

SIGNALS

News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Spring 2008

EIPA Available in Ohio!

Both the Performance and Written EIPA Soon Offered in Ohio

The Educational Interpreter Performance Assessment (EIPA) has two portions: a written test of knowledge important for educational interpreters and a performance test which evaluates voice-to-sign and sign-to-voice skills in a classroom setting. Up until this point, while a couple of school districts have offered the EIPA to their interpreters, there have not been any sites in Ohio where either portion of the EIPA was offered to the public. But by the end of 2008, both portions of the test will be available in Ohio.

(See EIPA on page 5)

SHARING SOLUTIONS

First Classroom Experience with C-Print

Interpreters and Student Describe Training, Captioning & Learning with Real Time Speech-to-Text

By Krista Buyno, Sarah McKinney and Jacob Frost
Educational Service Center of Franklin County

Training in C-Print by Krista Buyno

Developed at the National Technical Institute for the Deaf (NTID), C-Print is a speech-to-text real time captioning computer program. A captionist types phonetic-based abbreviations to create a conceptual summary (not a word-for-word transcription) of classroom lecture and discussion which is read simultaneously on another computer by a student. Rather than type complete words, the captionist uses phonetic-based abbreviations which expand to regular text. When it was decided that a student in our program would receive C-Print services, fellow interpreter Sarah McKinney and I agreed to train as captionists.

The C-Print software was purchased through NTID and uploaded to a laptop. My colleague and I accessed C-Print training modules online as well as abbreviation guides and practice audio files. At the start of training, we practiced with simple sentences to learn the rules of abbreviation and gain speed. Then we moved on to classroom lectures, first slowed down to 30-50 words per minute and then gradually increased to near real-time (110-120 words per minute). This may seem daunting, but the abbreviations became second nature and speed came with practice. Lots of practice.

(See C-PRINT page 6)



Upcoming Statewide ISLR Workshops

June 16—17, 2008

Summer Institute for Educational Interpreters

Columbus, Ohio

See page 3 for details

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ISLR Advisory Committee Report

The Advisory Committee (AC) met on January 19th. AC members present included: Tammy Dearth, Lisa Petrucci, Carol Black, Sarah McKinney, Julie Loedding, Mary Roark, Sherry Miller, and Pat Maille. Guests included Becky Costas, Working Conditions Task Force; Donna Liebenauer, Cuyahoga Community College; Lori Woods, Ohio University-Chillicothe; and Greta Knigga, Wright State University. Outreach Director Pam Brodie and ISLR Administrator Jean Parmir were also in attendance.

During the meeting, the committee discussed interpreter training program (ITP) initiatives and activities, including establishing Educational Interpreter Performance Assessment (EIPA) performance test (PT) and written test (WT) sites, a committee on licensure issues, and participation on a standards writing team for the Office of Educator Preparation at ODE. Other issues discussed included data analysis for the working conditions survey, Summer Institute plans, and resource lists.

Outreach/ISLR provided updates on online events, the spring regional workshop, the mentor program, the EIPA for ISLR staff, special education statewide trainings, and new school plans for OSD. Members shared announcements of positions and upcoming events.

The next AC meeting is an open meeting on April 19th. Join us!

There are openings on the Advisory Committee for Northwest, Southeast, and At-Large positions.

See AC information at www.ohioschoolforthe deaf.org/islr/advisory.html, or contact ISLR (see back cover) for more information. ■

Licensure Fee Increases

Five-year Licenses for Interpreters Now Cost \$200

The State Board of Education approved fee increases for educational licenses and permits during their February meeting. The board again discussed the increase at their next meeting after hearing objections from teachers, and they affirmed their decision by a vote of 11-6. The fee increases, which took effect March 1, are to cover administrative costs and system upgrades related to reviews of background checks and tracking of information related to misconduct by educational personnel.

The cost for renewing a 5-year associate or professional license is now \$200. One-year temporary pupil services permits, for interpreters who are enrolled in a degree program approved for licensure, now cost \$40, and long-term substitute licenses, for interpreters who work only as subs, cost \$125.

