

SIGNALS

News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Autumn 2006

Why Join the ISLR Advisory Committee?

Advisory Committee Members Contribute and Benefit

By Becky Costas, with contributions by Karline Caslow & Sally Bowes

Being on the ISLR Advisory Committee has been a rewarding experience for me. When I graduated from University of Akron's ITP in 1993, I vowed to regularly attend workshops in order to continue to improve my skills. So, in 2001, when ISLR sent out a call for people to apply for the Advisory Committee, I took advantage of the opportunity. I wanted to be involved in an organization that would help me and my fellow interpreters in our professional development. As the mother of four children and a fulltime educational interpreter, I was a little concerned about the time I would need to dedicate to the committee, and I wasn't sure what would be required of me.

(See ADVISORY on page 2)

SHARING SOLUTIONS

Becoming a True Member of the Educational Team

Creating a Team Mentality at School

The Interpreter's Perspective

By Alisa Black, Fairfield County ESC, alisablack@yahoo.com

Educational interpreters are professionals and a vital part of the educational team. Yet getting everyone to share that same view is a continual challenge. It takes perseverance, determination, and a positive, professional attitude.

Upon entering my current position, I had the least amount of experience compared to the already established staff. My understanding of roles and responsibilities of a full-time educational interpreter were minimal. My experience was based on subbing in several school systems and brief training through my interpreter training program and practicum experience. I had not yet attended any workshops or conferences on educational interpreting. Starting out, I immediately noticed feelings of "reduced status" or lack of interpreter involvement, yet not knowing anything different, I followed suit.

I then attended my first workshop on educational interpreting and was astonished to find out how things were handled in many school systems. I enthusiastically gathered all the information I could get my hands on to share with my team. As more information and resources were shared, the more we



(See TEAM on page 6)

Upcoming Statewide Center for Outreach Workshops

October 21, 2006

Reading to Deaf Children: Learning from Deaf Adults

See the ISLR web site or contact ISLR

June 18 & 19, 2007

ISLR Summer Institute

June 20 & 21, 2007

ASL Immersion

Mohican State Park, Loudonville, OH

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It has been a wonderful experience. We meet three Saturdays during the school year, from 10:00 AM – 3:00 PM, and have a two day planning retreat in July.

Advisory Committee meetings are a great time to interact with other interpreters who do the same job as I do and share some of the same frustrations. You too will make some valuable new friends and look forward to "catching up" with their news.

~ Sally Bowes

As an Advisory Committee member, I have been privy to the inner workings of ISLR. Most of what we do is accomplished right at the meetings. We discuss ISLR programs and services and give advice about what we think is going well or what we think needs to be changed. We discuss workshops and offer suggestions for topics. We relay news and concerns from fellow interpreters in our regions. Seldom are we expected to complete tasks outside of meetings, but occasionally we are sent materials that have been developed by ISLR. We review them and provide feedback.

As Advisory Committee members, we have the previously mentioned responsibilities, but we also benefit. As members, we better understand how ISLR works and we know what programs and services it offers. At the meetings we hear first hand what is happening in other schools and deaf education programs throughout the state. I have met some wonderful people and made some friends with whom to network. Although anyone can call ISLR to ask questions, at

meetings we have the opportunity to listen to others' questions, which may include topics I haven't considered. We also have the benefit of discussing topics with a group of diverse individuals, all of whom offer good suggestions and ideas. Since it is included in my Individualized Professional Development Plan (IPDP), I receive professional development credit for the time I spend at meetings. We are also reimbursed at the state rate for mileage to and from the meetings.

When ISLR has a booth at Summer Institute and OCRID Conference we Advisory Committee members check the supplies and answer questions. In return our registrations and hotel rooms have been paid.

When I applied for the position of northeast Ohio representative, I was ready to expand my comfort zone by becoming more active in my profession. Some people think you need to be highly skilled and have a lot of degrees/certifications. This is not true. We have people that have no certification, besides state licensure, and people that have RID certification.

~ Karline Caslow

I have benefited immensely from my participation on the ISLR Advisory Committee. Not only have meeting discussions kept me up-to-date on the issues, concerns, and triumphs in my profession, but my involvement has made me aware of the opportunities ISLR offers for the benefit of interpreters. I would recommend that anyone who has the qualifications apply to serve on the advisory committee.

