

# S I G N A L S

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Spring 2010

### SHARING SOLUTIONS

## Maintaining Skills During Extended Leave

By Janet Miller, CT and MBA

Janet has interpreted at Springfield City Schools, Sinclair Community College, and a liturgical church. She is a civilian employee of the Air Force and is temporarily assigned at the Pentagon.

As a part-time interpreter with a full-time job in an unrelated field, it is a challenge to maintain my skills. If you also are part-time or temporarily unable to interpret due to family situations, maybe a tip from my experience can help you keep your skills sharp.

### *Embrace the Mommy track*

My skill development is on its own timeline. When I meet a 22 year old, fresh-faced from an interpreter training program, she may look at me as a mentor. Yet in a year or two her interpreting skill level will outstrip mine. I wish I could avoid comparing skills, but I notice other interpreters' ability right away. But I consciously choose to feel neither inferior nor superior, but to support everyone wherever they are. The only helpful comparison is with my former self, as my own skills have improved over time.

### *Get out there! (when you can)*

My primary job is Monday-Friday, so I socialize with deaf people on the weekend. At times, I want to stay home, but I ask myself, "do you want to be an interpreter or not?" That question gives me the extra push to get out the door and to the event. Weekends are also prime workshop time. I go as often as I can and make the commitment to fully participate. It would be easy to sit on the sidelines and rake in CEUs, but that wouldn't benefit my skills.

(Go to Skill on [page 4](#))

## OCRID Award

### *Honoring Sara Paullin Casto*

The Ohio Chapter of the Registry of Interpreters for the Deaf (OCRID) has two awards that recognize interpreters who have served the profession and the organization. The Russell Moore Award honors a certified member. The Darlene Jahn Award honors a member who is working toward certification. Sara Paullin Casto was the first recipient of the Darlene Jahn award.

OCRID has set aside funding for an award related to work in mentoring interpreters to be given out in Sara's name. Margaret Murphy and Pam Brodie, along with Linda Williams and OCRID board member Shalene Germani, are the committee that is developing criteria for this award.

## Upcoming ISLR Events

June 14 & 15, 2010

*Summer Institute for Educational Interpreters*

Holiday Inn Worthington  
Columbus, OH

October 16, 2010

*Spatial Mapping: Person, Place, Thing...or Something Else*

Kathy Geething  
Ohio School for the Deaf, Columbus

See [page 6](#) for more information!

## SIGNALS ♦ Spring 2010

Online Learning Tips	<a href="#">2</a>
Resource Riches: online training	<a href="#">2</a>
Iva D'Lema: Expansion	<a href="#">3</a>
Statewide Testing Pilot	<a href="#">5</a>
Ohio EIPA Testing Opportunities	<a href="#">5</a>
Summer Institute and Fall Workshop	<a href="#">6</a>
Number of Licensed Interpreters	<a href="#">6</a>
Upcoming Events	<a href="#">7</a>
Contact ISLR	<a href="#">8</a>
Website Interpreter	<a href="#">8</a>





## Online Learning Made Easy

*Try it, you might like it!*

By Devon Dunson, Berea City School District

Have you ever thought about doing an online class through ISLR? The first time a flyer arrived at my doorstep I thought, "I am not a techie, I can't do that." The second time a flyer arrived, the price tag and CEUs lured me in. Since then, I have done three online seminars through ISLR.

Benefits to doing an online seminar:

- First and probably most obvious, participants learn valuable information that helps them become better interpreters. Through discussions, books, articles, posts and/or videos I have discovered many new things about myself and my interpreting.
- Secondly, there is a network of like-minded colleagues to interact with. I love working in a school, but how many people there understand what we do? Few, if any, right? Whether you are in a school by yourself or with other interpreters, an online seminar provides a safe environment to work through numerous interpreting dilemmas and receive great feedback. Depending on the seminar, some participants are deaf or parents of deaf children. Their input and viewpoints are very insightful and valuable too.
- Lastly, you can't beat the price! I don't know any other way to get this many CEUs at such a low cost.