Anyone who works for a school must now receive background checks every five years, beginning this year. Licensed personnel will have the fingerprint checks done when their licenses expire, and then again each time a license is renewed. Both BCI and FBI fingerprint checks are required, and should be done at a site that can do them electronically.

Along with the fee increases, the renewal forms have changed. You can get the correct form from the ODE website at <http://www.ode.state.oh.us>. Select Educator Licensure, and you can find links to download the forms. If you get a form from somewhere else, make sure the form says "March, 2008." ■

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IN SIGHT

Maintaining Your License

Beyond workshops, what ways have you met the professional development requirements for maintaining your license?



Linda Bezbatchesko, Akron Public Schools

Our district interpreters meet once a month for two-hour Professional Development Meetings (PDMs). We stay focused on topics related to educational interpreting. The topics are pre-approved by our Local Professional Development Committee (LPDC) and okay'd for CEU's. It's helped us all to be informed of new topics and procedures, and has expanded our friendships and support for each other.

Angie Cook, Educational Service Center of Franklin County

One way is to borrow CD-Roms from the Described & Captioned Media Program (www.dcmp.org). First I get pre-approval from my LPDC, then I watch the videos at home at my own pace. It's a great way to get CEUs.



Pamela Kiner, Beachwood Schools

I try to take advantage of everything my school district has to offer. In addition, when studying for the written EIPA exam, we formed a study group that was approved by our LPDC. ■



ISLR WORKSHOPS

Summer Institute Sneak Preview

EIPA, Vocabulary, Idioms and more this June in Columbus

Summer Institute returns to the Concourse Hotel in Columbus on June 16 and 17.

Topics at SI this year include:

- Standardized testing
- Results of the Ohio K-12 Educational Interpreters Working Conditions Survey
- Preparing for the EIPA presented by Bern Jones
- Fingerspelling Research presented by Brenda Chafin Seal
- The Future of Educational Interpreting presented by Brenda Chafin Seal
- Working with a Deaf Mentor presented by Deb Jones
- Interpreting for Music presented by Anthony Nelson
- Future of Interpreter Education presented by Greta Knigga
- Idiomatic ASL presented by Marla Berkowitz
- From Shakespeare to Poetry presented by Greta Knigga
- "Ask the Teacher" Vocabulary Sessions on Computers & Technology, Art & Art History

Rooms are available at the Concourse, at a group rate of \$109 per night plus tax and nearby at the Baymont Inn at \$74 per night plus tax. The two hotels are within walking distance and there is a shuttle between them. To reserve a room at the Concourse Hotel, call 800-541-4574. To reserve a room at the Baymont Inn, call 614-237-3403. Request a room in the ISLR/Summer Institute block. Call by May 26 to reserve a room with this discount.

Registration materials will be available online on April 23 and will also be sent to our mailing list. ■

ODE Licensure Code

New Code of Professional Conduct for all Licensed School Staff

In March 2008, the State Board of Education approved the Licensure Code of Professional Conduct for Ohio Educators. As licensed school staff, educational interpreters would also be expected to follow this code.

The code defines eight principles:

- Professional Behavior
- Professional Relationships with Students
- Accurate Reporting
- Criminal Acts
- Confidentiality
- Use/Possession/Unlawful Distribution of Alcohol/Drugs/Tobacco
- Accepting Compensation for Self Promotion or Personal Gain
- Commitment to Contract

Disciplinary actions that could be taken for violations are also included.

View the entire code at www.ode.state.oh.us and search for Licensure Code.

ISLR WORKSHOPS

Student Reps Needed for SI

Encourage a Student to Apply to Learn and Network

Interpreting students and recent graduates are sought to be student representatives for Summer Institute on June 16 & 17 in Columbus. Student reps assist ISLR staff, presenters and participants in exchange for free registration and free accommodations.

Contact Trudy Halker (see back cover) for more information.

