

# SIGNALS

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Spring 2007

### Deafness Collection Now Available at the State Library of Ohio!



*You can now borrow hundreds of items related to Deafness*

You now have over three hundred new resources available for your borrowing pleasure from the Deafness collection at the State Library of Ohio. The Center for Outreach Services purchased a collection of Deafness and interpreting-related books, DVDs, CD-Roms, and videotapes. The State Library of Ohio has catalogued and is maintaining circulation of these items for use by individuals across the state. Items from the collection are now available to borrow.

*(See LIBRARY on page 5)*

### Upcoming Statewide ISLR Workshops

June 18 & 19, 2007

*ISLR Summer Institute*

June 20 & 21, 2007

*ASL Immersion*

Mohican State Park, Loudonville, OH

June 25 – August 20, 2007

*Educational Interpreting Online Study Group*

September 15 – 16, 2007

*Use of Discretion in Educational Interpreting* ~ Lynette Reeb

Ohio School for the Deaf, Columbus

#### SHARING SOLUTIONS

### EIPA ... a Professional Assessment

*From anxiety, fear and stress to relief and utter joy*

By Lisa Petrucci and Pamela Kiner, Beachwood

Our district, Beachwood City Schools, recognizes the importance of providing qualified interpreters for our students. We feel that the Educational Interpreters Performance Assessment is a true measure of an educational interpreter's skill level. We are extremely grateful and fortunate that our district has implemented the EIPA as Board policy. While interpreters receive an accurate assessment of their ability/skills, ultimately it is our students who have the potential of reaping the most benefit.

When preparing for the EIPA, some helpful tools included using the EIPA website [www.classroominterpreting.org](http://www.classroominterpreting.org). The site is very user friendly and offered us a great deal of information of what to expect when preparing for the EIPA. For us, calling on our own personal experiences in the classroom was most beneficial as well as supporting one another in alleviating our self-doubts and fears.

As we entered the test site, the test proctor advised us of our options, as there are several versions meant to accommodate interpreters working in primary as well as secondary levels. Additionally, we had the ability to choose which language option we preferred, i.e. ASL, MCE, or PSE. We were given a warm-up period to view the lesson plans. Then the fun began!!!

*(See EIPA on page 6)*

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## ISLR Advisory Committee Notes

The Advisory Committee (AC) met on January 27th. AC members present included: Jackie Miller, Tammy Dearth, Karline Caslow, Carol Black, Sue Lottier, Becky Costas, Sherry Miller and Pat Maille. ISLR Administrator Jean Parmir, Outreach Director Pam Brodie and ITP Liaison Phyllis Adams were also in attendance.

During the meeting, the committee made recommendations for topics and presenters for Summer Institute and discussed plans for the Open Meeting on April 28th.

Outreach/ISLR updates included: plans for future ISLR online study groups and workshops, other Outreach events, staff news and the State Library collaboration. AC members reported on happenings in their regions.

The next AC meeting is planned for April 28th. **There are openings on the Advisory Committee. The April 28th meeting is open to the public.** See AC information at [www.ohioschoolforthe deaf.org/islr/advisory.html](http://www.ohioschoolforthe deaf.org/islr/advisory.html), open meeting information at <http://ohioschoolforthe deaf.org/outreach/documents/registrationopenmeeting.pdf> or contact ISLR (see back cover) for more information.

## Summer Institute

Plans are underway for Summer Institute 2007. Morning plenary sessions include updates on ISLR activities and Ohio interpreter training programs, including programs in development. Our evening keynote speaker will be Sharon Neumann Solow. Sharon is the author of *Sign Language Interpreting: A Basic Resource Book* and *Say It With Sign*. She brings insight and humor to her presentations. Workshop presenters include Sharon, Dr. Mike Kemp, Maryann Barth, and more. Watch for registration materials soon!