Of course there are downsides to taking an online course:

- The first problem can be ... time. In order to get maximum benefit, you better plan on investing a lot of time. I always end up doing way more than the recommended amount.
- Also, technology itself can be a nuisance. If you aren't a techie, don't worry- they have tutorial videos and everything is Mac and PC compatible. However, unexpected things can happen and cause some waves. Don't worry because online guru Margaret Murphy is great at solving these random issues when they occur.

*Whether you are in a school by yourself or with other interpreters, an online seminar provides a safe environment to work through numerous interpreting dilemmas and receive great feedback.*

The downsides never stopped me from taking another class. So the next time you the open the mail and they are promoting an ISLR workshop, put your reservations to the side and try it. You will be glad you did! (Oh, and you better do it quickly, because they fill up fast and you don't want to miss out.) ■



## Find out more about online learning

Our website includes information about online learning, including

- Is Online Learning Right for You?
- What is Online Learning Like?
- Technology for Online Learning
- Tips for Online Learning

<http://ohioschoolforthe deaf.org/onlinelearning.aspx>

RESOURCE RICHES

## Online Training Videos for Educational Interpreters

*Pennsylvania Training and Technical Assistance Network (PaTTAN)*

According to the [www.pattan.net](http://www.pattan.net) website, "PaTTAN is an initiative of the Pennsylvania Department of Education working in partnership with families and local education agencies to support programs and services to improve student learning and achievement." The site includes information about educational interpreting, registration for training events for interpreters, and materials and streaming video from past training sessions.

To access the website:

<http://www.pattan.net/TrainingMaterials.aspx?ContentLocation=/supportingstudents/EducationalInterpreters.aspx>



IVA D'LEMA

## How Much Expansion Is Too Much?

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

How do you know when you're expanding too much? Sometimes a concept comes up while the teacher is speaking that I know that the deaf student isn't familiar with. The student doesn't even know that she doesn't have the information. Should I expand based on what I know, or do I just ask the teacher for clarification?

I'm sure I'm not the only interpreter facing this issue. What have y'all tried?

Suggestions for Iva and others in this situation are:

- **Expand when needed to make the concept clearer.** If there is not a particular sign for a term, expand the meaning so the student will get a clearer understanding.
- **Clarify when you can do it quickly.** If it's a quick fix, and you're sure yourself, throw in a clarification so the student can follow as much as the hearing students can. Try your best to remember what else is being taught or said throughout so you don't miss anything important. With practice, we can get better at holding information longer.
- **Keep the teacher's goal in mind.** Is this a concept the student must know? If not you might discuss it later. That way the student can feel they have gotten all the information.
- **Ask the student if they understand the term or concept.** Then if no, prompt them to ask the teacher. Ideally, the student should realize there is something they don't understand and ask for clarification themselves, but sometimes, the student is shy about asking or lacks the knowledge to even *know* that they don't know.
- **Continue interpreting** whatever the teacher is talking about and go back later and explain it to the student. Our job is to interpret what the teacher is saying. If more clarification is needed, give it later or ask the teacher to clarify.
- **Avoid the tendency to try to "help" too much.** If the student does not understand the concept, they need to ask for clarification. There are times that the student is shy or self-conscious and they do not want to ask a question, but asking for clarification is a life skill that these students must learn.
- **Mention it to the teacher after class.** There are probably other hearing kids that aren't getting it either. That way the teacher can go back to the topic again next class.
- **Raise your hand and ask the teacher to clarify.** You could feign ignorance yourself and couch the question in a format that will provide the concept to the student, while taking on the role of an interpreter who wants clarification to make sure the interpretation is clear. ■

.....

Many thanks to the participants in a previous Math online session for their responses. As always, great ideas! Okay, here's my new dilemma....

I work with interns from our local Interpreter Training Program, and I try to give them a positive yet realistic view of educational interpreting. One of my colleagues tells them war stories every chance she gets. How can I convince her not to share her negative perspective?

.....

### PLEASE HELP IVA!!!

Send your thoughts to ISLR by June 15th 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. ■



(Skill continued from [page 1](#))  
*Exploit technology*

Shameless plug alert! I recommend the Interpreting and Sign Language Resources programs. I've finished two online workshops. These are asynchronous, so if you can devote a few hours each week, and it doesn't matter whether it is midnight on Wednesday or two Saturday afternoon. As an inactive interpreter, I have lower priority than the school interpreters, but to my pleasant surprise, the instructors and classmates have not been bothered in the least by my lack of educational experience. If you can manage a short getaway, the summer workshops provide two or four days of intensive learning. Although some attendees are there for networking, my primary purpose is density of exposure, and I've been very satisfied.

