online ASL Videos

### *See Deaf Adults Describing Mental Health Problems*

CSD of Ohio and the Network of Care for Behavioral Health have created twelve videos describing basic mental health information in ASL.

Topics presented include Attention Deficit, depression, anxiety, and child mental health. Two Deaf adults from Ohio, Erlinda Miller and Verne Taylor, Jr., sign the videos. Voice-over, captioning and text is also available for each topic. You can view these videos online at [http://franklin.oh.networkofcare.org/mh/nimh/signlanguage\\_index.cfm](http://franklin.oh.networkofcare.org/mh/nimh/signlanguage_index.cfm). Or visit the Ohio Association of the Deaf web site at [www.oad-deaf.org](http://www.oad-deaf.org) and follow the link.

Students or parents interested in learning about these topics could view these videos. They are also a valuable resource for interpreters to see a Deaf adult discuss these topics in ASL. The videos could be used for interpreting practice. For example, you could interpret sign-to-voice from the ASL presentation or voice-to-sign from the voice-over and then view the rendition by the Deaf adult.

*It is awfully important to know what is and what is not your business.*  
~ Gertrude Stein

## PASS IT ON

## Deaf Initiatives

### *Programs for Deaf Youth and their Families*

Deaf Initiatives provides programs to help Deaf youth grow up to be successful adults. They offer workshops for parents and youth to help them prepare for their future, a biennial bus trip to the National Technical Institute for the Deaf and Gallaudet University, and internships for college students. They also hire Deaf teens in their social enterprise business in Columbus. Upcoming workshops include Independence IS Your Future in November and Navigating Your Child's Future in March (see Upcoming Events page 7). See [www.deafinitiatives.org](http://www.deafinitiatives.org) for more.

## PASS IT ON

## OAD Big Brother Big Sister Program

### *New Program Provides Deaf Mentors*

The Ohio Association of the Deaf (OAD) and Big Brothers Big Sisters of Central Ohio are collaborating in a new program in which Ohio Deaf adults can become role models to young Deaf children in their local community and in public schools in Franklin, Union, and Delaware counties. OAD hopes to expand this program to serve other counties in Ohio.

For more information, contact Dawn Watts at [indian072000@yahoo.com](mailto:indian072000@yahoo.com) or visit [www.oad-deaf.org](http://www.oad-deaf.org).

## IN SIGHT

## Relationships with Students

### *How do you develop good working relationships with students?*



*Andrea Lyon*, ESC of Franklin County

I try to treat them how I would want to be treated. I joke around when it is appropriate and we get down to business when it is the appropriate time for that. I treat them with respect and give them their space; however, I will give a friendly reminder from time to time. I try to be someone they want to and feel comfortable "talking" to.

*Diane Schmidt*, Mansfield City Schools

Listen to them. Show an interest in what they're doing. Let them openly and without fear of reprisal be able to suggest changes to how you're doing things and be able to fit their needs better. Encourage their relationships with classmates and the teacher. Have a sense of humor.



*Becky Szeghi*,

Clermont County Educational Service Center

I don't become the nagging parent forcing the student to pay attention (I do explain the importance of paying attention). I allow the student to "place" me where she/he wants. If something is closed captioned I give her/him the choice of interpreting or not.



**(CUE continued from page 1)**

So, what is Cued Speech, anyway?

**National Cued Speech Association**  
www.cuedspeech.org

Cued Speech is a visual communication system that uses eight handshapes in four different placements near the face in combination with the mouth movements of speech to make the sounds of spoken language look different from each other.... In Cued Speech every sound is read from the combination of what is seen on the mouth and what is seen on the hand. The hand serves only to identify, in each case, a group of sounds that are different from each other on the mouth. No sound or syllable can be read from the hand alone.

Cued Speech has been taught to deaf children as an alternative communication mode to sign language or speech reading alone. It has also been used with children with some developmental disabilities and in speech therapy with hearing children.

I wasn't the first person in my school to use Cued Speech. Gwen Yohe, one of our deaf education teachers, had already implemented it and a few other interpreters were already using it or had used it. The way we use it at our school isn't as a communication mode, but more as a way to sign the sounds and sound out words visually. We do cue entire words when needed such as on spelling tests or when the sounds are emphasized as in rhyming. Cued Speech, the way we use it, has been extremely effective in phonics lessons such as identifying beginning and ending sounds of words, learning the sounds of the alphabet and even pairing rhyming words.

Because of the success Cued Speech has had in our program with phonics, I was all for it. The problem? I couldn't remember anything! So, each week I would relearn the cues for the letters and sounds of the week. I also followed the lead of another interpreter who had used cued speech, Karen Warner, and shrunk the chart and taped it to the back of my ID badge so I always had it (see chart on right). Relearning the cues was actually not too difficult, especially at kindergarten pace. It was ideal! My goal wasn't fluency; just being able to cue the individual sounds in short words.

I was amazed at how much using cued speech helped the student. He could identify beginning and ending sounds better than most of hearing students in his class! This year I work in first grade with a different student who is also mainstreamed the whole day including reading and phonics. Today, during spelling practice, I actually only cued a few of his spelling words without any signs and he could actually identify the words and spell them just from the cues! I was really impressed!