« « « «

### STAFF NEWS

## Welcome New Arrivals!

### *New Staff Member – Mike Halischak*



Mike is the new American Sign Language teacher for the Center for Outreach Services. His current focus is on providing ASL instruction for parents both in Columbus and around the state through distance learning equipment. Mike has a BA in linguistics from the Ohio State University and is working towards an MA in ASL Education at OSU. He is an adjunct faculty member in the interpreter training program at Columbus State Community College. Mike is the fourth generation of Deaf people in his family and is a graduate of the Maryland School for the Deaf. He holds a Provisional certificate as an ASL teacher from the American Sign Language Teachers Association and was Vice-President of the Ohio chapter.

### *Babies!*

ISLR is thrilled to welcome the newest members of our family. Lucia Catherine Murphy was born to Margaret and Mike Murphy on January 24th. Sara Paullin Casto, husband Trevor Casto, and son Tristan welcomed Alana Paullin Casto on January 30th. Both families are doing well, and Margaret and Sara are enjoying maternity leave.



## Ohio School for the Deaf Building Plans

### *Two Schools on One Campus*

With the passage of the Ohio's Capital Budget for Fiscal Year 2007-2008, the state appropriated to the Ohio School Facilities Commission \$4 million for the planning and design of a combined campus for the Ohio School for the Deaf (OSD) and the Ohio State School for the Blind (OSSB). The schools are looking to the future and want to ensure that our facilities will be able to serve Deaf, Hard-of-Hearing, Deaf-Blind, Visually Impaired and Blind learners for many more years to come. This effort to build both new schools on a combined campus will allow us to provide better educational services and support to our learners, parents, and teachers with greater efficiency than ever before. The support of the State of Ohio in this effort guarantees that deaf and hard-of-hearing learners will have a residential school option for many years to come.

As part of the short-term and long-term processes, Planning and Advisory Councils will be professionally facilitated by the international educational planning firm of DeJong & Associates. The Planning Council will help make the tough decisions over the next three to four months. The Advisory Council is expected to last at least five years. A planning group consisting of faculty, staff, alumni and community members of OSD and OSSB has been formed. This group will be involved in an intensive planning session for March and April to assist the educational planners in coming up with a program of requirements for the Ohio School Facilities Commission.

OSD is working with national experts and the 12 other state Schools for the Deaf and the Blind to gather their best practices and lessons learned to insure the best schools for the future in Ohio. Dr. Gertrude Galloway, former superintendent of the New Jersey School for the Deaf, will be providing expert content for OSD. Everyone involved in this process has a commitment to insuring that the separate rich histories and unique identities of our schools will continue long into the future.



## RESOURCE RICHES

## IEP Modules & Interpreting Videos Online

### NCRTM Now Has Many Videos Available Online

The National Clearinghouse for Rehabilitation Training Materials (NCRTM) now has many of their interpreting and ASL-related videos and print materials available to download over the internet. As part of this collection, the set of three Individualized Education Program (IEP) Independent Study Modules developed for interpreters by ISLR is now also available online from NCRTM.

The videos can take a long time to download. When you click on "Click here to watch video" select to save the file on your computer. Once the video is saved on your computer, you can then view it at any time with a program like Windows Media Player. The print materials are pdf files and can be viewed with Adobe Acrobat. Both Media Player and Adobe Acrobat can be downloaded for free from the internet.

NCRTM also has a new web address. Visit them at <http://www.ncrtm.org>. Click on Digital Library to search the catalog. Many of their Deafness-related items can be found by searching "interpret" or "ASL" as a keyword. The IEP modules can be found by searching for "Individualized Education Program."



## RESOURCE RICHES

## Misunderstood Minds

By WGBH Boston & Kirk Documentary Group

Reviewed by Dawn Hayden, Cleveland City Schools

Misunderstood Minds is a study of five children with various learning disabilities: ADHD, processing skills, phonemic awareness, and expressive language deficiencies. The study follows these children for several years charting their academic successes and failures. The description of this video mentions most academic areas, but the true focus of this study is language, both expressive and receptive. Each student showed signs of a disability early in school and problems with reading were a common factor.

Although it does not focus on deafness, it does address other possible learning disabilities we should all be aware of. Today so many children have more than one disability; deafness may not be their only disability. It shows some common disabilities and their symptoms. The psychologist, Dr. Mel Levine, suggests that early intervention is the key. Ideally, a disability should be found by the age of 9, although one student in this study was not diagnosed until the 9th grade. He is the only failure shown. Each of the other students was diagnosed by the 4th grade and has a successful ending.