If a workshop isn't in the cards, take advantage of online resources shared in each newsletter. The state library is a wonderful resource for self-study material. Tapes and CDs are available for loan by mail. Most of the time, the materials can be renewed, so there is adequate time to work at my own pace.

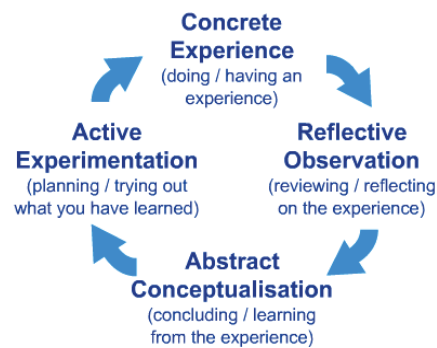
[See the box on [page 5](#) for information about accessing the State Library collection.]

### *Experiential learning cycle*

On the few occasions I do interpret, it is essential to extract maximum value from the limited "hands-up" time. My favorite tool is the **four step experiential learning cycle** derived from the work of David Kolb<sup>1</sup>. [See figure this page.]

**Step one** as it applies to our work: performing an interpreting assignment.

**Step two:** ask what happened. This could be as simple as naming one thing that went well and one thing that I might have done differently. Just taking 30 seconds to reinforce the interpreting event helps solidify its lessons. Usually, I try to go a little deeper and ask what preceded the items I name. This helps assess causal conditions. For example, if the Deaf person got the punch line of the hearing joke, how did that happen? I asked the presenter in advance if there would be any jokes. I used that information to condense the joke set-up, so I could deliver the punch line with the presenter.



### **Graphic Depiction of Kolb's Model<sup>2</sup>**

**Step three:** think about what this event has in common with other interpreting events. Although every event has its peculiarities of conversational partners and topics, when might the positive or negative aspects of the event be repeated? I may never hear the same joke again, but jokes frequently arise.

**Step four:** decide what to apply from the recently completed assignment in the future. In my example, preparing with the speaker and signing an abbreviated set-up enabled success. In the future, I will continue to inquire about jokes and try to do a quick set-up. These four steps are a guide to reflect upon our work and continuously learn as we go. Notice that I used a positive reinforcing example. We tend to focus on our mistakes. However, management

researcher Peter Drucker believes productivity can be raised more by playing to our strengths than shoring up weaknesses.<sup>3</sup>

### *Double duty*

In the course of my day job, I sit in a lot of meetings. Sometimes, there are ten different offices reporting to a senior official and only a few apply to me. During the less pertinent presentations, I mentally interpret what I hear. This helps my ASL structure and also alerts me to troublesome phrases. Another chance for practice during my primary job is when I travel. During the aircraft descent, the flight attendants typically announce connecting gates. I find that provides great practice on fingerspelling, numbers and city sign names.

### *Conclusion*

Being an intermittent interpreter isn't ideal. Our field has many dedicated professionals who devote themselves to the Deaf community and constantly hone their skills. However, if you find yourself temporarily unable to spend the time you would like interpreting, don't give up. Adopt the attitude of doing what you can and not worrying about how much others do. By using your time wisely, you can maintain, or even enhance, your interpreting expertise on a part time basis. ■

<sup>1</sup> Kolb D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, New Jersey: Prentice Hall

<sup>2</sup> Kolb, D.A. as depicted by Clara Davies, University of Leeds, [http://www.ldu.leeds.ac.uk/ldu/sddu\\_multimedia/kolb/static\\_version.php](http://www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php), retrieved March 15, 2010

<sup>3</sup> Drucker, Peter. *Managing Oneself*, *Harvard Business Review*, Jan 2005, page 100-109



## Best Practices for Statewide Testing Pilot Study

*By Wendy Stoica, Alternate Assessment based on Modified Achievement Standards (AA-MAS), Ohio Graduation Tests & Special Versions, Ohio Department of Education Office of Assessment*

Since the publishing of the *Ohio Guidelines for Educational Interpreters*, the ODE Office for Exceptional Children, Office of Assessment and OSD Center for Outreach Services have been discussing best practices for testing students who are Deaf/hearing impaired.