Applications are due May 9th. ■

OCRID Welcomes Educational Interpreters

By David Shanahan

Greetings educational interpreters! The Ohio Chapter of the Registry of Interpreters for the Deaf (OCRID) invites you to consider joining our organization if are not yet a member. Many times we have heard from educational interpreters that OCRID really "isn't for us." How untrue that is. We are an organization for ALL interpreters: educational, religious, postsecondary, community, VRS, legal and medical. So, if you have one specialty, or many, YOU are welcome here!

The Ohio Chapter is led by a wonderful Board of Directors who could not be more supportive if they tried. They work tirelessly for the membership to offer them the best support possible for this profession. They assist the 7 local area chapters to host workshops, coffeehouses, silent dinners and many other events and activities that bring together the Deaf and Hearing Communities as well as the many students who are studying ASL.

There are a couple of upcoming events sponsored by OCRID that you may wish to participate in. One is the Registry of Interpreters for the Deaf Region III Conference that is happening in Columbus this July. Then in October, join us for the 40th anniversary celebration of OCRID's founding. These events are sure to be exciting and educational for the membership. You can find more information about OCRID and the various events by visiting our website at www.ocrid.org. If you have any questions, feel free to contact membership@ocrid.org for more information. ■



Iva D'LEMA

Requesting Visuals

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

I am interpreting for a teacher who hardly ever puts visual information on the board or overhead. Many times a visual (e.g. picture, graph, computation) would make the information so much clearer. I try to create a visual picture within my interpretation, but I often do not know details to do this accurately and have to make assumptions that later may turn out to be wrong. It would often be clearer for me to reference a visual on the board or overhead than for me to "draw it in air." Is it okay for me to ask the teacher to show something visual for the class?

Iva and others in this situation could:

- **Ask the teacher to show an example.** The teacher may be willing to oblige if the interpreter lets them know that a visual at that moment would be helpful. You could discuss this in advance so the teacher would not be surprised when you make this request during class. You can make it clear that it is the interpreter requesting the visual to do their job instead of the student making a request. It is appropriate to ask for what you need to do your job well.
- **Consider whether there are some visuals other students could write/draw for the class.** If the teacher does not have time, the teacher may be able to ask a student to write on the board (e.g. while the teacher reads answers to homework verbally a student could write the same answers on the board).
- **Consider drawing the visual yourself on paper or a small white board just for the deaf student.** If your physical set up allows, you could make the verbal information visual by writing/drawing instead of by signing. This may be especially appropriate for a student with vision issues or when the teacher is unable or unwilling to accommodate. You may need to ask the teacher to pause if you need additional time for this accommodation.
- **Ask the teacher for a copy of visuals in advance or refer to the appropriate pages in the textbook.** Ideally, the teacher would give you and the student a copy of the visuals they will refer to along with their notes, but it may be difficult to make this occur in reality. If the teacher lets you know what pages of the text they will cover, you could have the book handy and may be able to refer to similar visuals in the book during your interpretation.
- **Consider emphasizing the deaf student's need for information to be presented visually at the IEP meeting.** Possibly including this type of accommodation on the IEP would help all the student's teachers know what makes a difference for this child. Interpreting alone cannot provide complete educational access for a deaf student in a mainstream setting and additional accommodations are often appropriate.
- **Recognize that ultimately the decision on what to present visually rests with the teacher.** While an interpreter might be able to ask for visuals and/or write information down instead of interpreting it, there is only so much we can do and stay within our role. We may just have to do our best and accept that the information is not as clear as it could be.
- **Encourage the deaf student to advocate for their own needs.** If a student would like to see information presented visually, they also have the right to ask the teacher for this clarification. ■



From the Desk of Iva D'LEMA

Once again, you all have really come through for me. Thanks! Okay, now let's see what you do with this one!

We have a new interpreter in our school. She is strongly advocating that all of the interpreters use more ASL with our students so the students understand concepts more clearly. But the students in our school are hard-of-hearing, speak clearly, and English is their native language. Plus the IEPs for these students specify we are to transliterate. Would ASL really be better for the students? What should I do?