When working with students, it is necessary to be aware of the many possible reasons for them to have problems. Educators need to be aware that students are not being 'lazy' or 'not trying hard enough.' Some of these disabilities are subtle, requiring different interventions. Of equal importance is the demystification of the child's disability. If the child understands his disability he may have a better chance of success. This video has a wide range of useful information for all educators, including educational interpreters.

*Editor's Note: This video was originally produced for PBS. You can borrow or view the video from the Described and Captioned Media Program: [www.dcmp.org](http://www.dcmp.org), 800-237-6213 v, 800-237-6819 tty, [info@dcmp.org](mailto:info@dcmp.org). Request item 10844 (DVD), 9891 (VHS), or view online. PBS has a companion web site for this video at <http://www.pbs.org/wgbh/misunderstoodminds/> which includes additional information as well as a link for ordering the video from PBS.*

## RESOURCE RICHES

## Described & Captioned Media Program

*CMP has a New Name & New Web Site*

The National Association of the Deaf program formerly known as the Captioned Media Program is now the Described and Captioned Media Program (DCMP). With this change, they will now also provide video-described media for people who are blind or visually impaired. The DCMP offers many captioned and signed videos on loan at no cost, many of which are great for professional development for interpreters. DVDs and VHS tapes can be mailed to you or you can view most of their videos over the internet. The materials are housed in repositories across the United States, including at the Ohio School for the Deaf, which was recently ranked number one out of twenty-five libraries with 394 shipments in December 2006. Visit their new web address at [www.dcmp.org](http://www.dcmp.org).





IVA D'LEMA

## Emotional Responses while Interpreting

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

**Recently, I interpreted a really heart-wrenching movie in health class and found myself with tears running down my cheeks. I was sobbing into my hands before I pulled it together. Some students were crying, too, but I was so embarrassed. How can I keep my emotions from getting the better of me?**

Iva and others in this situation could:

- **Accept emotional responses as human.** It is normal to have emotional reactions, especially if we have a personal history with a topic. Including the emotions of different speakers is part of providing an interpretation that matches the spirit of the original message. But that very process can make our own reaction stronger than it might be if we were just observing. You will have to determine how much of your personal emotion you can show (e.g. tears running down your cheeks) and when it becomes too much (e.g. chest-heaving sobs).
- **Prepare as much as possible for what will be happening in class.** Ask the teacher about their lesson plans, preview videos you will interpret if you can get hold of them, and read what the students are reading. While this is good advice in general for interpreting effectively, it could also help you prevent being surprised by an emotional situation and thus be better able to handle it.
- **If you know you will have a strong emotional reaction, consider asking another interpreter to interpret the lesson.** Maybe you could swap classes with another interpreter or arrange for a substitute.
- **Try to avoid looking at visuals you find emotionally upsetting.** If you don't look at the movie, see the face of the emotional speaker, or view the disturbing image a teacher is presenting, you may be able to keep your emotions under control better. Of course, some visuals you may need to look at in order to interpret the information effectively, but you can make conscious decisions about what to look at.
- **Focus on your interpretation.** Remind yourself that falling apart will not help the situation or the people involved, but providing a good interpretation might. Try to disconnect yourself from what is happening as much as you can and pour yourself into providing the best possible interpretation.
- **Step out of the room if you become too emotional.** Ideally, you would have a team interpreter who could take over while you left to compose yourself. But even if there is no one to replace you, the deaf student may get more information if you to leave the room for a few minutes and return to interpret than if you sob through the rest of the class.
- **Provide an emotional outlet for yourself after interpreting.** Interpreting emotional information leaves its mark on the interpreter. Find appropriate ways to release this emotion after the class. Sob in your car during lunch, call a friend to vent, journal about your feelings, or whatever you find helpful.



**PLEASE HELP IVA!!!**  
Iva has a dilemma. Yes, again! Send your thoughts to ISLR by June 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.