Apply for the ISLR Advisory Committee Representatives Needed From All Areas of the State

To apply, send:

1. A letter of interest and a resume which include the following information:
 - ODE License Associate Interpreter for the Hearing Impaired (license number)
 - Evidence of three or more years as a pre-K to 12 educational interpreter, including place of employment, grade level(s) and years worked
 - Evidence of involvement in community and/or professional organizations, clubs, activities
 - Supervisor's name and address (we will send a letter informing your supervisor if you are selected)
2. A letter of reference from a professional colleague, such as a teacher, principal, supervisor, or interpreter

Materials should be sent to:

Jean Parmir, ISLR Administrator
500 Morse Road
Columbus, OH 43214

Consideration will be given to diversity of representation in areas such as age of students served, urban and rural areas, school systems with current members, and gender.





ISLR Advisory Committee

During the July retreat of the Advisory Committee, Sally Bowes presented a quilt she created for ISLR showing the ISLR regions. Advisory Committee members point to the counties where they work on the map to show the areas they represent.

Picture includes (left to right):

Seated: Sally Bowes, Tammy Dearth

Standing: Lori Peters, Becky Costas, Sue Lottier, Jackie Miller, Carol Black, Patricia Maille

Above the quilt: Karline Caslow

Not pictured: Sherry Miller, Leah Subak (ITP representative), Phyllis Adams (ITP representative)

ISLR Advisory Committee Notes

The ISLR Advisory Committee (AC) held its annual retreat July 25 & 26, 2006. Committee members Jackie Miller, Karline Caslow, Sally Bowes, Lori Peters, Tammy Dearth, Carol Black, Sue Lottier, Becky Costas, and Pat Maille attended and shared information from their areas. ISLR staff members Jean Parmir, Margaret Murphy, Pam Brodie, Sara Paullin Casto, Trudy Halker, and Yveetes Dorton provided updates on ISLR programs and activities.

Surveys and evaluations from Summer Institute and ASL Immersion were discussed. The decision was made to continue to hold these events at state parks, alternating between Mohican and

Deer Creek. We will survey Summer Institute 2007 participants about having the 2008 event later in the week, with ASL Immersion occurring first. We will survey ASL Immersion 2007 participants about the possibility of that event happening over a weekend during the school year at OSD.

The Advisory Committee developed a plan for a workshop proposal for OCRID, titled "Educational Interpreting: Myths Busted!" The proposed topic for the spring workshop, to be held at OSD, is voicing. Information on the workshop will be available in our January newsletter.

The committee discussed information about the Advisory Committee to be added to the

New Advisory Committee Member: Tammy Dearth

Tammy Dearth has been an interpreter for over 12 years, working with deaf children from pre-kindergarten through high school. This year she is working with a 6th grade student. Her work with East Muskingham Schools has included interpreting for band camp and color guard. She volunteers as an interpreter at her church, teaches a Bible class for deaf and hard of hearing adults, and has taught sign classes for children and adults in her community. She has taken interpreting classes through Sinclair Community College and the University of Akron and has done coursework at Belmont Technical College and Ohio University-Zanesville.



website and to our services brochure. This information is available on the website, along with the minutes of the retreat.

Several members are leaving the committee due to job changes or because they have reached the maximum for their terms. We have openings for Central, Northwest, Southwest, and At-Large members.

The meeting dates for 2006-2007 are October 7, January 27, and April 28. The April meeting will be an open meeting. Watch for registration information in the January newsletter. We will provide a certificate of attendance and lunch for those who register in advance. The agenda will include time for questions and answers about ISLR and the AC.



IVA D'LEMA

Different Understandings of Our Role

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

I changed jobs and now work in a building with several interpreters. We rotate and work with different teachers and students throughout the day. Some of the interpreters take on other jobs in the classroom rather than focusing only on interpreting. When I am later with the same teachers, they get upset when I stay only within the role of an interpreter. What should I do?