PLEASE HELP IVA!!!

Iva has another dilemma! 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.

ISLR WEB

Broken Links

OSD recently updated our website. In this process, the addresses for our web pages have changed. If you can't find a page you bookmarked, see www.ohioschoolforthe deaf.org, click on Outreach and look around. The same information remains, but the navigation is different. If you can't find pages you used in the past, contact us for assistance (see back cover for contact information).



(EIPA — Continued from page 1)

EIPA Written Test

The EIPA Written Test evaluates an interpreter's understanding of information critical to interpreting for students in an educational setting. The test covers a range of topics from child development to education to Deaf culture. This multiple-choice test is administered on the computer with a local proctor. The EIPA Written Test is now available for the public in Ohio for the first time.

Wright State University in Dayton has set the following dates and times for offering the test, proctored by Greta Knigga:

May 3 & 17 at 10 am and 1 pm

June 21 at 10 am and 1 pm

August 9 at 10 am and 1 pm

September 6 & 20 at 10 am and 1 pm

November 9 & 22 at 10 am and 1 pm

December 6 & 20 at 10 am and 1 pm

Columbus State Community College will also offer the EIPA written test, hopefully starting in May, with Alan Atwood as the proctor. Check the ISLR web site for a confirmed date.

A certain number of individuals can be accommodated for each date on a first come, first serve basis by submitting an application to Boys Town, the administrator of the EIPA, indicating the proctor. You can register and pay online at www.classroominterpreting.org/EIPA. The cost for the test is \$150.

EIPA Performance Test

The EIPA Performance Test evaluates the ability of an interpreter to convey classroom content and discourse voice-to-sign and child and teen sign language sign-to-voice.

Candidates can choose whether they want to be assessed at the elementary or secondary level.

Candidates also choose whether to be tested on their use of American Sign Language, Manually Coded English, or Pidgin Signed English.

Video of actual classrooms and interviews with deaf students is used as the interpreting stimuli. The candidate has time before the test to review lesson plans and vocabulary for the voice-to-sign portion and view a sample of the child/teen signer for the sign-to-voice portion.

ISLR is becoming a site for taking the EIPA Performance Test. Boys Town limits the number of tests that can be administered in a given month so that they can return results in a timely manner. ISLR hopes to receive slots to start offering the test in July. If you are interested in taking the test, contact us (see back cover) to add your name to a waiting list. We will contact you when slots are available.

The cost of the test is \$250, payable by check to Boys Town at the time of the test. Interpreters from out-of-state will need to pay \$75 to ISLR for local test administration costs. However, Ohio interpreters will not pay an additional fee at this time.

More Info to Come

ISLR now has a page on our website with information about the EIPA at www.ohioschoolforthe deaf.org/EIPA.aspx. This page includes EIPA testing dates and locations in Ohio. Updates to this information will also be in future editions of *Signals*.

ISLR is interested in assisting school districts and other organizations in Ohio interested in offering the EIPA Written Test and/or Performance Test. Please contact ISLR for more information (see back cover) to help you get started. We will announce testing locations and dates for the EIPA for all sites in Ohio. ■

ISLR Staff News

Best of Luck, Dawn!

In January, Dawn Watts resigned her position with Interpreting & Sign Language Resources. Many will miss her caring personality and friendly smile. We wish Dawn the best of luck!

ISLR Staff Rated by EIPA

ISLR staff members recently took the Educational Interpreter Performance Assessment. The EIPA reports scores as levels, with 5.0 being the highest. Trudy Halker and Margaret Murphy took the elementary PSE version and achieved a 4.5 and 4.6 respectively. Jean Parmir took the elementary ASL version and achieved a 4.9. Sara Paullin Casto took the high school ASL version and achieved a level of 4.9. ■

RID Postpones Degree Requirement Associate Degree Requirement for Certification Starts 2009

At the 2003 Registry of Interpreters for the Deaf Conference, members passed a motion that would phase in degree requirements for candidates for an RID certificate over an eight year period starting in 2008. As of June 30, 2008, hearing candidates were to be required to have an associate's degree or higher or document equivalent alternate experience.