**Again — you give me such great advice. Now here's my latest.... We have a Deaf staff member in our district. She recently told me and a deaf student I work with that we should be using different signs for some concepts. But the signs we have been using are what I was taught in school and the student understands them. I told her my signs were right and I planned to keep using them. She was very upset that I didn't take her advice. I realize now I didn't handle the situation well. What could I do differently next time?**

*Interpreting...is not merely transposing from one language to another. It is, rather, throwing a semantic bridge between two different cultures, two different thought worlds.*

*~ Claude Namy*



BACHELOR'S DEGREE AT UC

## Sign Language Interpreting Program

Development has begun on a Sign Language Interpreting strand of study in the special education baccalaureate program in the division of Teacher Education at the University of Cincinnati. Suzanne Ehrlich-Martin started in January as coordinator of the Sign Language Interpreting initiative. This undergraduate strand of study is being designed to build on the existing Deaf Studies undergraduate certificate offered by the university. Pending approval, application for the Fall quarter cohort will begin later this Spring quarter. The upcoming Fall cohort will concentrate on the last two years of this new undergraduate strand. Applicants who have an associate degree in interpreting are eligible to apply for this new baccalaureate option. For more details regarding course and general education requirements, as well as course delivery methods, please contact Suzanne Ehrlich-Martin at (513) 556-1670 or [suzanne.ehrlich-martin@uc.edu](mailto:suzanne.ehrlich-martin@uc.edu).

(LIBRARY from page 1)

### Receive a Library Card

Members of the Center for Outreach Services mailing list, including those receiving *Signals*, have received a State Library of Ohio card in the mail that allows for the **special privilege of having materials mailed to them at no charge** (individuals are responsible for the return shipping on the item). If you are interested in receiving one of these cards, join our mailing list by visiting our website or contacting us (see back page).

Individuals without a card can borrow items through interlibrary loan at their local library or through OhioLINK, a consortium of 85 libraries across Ohio.

### Search the Collection

The items in the Deafness collection are housed as a separate collection at the State Library of Ohio in downtown

IN SIGHT

## Receiving Preparation Materials

*What is an approach you have found to be effective for getting the preparation materials you need from teachers?*

*Alisa Black, Fairfield County Educational Service Center*

Try to find a convenient time for the teacher. Volunteer to make copies and do most of the leg work so it doesn't seem to be more of a burden to the teacher. Let him/her know you can hold your own, but you need materials.



*Diana DeSloover, Lucas County Educational Service Center*



My favorite phrase is, "I could 'sight-read' this and do a good job, or if I have the material ahead of time, we will both have a stellar performance." I also know another interpreter who has gotten preparation and materials on the student's IEP.

*Tammy Dearth, East Muskingum Local Schools*

Ask, remind and leave a large note!



Columbus where they can be browsed by State Library patrons.

Items in the Deafness collection can also be searched online through the State Library of Ohio's web site at <http://slonet.state.oh.us>. By modifying the "location" searched to specify "Deaf - ISLR Collection," you can search only items from the Deafness collection. The library had materials related to Deafness and Sign Language prior to our materials being added, so if you search the entire collection the listing will include these materials in addition to those in the special collection.

### Expanding the Collection

Over time, the Center for Outreach Services plans to expand the collection and add new titles that become available. If you have suggestions for titles to add, contact us with your recommendations (see back page).

### Titles from the Deafness Collection

This is just a sample of a few of the many items now available from the State Library of Ohio:

*Best Practices in Educational Interpreting* by Seal

*Reading Practices with Deaf Children* by McAnally, Rose & Quigley

*ASL-to-English Interpretation: Say It Like They Mean It* by Kelly

*Classifiers: Describe Your Surroundings* by Lazorisak

*ASL Semantics* by Bruce

*ASL Technical & Specialized Vocabulary Resource Dictionary* by Bar-Tzur

*Interpreting Practice Tape: High School Sample* by Sign Enhancers

*Fingerspelling in American Sign Language* by Cartwright



## **(EIPA from page 1)**

The test involved sign to voice and voice to sign. To be honest, this was a truly intense experience. Our emotions ranged from anxiety, fear and stress to relief and utter joy at having completed our EIPA. Then...the waiting game!