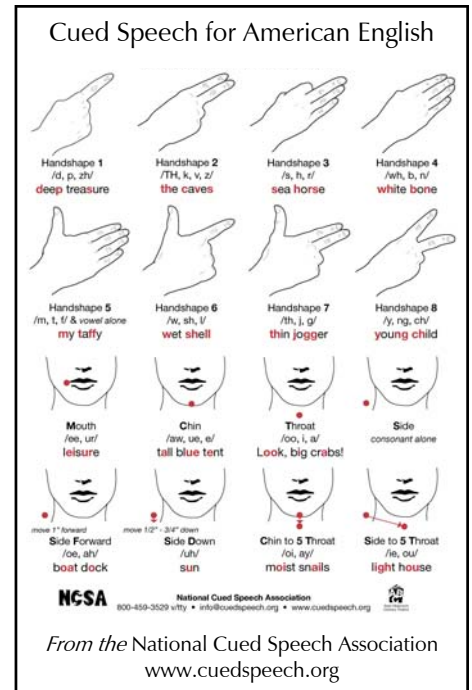
As with everything else, there are multiple factors that determine how

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*I have utilized Cued Speech in the subjects of spelling and phonics. Cued Speech has been especially useful in first and second grade for me. Often on spelling tests teachers would say the word and then sound out the word. I have seen students correct spelling tests based on seeing the spelling word cued. In second grade a student could identify long vowels and short vowels with the assistance of Cued Speech.*

~ Karen Warner

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effective integrating Cued Speech for interpreting phonics could be. In my experience, it has been most effective with younger students, when they are first learning their alphabet and corresponding sounds. In kindergarten and first grade, phonics is taught everyday so you cue everyday. Not only is it easier for the student to learn, but also it is easy for the interpreter to learn.

Another important factor is the child's attention span. Obviously, the student needs to look at you for longer than a second — especially when comparing rhyming words. Also, the students I see most able to use Cued Speech are the students who have a strong language base.

I have only used Cued Speech for phonics and spelling purposes. I do not have any experience cuing entire sentences or using it as a target language while interpreting. It definitely may be a possibility in my future. Thus far, it has served a great purpose in my work. I now see that it doesn't have to be an "either or" with Cued Speech and sign. It has become a great addition to my tool belt for interpreting.



## Upcoming Events

### *Fall 2007*

#### **OCRID Conference**

October 12-14 in West Chester, Ohio  
 More info: [conference@ocrid.org](mailto:conference@ocrid.org) 614.596.8157  
[www.ocrid.org](http://www.ocrid.org)

#### **Interpreting for Deaf/Autistic Clients**

October 13, 2007 in Auburn Hills, Michigan  
 More info: (248) 852-4087 [www.aslrc.com](http://www.aslrc.com)

#### **Visual Phonics**

Presented by Linda Yonce  
 October 15 & 16, 2007 in Sylvania, Ohio  
 More info: [sy.terry.morris@nwoca.org](mailto:sy.terry.morris@nwoca.org) (419) 824-8569

#### **Children with a Hearing Loss: Help for the Teacher & Speech Language Pathologist**

Presented by Adeline McClatchie & Mary Kay Therres  
 October 18 & 19, 2007 in Cuyahoga Falls, Ohio  
 More info: 330.945.5600 x 1245  
[www.ohioschoolforthe deaf.org/outreach](http://www.ohioschoolforthe deaf.org/outreach)

#### **Signing Exact English Skillshop**

October 19–20 in Fort Wayne, Indiana  
 More info: [www.seecenter.org](http://www.seecenter.org) (562) 430-1467

#### **Have a Great School Year with a Child with a Cochlear Implant in Your Classroom**

October 24, 2007 in Beachwood, Ohio  
 More info: 216-464-2600 x. 219 [jd@bw.beachwood.k12.oh.us](mailto:jd@bw.beachwood.k12.oh.us)

#### **Ohio DEAFair**

November 10, 2007 in Columbus, Ohio  
 More info: [ohio\\_deafair@oad-deaf.org](mailto:ohio_deafair@oad-deaf.org) [www.oad-deaf.org](http://www.oad-deaf.org)

#### **Independence IS Your Future** (7th–10th grade & families)

November 10, 2007 in Columbus, Ohio  
 More info: [www.deafinitiatives.org](http://www.deafinitiatives.org) 800.985.3323

#### **Signing Exact English Skillshop**

November 2–4 in Louisville, Kentucky  
 More info: [www.seecenter.org](http://www.seecenter.org) (562) 430-1467

#### **The Secret Garden** ASL/English Performance

November 15–18, 2007 in Columbus, Ohio  
 More info: [www.the phoenixonline.org](http://www.the phoenixonline.org), (614) 464-9400

#### **Indiana RID Conference**

November 16–17, 2007 in Indianapolis, Indiana  
 More info: (317) 781-1756 [NY4IU@aol.com](mailto:NY4IU@aol.com) [www.icrid.org](http://www.icrid.org)