However, the RID National Office needs additional time to establish the procedures for documenting equivalent alternate experience and the RID Board of Directors approved an extension to June 30, 2009 for associate's degree requirement.

For more information, see www.rid.org or contact RID at 703.838.0030. ■



(C-PRINT continued from page 1)

Here are some commonly used C-Print abbreviations:

Word	Abbreviation
you	u
will	l
because	bkz
tomorrow	tmro

After captioning all of the audio files, we submitted our practice transcripts to NTID. We received a certificate of completion showing we completed the training satisfactorily and documenting professional development hours equivalent to a three semester-hour course. NTID also provides a listserv for captionists to learn about software upgrades, job opportunities, ask questions and share ideas.

Captioning in the Classroom
by Sarah McKinney

At the beginning of the 2006-2007 school year, after many years as an educational interpreter, I thought that I had experienced so many different challenges and demands that there would be no new surprises. But that was before I began C-Print training! While captioning in the classroom required a whole new set of skills for me, seeing the impact for the student made all of the effort worthwhile.

One of the deaf students in our program, Jacob Frost, had relied on his hearing aid, cochlear implant, and lipreading skills in classes. For his senior year, it was decided that Jacob would use C-Print for his core academic classes. There were two of us trained in C-Print to cover Jacob's classes and substitute for each other.

As we began captioning classes, challenges came up. One the biggest issues for me was lag time. Because I

had only just learned C-Print abbreviations, it took me much longer to express the message while captioning than interpreting. I'm used to having lag time as an interpreter, but as a captionist my lag time was so much longer that I had to re-train my brain so I wouldn't lose information. I flashed back to when I was an interpreting student and just couldn't include everything. But just like interpreting, the more I captioned, the easier it was to keep up.

We also innovated non-traditional "teaming" in some classes. Krista captioned in Jacob's English class. There was another deaf student in that class who I interpreted for. Since I had a natural lag time while interpreting the teacher, Krista was able to look to my interpretation if she got behind in the captioning. If either of us could not understand what a student had said, we could look to each other for help. Most of all, we were able to provide support to each other in this new experience.

In Physiology and Government, I captioned for Jacob. While I had interpreted the Government class before, I quickly learned that I was out of my element in Physiology. Krista was unable to be in that class with me, so we came up with

Speech-to-Text Programs

C-Print Meaning-for-meaning translation using sound-based abbreviation system.
<http://www.ntid.rit.edu/cprint>

Typewell Meaning-for-meaning translation using spelling-based abbreviation system.
www.typewell.com

CART (Communication Access Realtime Translation) Word-for-word transcription based on stenography. www.cartinfo.org

Reimbursement for C-Print or Typewell Training

People from Ohio who successfully complete C-Print or Typewell training between 10/1/07 and 9/30/08 may be eligible for reimbursement up to \$300. For more information, contact Shannon Aylesworth at shannon@pepnet.org or (414) 229-3340 or visit <http://www.pepnet.org/midwest>.

another new kind of "team." Another interpreter, Sheryl Killen, who had interpreted that class twice before and was very familiar with the teacher's style, key phrases, and the scientific vocabulary, came in to support me when I got lost in the terminology and to make sure that I didn't lose critical information.

With C-Print, you can add abbreviations for commonly used terminology for a specific class. I could program a combination of three or four letters to expand into the names of Supreme Court cases or bodily organs. I spent my prep period adding terminology to the system for each class and keeping lists of the new abbreviations I added as "cheat sheets."

Training, practicing, and adding new terms and phrases to the system took a different kind of effort than we were used to, but Krista and I could see what a positive impact it made for Jacob.