Waiting for our results seemed to take an inordinate amount of time. It actually took about three months. Fortunately, the format of the results report was clear and extremely easy to comprehend. Strengths and weaknesses were unmistakably noted in a very constructive manner, with suggestions for improvement and professional development.

As the profession of educational interpreting continues to evolve, we feel indebted to those who continue to develop tools for assessment so that we may forge ahead in our pursuit of being the most highly qualified educational interpreters that we can be. We encourage all educational interpreters to take advantage of the EIPA.

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## **What is the EIPA?**

### ***EIPA Performance & Written Tests Evaluate Skills of Educational Interpreters***

The Educational Interpreter Performance Assessment (EIPA) is a tool to evaluate the interpreting skills of interpreters who work in elementary and secondary educational settings. The EIPA performance test was developed by Boys Town National Research Hospital in 1991. In addition to the performance test, there is now also an EIPA written test. The written test and performance test are separate — interpreters do not need to take the written test to be eligible for the performance test.

### ***EIPA Performance Test***

The EIPA performance test has multiple versions to evaluate interpreters who work with students at both the

elementary and secondary levels who use American Sign Language (ASL), Manually-Coded English (MCE) and Pidgin Sign English (PSE). The interpreter selects which level and which language option. There are two components of each test. The voice-to-sign component uses video from a live classroom as the stimulus. Interpreters can preview the lesson plan during a warm-up period. The sign-to-voice component is an interview of a deaf student who primarily uses the language option chosen. Interpreters hear questions posed to the student in spoken English and then voice the student's response. During a warm-up period, the interpreter can watch the student before starting to voice.

A team of three professionals, including one deaf individual, evaluates the interpreting samples. The samples are rated in four domains: grammar, sign-to-voice interpreting, vocabulary and overall abilities. Each domain is rated on a scale of 0 to 5. The scores from each evaluator are averaged to provide a score for each skill area (sign-to-voice and voice-to-sign), each domain and an overall score.

A full report of the results is sent to the interpreter, including scores for each rated item and an overall score, written feedback on strengths and weaknesses, and suggestions for improvement. The EIPA suggests that interpreters rated as less than 3 are not recommended for classroom interpreting. Interpreters rated with a 3 can interpret with continuing supervision and professional development. Interpreters rated at level 4 are capable of conveying most classroom content but may have difficulty with complex topics or rapid turn-taking. Interpreter rated at level 5 can clearly and accurately convey most classroom interactions.

Many states now use the EIPA as a measure of minimal competency for educational interpreters to receive licensure or certification. The EIPA website lists contacts for 33 states, including several who are part of the

Assessment System for K-12 Educational Interpreters (ASK12). Ohio does not require the EIPA for licensure, but educational interpreters can use the EIPA to provide evidence of their skills and employers can require the EIPA if they choose. In September 2006, the Registry of Interpreters for the Deaf (RID) decided to recognize interpreters with an EIPA score of 4 or higher as certified members of RID.

The cost of the performance test is \$250, and local administration costs of up to \$75 are charged at some locations. The nearest EIPA testing sites to Ohio are in Goshen, Indiana and Charleston, West Virginia. Individual schools can also administer the EIPA. Schools in Ohio can make arrangements for a faculty member or administrator to serve as a Local Test Administrator by contacting the EIPA Diagnostic Center (see information below).

### ***EIPA Written Test***

EIPA Written Test evaluates interpreters' understanding of information that is critical for working with students in an educational setting. There are approximately 230 questions on the test based on standards of knowledge educational interpreters need to be successful in the classroom setting as well as the EIPA Code of Professional Conduct for Educational Interpreters.

The written test is administered via computer over the internet. The test must be given under the supervision of an approved proctor. There are some sites already approved and new sites can be established. Interpreters taking the test have an opportunity to become familiar with the online testing environment before beginning. The cost for the written test is \$75.

### ***Learn More***

For more information, you can contact the EIPA Diagnostic Center at (402) 452-5000 or [eipa@boystown.org](mailto:eipa@boystown.org) or visit [www.classroominterpreting.org](http://www.classroominterpreting.org).