#### **Spartan Classic Basketball Tournament**

December 7–9 in Columbus, Ohio  
 More info: [www.ohioschoolforthe deaf.org](http://www.ohioschoolforthe deaf.org) 614.728.1424

### *Winter 2008*

#### **Central State Schools for the Deaf Tournament**

January 23–27 in Columbus, Ohio  
 More info: [www.ohioschoolforthe deaf.org](http://www.ohioschoolforthe deaf.org) 614.728.1424

#### **Deaf Educators Network**

January 25, 2008 in Columbus, Ohio  
 More info: 614.995.1566 [OutreachCenter@osd.oh.gov](mailto:OutreachCenter@osd.oh.gov)

#### **Navigating Your Child's Future**

March 8, 2008 in Columbus, Ohio  
 More info: [www.deafinitiatives.org](http://www.deafinitiatives.org) 800.985.3323

### *Spring 2008 & Beyond*

#### **What Else Do Educational Interpreters Do?**

Presented by Sharon Borden  
 April 12, 2008 in southeastern Ohio  
 More info: 614.995.1566 [EduTerp@osd.oh.gov](mailto:EduTerp@osd.oh.gov)

#### **Postsecondary Education Programs Network Conference**

April 15–18, 2008 in Columbus, Ohio  
 More info: [www.PEPNet.org](http://www.PEPNet.org), 414-229-1123

#### **Deaf Educators Network**

April 18, 2008 in Columbus, Ohio  
 More info: 614.995.1566 [OutreachCenter@osd.oh.gov](mailto:OutreachCenter@osd.oh.gov)

#### **Drivers Education School Summer Enrichment**

Ages 15 ½ to 18  
 June 8–20, 2008 in Columbus, Ohio  
 More info: 614.995.1566 [OutreachCenter@osd.oh.gov](mailto:OutreachCenter@osd.oh.gov)

#### **Leadership & Literacy Connections Summer**

**Enrichment Week** (Middle School students)  
 June 15–20, 2008 in Columbus, Ohio  
 More info: 614.995.1566 [OutreachCenter@osd.oh.gov](mailto:OutreachCenter@osd.oh.gov)

#### **Summer Institute for Educational Interpreters**

June 16–17, 2008 in Columbus, Ohio  
 More info: 614.995.1566 [EduTerp@osd.oh.gov](mailto:EduTerp@osd.oh.gov)

#### **Summer Sports Adventures Enrichment Week**

(Middle School & High School students)  
 June 22–27, 2008 in Columbus, Ohio  
 More info: 614.995.1566 [OutreachCenter@osd.oh.gov](mailto:OutreachCenter@osd.oh.gov)

#### **Extreme Career Adventures Summer Enrichment Week**

(High School students)  
 August 3–8, 2008 in Columbus, Ohio  
 More info: 614.995.1566 [OutreachCenter@osd.oh.gov](mailto:OutreachCenter@osd.oh.gov)

#### **Deaf Adolescence Conference**

October 5–8, 2008 in Clayton, Missouri  
 More info: [grcdirect@aol.com](mailto:grcdirect@aol.com)

# Interpreting & Sign Language Resources

Ohio School for the Deaf

500 Morse Road  
Columbus, OH 43214



614.995.1566 v/tty

614.995.1567 fax

EduTerp@osd.oh.gov

Visit our website!

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



## **ISLR Advisory Committee**

### **Northwest Representatives:**

Susan Lottier, *Lucas County ESC*

### **Northeast Representatives:**

Lisa Petrucci, *Beachwood Schools*  
Carol Black, *Canton City Schools*

### **Central Representatives:**

Sarah McKinney, *Franklin Co. ESC*  
Julie Loedding, *Columbus Public*

### **Southwest Representative:**

Sherry Miller, *Dayton City Schools*  
Mary Roark, *Jackson Local Schools*

### **Southeast Representatives:**

Tammy Dearth, *East Muskingum*

### **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**

**Pam Brodie** *Director of Outreach*  
[Brodie@osd.oh.gov](mailto:Brodie@osd.oh.gov)

**Jean Parmir** *ISLR Administrator*  
[Parmir@osd.oh.gov](mailto:Parmir@osd.oh.gov)

**Margaret DiMaria Murphy**  
*Lead Interpreter Educator*  
[Murphy@osd.oh.gov](mailto:Murphy@osd.oh.gov)

**Dawn Watts** *Interpreter Educator*  
[WattsD@osd.oh.gov](mailto:WattsD@osd.oh.gov)

**Sara Paullin Casto**  
*Interpreter & Internship Coordinator*  
[Casto@osd.oh.gov](mailto:Casto@osd.oh.gov)

**Trudy Halker** *Interpreter*  
[Halker@osd.oh.gov](mailto:Halker@osd.oh.gov)

**Yveetes Dorton** *ISLR Secretary*  
[Dorton@osd.oh.gov](mailto:Dorton@osd.oh.gov)

*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 interpreters, including workshops across the state. Additional services include assessment of interpreting, ASL assessments, mentoring, and internships.

*Signals* is published quarterly in January, April, July and October by ISLR. The editor is Sara Paullin Casto. 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.