Iva and others in this situation could:

- **Discuss with the other interpreters why they have set this precedent.** Under what circumstances did they make decisions about how to act? Are they doing favors for the teacher to build rapport? Are there pressures, such as fears about job security, that are a factor? Ask the interpreters what led them to their decision.
- **Discuss with the other interpreters how they perceive the interpreter's role.** Meet together as a group if possible and dialogue about everyone's perspectives. Discuss what the Guidelines for Educational Interpreters (from the Ohio Department of Education) and the Registry of Interpreters for the Deaf Code of Professional Conduct would guide you to do. See if you can come to a consensus that everyone can live with.
- **Explain your role to teachers.** Help the teachers understand your role and how you make your decisions. Ideally you can do this as a team if the interpreters come to a consensus. If not, you can do this individually with the teachers you work with. You may want to initiate a dialogue with the teachers to get their input about how you are functioning in the classroom.
- **Recognize that interpreters are individuals.** Each teacher has their own style and preferences for how they run their classroom. Each interpreter is likely to have their own boundaries as well. It may be helpful to point this out to teachers as well.
- **Consider how you can be a team player while maintaining your role.** You can't make copies while you are interpreting, but you might offer to do something else later that doesn't conflict with your role, making it clear you are "trying to help out."
- **Do what you feel is best with a good attitude.** It may be that you operate differently, but if you are consistent in how you operate, teachers will become accustomed to your style. And if you maintain a good attitude and do your job well, you are likely to still have positive relationships with the teachers.



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 will be acknowledged on an annual basis.

Wow! Once again...how I can thank y'all enough for the great suggestions. But you know me, I always need more help! A student expressed that he was dissatisfied with my interpreting, but he was unable to give specific examples or tell me what the problem is. What can I do to help him express the problem better so that I know what changes I need to make to better meet his needs?

Thanks to all those who helped Iva out during the 05-06 school year!

- | | |
|------------------|-------------------|
| Marilyn Allen | Tracie Harris |
| Melanie Anderson | Janice Knauth |
| Lisa Applegate | Karen Kroeze |
| Christy Beard | Linda Loma |
| Alisa Black | Pat Maille |
| Carol Black | Kathy McKinnon |
| Nancy Boone | Jackie Miller |
| Sarah Calvin | Suzanne Nace |
| Becky Costas | Machelle Phillips |
| Diana DeSloover | Birdie Roth |
| Helen Dietz | Bunny Schimberg |
| Julie Loedding | Diane Schmidt |
| Mary Dilger | DeVonne Tucker |
| Monica Flynn | Cherie Wren |
| Barb Fox | Sharon Yurkowski |
| Grady Gilkey | |

Rather than finding a source in competition, self-esteem and excellence both come from the excitement of learning and pressing individual boundaries; a satisfaction in the task itself; pleasure in cooperating with, appreciating, and being appreciated by others -- and as much joy in the process as in the result.

~ Gloria Steinem Revolution from Within



IN SIGHT

What is an approach you have found to be effective for encouraging other staff members to view you as a professional?

Sheryl Killen, ESC of Franklin County

I model professional behavior and provide a one-page summary of my role (to show respect for their time). I also ask for handouts and books, always showing an interest in the class.



Kathy McKinnon, Brunswick City Schools



When different situations arise, I explain my decisions after class when the student is not around. It's amazing the reaction sometimes from staff — it's like a light bulb goes on in their head when they understand the role the interpreter is playing in various situations. I think that is when they see the role as professional.

Barb Fox, ESC of Franklin County

I conduct myself as a professional. I also inform staff members that interpreters are licensed professionals and required to obtain CEUs to renew their license.

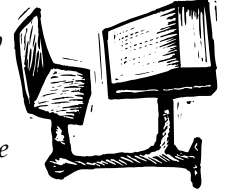


STUDENT DESK

Frustrations with Substitutes

By Megan Housh

At the Middle School Literacy & Leadership Camp for students across Ohio this summer, Megan wrote about her experiences with interpreters.



I have an interpreter at my school for all of my classes. I really like to have an interpreter for school, the doctor's office, my sports team and more so I can know what hearing people say.

Sometimes I have had bad interpreters as substitutes before. One time the substitute interpreter wouldn't tell me what the students were joking about. Another time, I had a science test and I did not understand a question. I asked the substitute interpreter and she just gave me the answer. I told her she shouldn't do that because this is a test and she didn't care. I hate having substitute interpreters because they do not understand what I am talking about or my school work.