## Upcoming Events

### *Spring 2007*

#### **Autism Training for Teachers Serving Deaf and Hard of Hearing Students**

In Columbus, Ohio or via IVDL

April 20th - Autism and Asperger Overview

April 27th - Social Skills and Communication

May 18th - Sensory Issues

May 25th - Behavior and Academic Challenges

Contact OutreachCenter@osd.oh.gov 614.728.1401 v/tty

#### **Creativity and ASL; Narrative Development of ASL Storytelling**

April 21 in Akron, Ohio

Contact Cvcsmc3@aol.com

#### **ISLR Advisory Committee Meeting—Guests Welcome!**

April 28 in Columbus, Ohio

Contact Yveetes Dorton 614-995-1566 v/tty EduTerp@osd.oh.gov

#### **Columbus DeafNation Expo**

April 28 in Columbus, Ohio

<http://www.deafnation.com/expo>

#### **Family Art Weekend**

May 4–5 in Columbus, Ohio

Contact OutreachCenter@osd.oh.gov 614.728.1401 v/tty

#### **Pennsylvania American Sign Language Teachers Association Conference**

May 4–5 in Pittsburgh, Pennsylvania

Contact PAASLTA@hotmail.com

#### **Deaf-Hearing Team Interpreting Process**

May 19 in Columbus, Ohio

Contact Cvcsmc3@aol.com

### *Summer 2007*

#### **Middle School Leadership & Literacy Camp (ages 10-14)**

June 17–22 in Columbus, Ohio

Contact OSD 614-728-1424 v/tty

#### **Summer Sign Camp (ages 3–11)**

June 18–August 27 in Columbus, Ohio

Contact Alice Cogswell Center 614-728-9766 v/tty

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

June 18–19 in Loudonville, Ohio

Contact Yveetes Dorton 614-995-1566 EduTerp@osd.oh.gov

#### **American Sign Language Immersion**

June 20–21 in Loudonville, Ohio

Contact Yveetes Dorton 614-995-1566 EduTerp@osd.oh.gov

#### **Summer Sports Adventure Camp (ages 8–21)**

June 24–29 in Columbus, Ohio

Contact OSD 614-728-1424 v/tty

#### **Educational Interpreting Online Study Group**

June 25–August 20

Contact Yveetes Dorton 614-995-1566 EduTerp@osd.oh.gov

#### **Council of American Instructors of the Deaf Conference**

June 25–27 in Reno, Nevada

[www.caidconference.org](http://www.caidconference.org)

#### **STORYBLEND, ASL and Deaf Culture Immersion Institute**

July 9 - 20, College of St. Catherine, St. Paul, MN

Application form at [www.storyblend.com](http://www.storyblend.com)

#### **Drivers Education School (ages 15 1/2–21)**

July 16–29 in Columbus, Ohio

Contact OSD 614-728-1424 v/tty

#### **Middle & High School Basketball Camp**

July 22–27 in Columbus, Ohio

Contact OSD 614-728-1424

#### **Autism & Deafness, Deafblind or Vision Impairment**

July 30–August 1 in Columbus, Ohio

Contact OCALI [ocali@ocali.org](mailto:ocali@ocali.org) 614.410.0321

#### **Registry of Interpreters for the Deaf Conference**

August 3–8 in San Francisco, CA

<http://rid.org/conv/html>

#### **Transitions to Careers Camp (ages 15–21)**

August 5–10 in Columbus, Ohio

Contact OSD 614-728-1424 v/tty

#### **Early Childhood & Deafness Conference**

August 9–10 in Columbus, Ohio

Contact OutreachCenter@osd.oh.gov 614.728.1401 v/tty

### *Fall 2007 & Beyond*

#### **Use of Discretion in Educational Interpreting**

Presented by Lynette Reeb

September 15–16 in Columbus, Ohio

Contact Yveetes Dorton 614-995-1566 EduTerp@osd.oh.gov

For more information about Center for Outreach Services and ISLR events, see [www.ohioschoolforthe deaf.org/outreach/events.htm](http://www.ohioschoolforthe deaf.org/outreach/events.htm). More info about other events is at [www.ocrid.org](http://www.ocrid.org), the Ohio Chapter of the Registry of Interpreters for the Deaf website.



# 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:

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](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 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.