Suddenly having a laptop on his desk, and an adult following him to class, was an adjustment. But Jacob quickly warmed up to C-Print and appreciated the new insights captioning gave him during class. He would still watch the teacher and the students, then would "check-in" with the captioning. As he has trouble discerning speech in a group

(See C-PRINT on page 7)



Upcoming Events

Spring 2008

ISLR Advisory Committee Open Meeting

April 19, 2008 in Columbus, Ohio

More info: 614.995.1566 EduTerp@osd.oh.gov

The Way We Do The Things We Do & Why

Presented by Ari-Asha Castalia

April 18–19, 2008 in the greater Akron area, Ohio

More info: Linda Howard lhoward@kent.edu

Cultural and Lexical Variation in Black Signing

Presented by Donald Tinsley

April 26 in Cincinnati, Ohio

More info: LaVerne Thomas yadah@fuse.net (513) 681.1428

Do You See What I Hear? Conceptual Accuracy Workshop and Optional Evaluation

Presented by Tina Perry

May 2 & 3 in Newark, Ohio

More info: Tina Perry (614) 209.1384

Tperry@cornerstonemediainterpreting.com

Deaf Pride Festival at the Ohio School for the Deaf

May 4, 2008 in Columbus, Ohio

More info: Mania Pothorski urrrma@aol.com

www.ohioschoolforthe deaf.org

Summer 2008 & Beyond

OSD Summer Camps for Students:

Drivers Education School June 8–20

Basketball Thrills & Drills June 9–14

Leadership & Literacy Connections June 15–20

Extreme Adventures in Independence August 3–8

More info: 614.995.1566 OutreachCenter@osd.oh.gov

www.ohioschoolforthe deaf.org

Summer Institute for Educational Interpreters

June 16–17, 2008 in Columbus, Ohio

More info: 614.995.1566 EduTerp@osd.oh.gov

National Alliance Of Black Interpreters (NAOBI)

June 19–22, 2008 in Boston, Massachusetts

www.naobi.org/2008 330.244.9327

Registry of Interpreters for the Deaf Region III Conference

July 23–26 in Columbus, Ohio

More info: <http://www.ocrid.org/RIDIIIconference.htm>

Deaf Adolescence Conference

October 5–8, 2008 in Clayton, Missouri

More info: grcdirect@aol.com

(C-PRINT continued from page 6)

setting like a class discussion, Jacob could suddenly access responses he had been missing before. With C-Print, we can show dialogue between various students and teachers. This allowed Jacob to see individual students' personalities through their comments.

There is one other feature, though, that really convinced Jacob that C-Print was a tool he would want to use in college. After each class, Krista and I would convert the transcript into a Word document and email it to Jacob, the mainstream classroom teacher, and the deaf educator who worked with Jacob during his study hall. This allowed Jacob to attend during class and later use the transcripts as his notes. C-Print also provided instant access to teacher announcements about

projects, due dates, and material covered on upcoming tests.

Now Jacob has graduated and moved on to college, where he continues to use C-Print. Knowing that our C-Print experiment, though it was full of new and sometimes frustrating challenges, has opened new doors of access for Jacob makes it all worth the work for me. I still prefer interpreting to captioning, but I would love to provide C-Print to another student so they can have a similarly awakening experience.

Learning with C-Print by Jacob Frost

Throughout my school years, I mainly learned through reading textbooks and what teachers wrote on the board. I never took notes during lectures which was generally not a problem because the teachers were expected to provide me with

full information due to my IEP. Still, sometimes teachers announced test dates, homework, and little tidbits, and I usually never got it all.

When I first heard about C-print, I knew it would be helpful if I used it correctly, and it was. C-Print is extremely convenient for notes. With C-Print, I never have to worry about forgetting what the teacher said.

C-print not only recorded my teachers talking, but the class discussion, too. In the past, I had not even tried to follow the discussion because it was too hard. Now I knew what students said.

I found C-Print to be so helpful, I requested it full time for college. I am so grateful for the chance to use C-Print. It really helped me improve my grades, so much that my GPA during the last semester of my senior year was my best ever. ■

Interpreting & Sign Language Resources

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

Central Representatives:

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Southwest Representative:

Sherry Miller, *Dayton City Schools*
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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.