I think to make this better, all interpreters should sign all that teachers and students say, including chatting and gossip. That would make it better!

★ ★ ★ ★ ★

STUDENT DESK

What do students have to say about the services provided by interpreters? We invite students to share about their experiences using interpreters in classrooms. Submissions can be in text or on video. See back cover for contact information.

RID Grants Certified Status to EIPA-Evaluated Interpreters

The Registry of Interpreters for the Deaf (RID) will recognize individuals who have passed the Educational Interpreter Performance Assessment (EIPA) written and performance tests at the level of 4.0 or higher as certified members. RID has also appointed the first members of the Educational Interpreting Committee to address a number of issues related to this initiative as well as a host of issues related to educational interpreting.

According to RID President Angela Jones: *"Interpreters in the educational setting have been organizationally disenfranchised since their introduction into the profession, and it is time to recognize their importance to the profession and to the Deaf community."*

In June, the RID EIPA Task Force, composed of 10 individuals, with representation from the RID Board, psychometric consulting firm CASTLE Worldwide, and the RID National Office carefully examined the EIPA interpreting assessment tools and found that the tools meet psychometric test development and standards. The RID Board has since passed a motion accepting the recommendations of the Task Force.

The Educational Interpreting Committee will begin work immediately. The committee will initially focus on the mechanics of including EIPA interpreters in RID programs as well as identify and establish action plans for K-12 interpreter benefits in the association.

Excerpted from a news release from RID dated September 6, 2006. See <http://www.rid.org/EIPA-RIDinforesourceguide9-29-06.pdf> for more details.



(TEAM continued from page 1)

started to function as a team. I started to feel more involved and was viewed as a significant member of the educational team.

The team's major turning point as a working unit came from attending workshops and conferences on deafness/educational interpreting together. This way, there wasn't one person coming back saying, "Okay, here is what needs to happen." Everyone was getting the information at the same time, enabling us all to be on the same page. This also presented the opportunity for sharing, discussing and developing strategies to be implemented into our program.

The team's major turning point as a working unit came from attending workshops and conferences on deafness/educational interpreting together.

Despite all these efforts, there was still some resistance within the team as well as within the regular education staff. An interpreter always faces the challenge of trying to change previous expectations or reputations and make new and improved ones, as well as trying to gain respect as a professional. A positive attitude, tact, dependability and flexibility are keys to gaining respect. Collaborating and sharing ideas and issues in a supportive environment keeps the lines of communication open within the team and helps to make us a strong unit.

Now our program centers around teamwork. We attend conferences together whenever possible. We work through issues as a team,

supporting each other along the way. Each member has a valuable role and is an important factor in our success and the success of the students we serve.

The Teacher's Perspective

By Kathy Simonson, Amanda Clearcreek Schools

Are interpreters part of the educational team? In my opinion, they are one of the most valued members. As a teacher of the deaf, my understanding of the role of the interpreter has changed throughout the years, not necessarily because of the hearing-impaired program, but because of how the interpreter sees himself/herself fulfilling a role within the team.

I've worked with interpreters with a wide variety of experience and skill who have chosen to de-value their position as a team member by conveying the message "I'm only the interpreter," conversely, others have come into our program, inexperienced in skill, but more than willing to be a team player and do everything possible to better themselves and their role as language facilitator.

How has the role of the interpreter evolved to what it is today? I am now fortunate enough to have highly-skilled, professional interpreters working with me, sharing in the educational process, and trying to keep themselves "up-to-date" on the latest resources and information that may benefit our students.

In my early days as a teacher, I didn't know what to expect from an interpreter, and we each seemed to have our own agendas. Attending a workshop or in-service together, as a team, was never even considered.

As the years, and educational knowledge, progressed we were able to establish a relationship in which we rely heavily upon one another for information to foster success in our program. I strongly feel that I am able to be a more effective teacher because of the support I've gained from the interpreters I work with on a daily basis.

Being considered a "resource room" teacher can sometimes lead to isolation and difficulty in feeling connected with the general education teaching staff. Working with students of various ages and grade levels does not always allow flexibility in meeting with other educators during their planning time or lunch breaks. The interpreter is frequently the greatest source of information when it comes to the daily happenings within the classroom. I rely on her to inform me of difficulties the students have faced or important issues I need to address. The success of our students and our program depend on a strong, focused, cohesive relationship between the teacher and interpreter.

As each year passes, I see the struggles the interpreters face. They are often not included as "staff members" and are not offered the same advantages as teachers. Somehow their job title becomes that of a tutor or aide. We realize that the public's overall understanding of deafness and sign language may be minimal, but are hoping to make them aware of the skills required to be an educational interpreter so that they may be seen as valuable contributors to a child's educational program. I consider myself fortunate to be a member of such a strong educational team!



Upcoming Events

October 2006

Ohio Association of the Deaf Assembly

October 14 in Columbus, Ohio

Contact Linda Mahmood president@oad-deaf.org

Conference of Interpreter Trainers

October 18–21 in San Diego, California

www.cit-asl.org

OCRID Annual Conference

October 20–22 in Columbus, Ohio

Contact Anthony Nelson 614.596.8157

conference@ocrid.org

Reading to Deaf Children: Learning From Deaf Adults

Presented by Mandy Christian & Kim Symansky

October 21 in Columbus, Ohio

Contact Elizabeth Dunbar-Grooms 614.728.1401 v/tty

OutreachCenter@osd.oh.gov

Learning Specialty Signs & Conceptually Signing Music

Presented by Cheryl Roddy Beaty

October 28 in West Chester, Ohio

Contact LaVerne Thomas laverne.thomas@cinergy.com

513-681-1468



More info about these & other events is at www.ocrid.org, the Ohio Chapter of Registry of Interpreters for the Deaf website.

November 2006

Interpreting Reading

Presented by Linda Ross

November 4 in Beavercreek, Ohio

Contact Kathy Davis LC5@ocrid.org

Speaking Like a Hearing Person: Register & Idioms in Voice Interpretation

Presented by Rebecca Madigan & Amanda Mueller

November 4 in Indianapolis, Indiana

Contact Amy Evans; 317-479-3240;

dcsterps@eastersealscrossroads.org

Supporting Deaf People Online Conference

November 6–9 – Online

Contact Judith Mole judithm@directlearn.co.uk

SEE Weekend Skillshop

November 10–12 in Louisville, Kentucky

Contact the SEE Center (562) 430-1467

The Story of Junius Wilson

Presented by Susan Burch

November 16 in Columbus, Ohio

Contact Brenda Brueggemann Brueggemann.1@osu.edu

Indiana Registry of Interpreters for the Deaf Conference

November 17–18 in Fort Wayne, Indiana

www.icrid.org

RESOURCE RICHES

Center for Accessible Technology in Sign

The Atlanta Area School for the Deaf offers a number of tools and resources through the Center for Accessible Technology in Sign (CATS). Their goal is to enhance literacy and world knowledge by providing tools that make text, captions, video, web pages and multimedia accessible to Deaf individuals.

The tools they have on their web site include:

- **MySignLink** and **MySignVideoLink**

This is a tool you can download on a computer so you can click on a word on a web page or a word in an online captioned video and see a video of a sign, signed definition or picture representing the word

- **CATSoft**

Access to free software designed with deaf learners in mind, including a library of virtual manipulatives, a simple sentence lab and more

- **MySignStoryTime** and **MySignBookWorm**

Online videos of ASL renditions of children's stories. You have to wait for each page to download through your internet connection before you can watch it. To be able to watch the whole book in sequence, you could start downloading each page in a different browser window and then watch when they were all downloaded.



Visit the CATS website at <http://www.aasdweb.com/CATS/> to view all of their resources.

Interpreting & Sign Language Resources

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Columbus, OH 43214



614.995.1566 v/tty

614.995.1567 fax

EduTerp@osd.oh.gov

Visit our website!

www.ohioschoolforthe deaf.org/islr



ISLR Advisory Committee

Northwest Representatives:

Susan Lottier, *Lucas County ESC*

Northeast Representatives:

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

Central Representatives:

Rebecca Costas, *Franklin County ESC*

Southwest Representative:

Sherry Miller, *Dayton City Schools*

Southeast Representatives:

Jackie Miller, *Athens City Schools*
Tammy Dearth, *East Muskingum*

Member-at-Large:

Patricia Maille

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

Center for Outreach Services

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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.