As part of a pilot study during the 2009-2010 and 2010-2011 school years, the Clerc Center at Gallaudet University will administer the Ohio Graduation Test (OGT) and Ohio Achievement Assessments (OAA) to their students during Ohio test windows. Beachwood City Schools has also agreed to participate in a pilot test of released test questions to better develop a process for administering state tests that meet the needs of students who are Deaf/hearing impaired.

Some of the issues that are being piloted include:

- Reviewing the test prior to the administration
- Using the Language Translation Script for “read-aloud” accommodation

- Identifying a process for communicating concepts that don’t have a “sign”
- Scribing student responses

We plan to communicate the feedback, discussion, issues, and ongoing process for testing students this summer or early next fall. ■

*For questions regarding testing, call Wendy Stoica at 614.644.7307 or 1.877 OHIO EDU (toll-free), or email [wendy.stoica@ode.state.oh.us](mailto:wendy.stoica@ode.state.oh.us)*

### State Library of Ohio Deafness Collection

A collection of Deafness and interpreting-related materials is available to all Ohioans through a collaboration between the library and the Center for Outreach Services at OSD. You can borrow materials through the State Library of Ohio catalog or through OhioLINK. Or you can request that your local library borrow the modules for you from one of these sources through interlibrary loan.

For more information, see <http://www.ohioschoolforthe deaf.org/statelibrary.aspx>

## Ohio EIPA Testing Opportunities

### EIPA Written Test

**Name:** Greta Knigga

**Test Dates:** May 1, 2010

June 5, 2010

September 11, 2010

October 2, 2010

November 6, 2010

**Test Site:** Wright University

Creative Arts Center

3640 Colonel Glenn Hwy

Dayton, OH

**Email:** [greta.knigga@wright.edu](mailto:greta.knigga@wright.edu)

**Phone:** 937-775-2175 videophone or 937-775-2075

[classroominterpreting.org/EIPA](http://classroominterpreting.org/EIPA)

### EIPA Performance Test

**Kent State University**

Contact: Leah Subak 330.929.0389

[leahsubak@kent.edu](mailto:leahsubak@kent.edu)

**Ohio School for the Deaf**

Contact: Cindy Whicker 614.387.0128

[whicker@osd.oh.gov](mailto:whicker@osd.oh.gov)

For more information about the Educational Interpreter Performance Assessment (EIPA), including ways to prepare and an application to take the EIPA performance test at OSD, visit [www.ohioschoolforthe deaf.org/EIPA.aspx](http://www.ohioschoolforthe deaf.org/EIPA.aspx). ■

*“There are many kinds of prejudice which restrict the enjoyment of life for those who have them. However the one that is most restrictive to our enjoying a full and productive life is the prejudice which we have against ourselves, in that we prejudge our abilities negatively.”*

*~ Ned Cartledge*



## ISLR Summer Institute for Educational Interpreters

June 14-15, 2010

Holiday Inn Worthington

(Columbus area)



### Interpreter Statistics

According to the Education Management Information System of the Ohio Department of Education, there are currently **614 individuals who hold a license in the area of Interpreter for the Hearing Impaired**. This includes 5-year associate, long-term substitute licenses, and temporary pupil services licenses.

### Preview of Topics

- How to Get the Most from Mentoring
- Where Are We Going With This? Using Face & Space to Convey the Intent of the Teacher
- Saying What They Said: Interpreting Student's Signs
- Helping Kids to Read: Techniques For Spurring English Literacy
- Conceptual Translations of English Idioms and ASL Idioms
- EIPA Written Test Preparation

### Presenters Include

- Cindy Farnham
- Robbin Hoopes
- Christina Warren
- And Outreach staff

REGISTRATION MATERIALS WILL BE AVAILABLE LATER THIS MONTH!

### Student Reps Needed: 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 14 & 15 in the Columbus area. Student reps assist ISLR staff, presenters and participants in exchange for free registration and free accommodations.

Contact Trudy Halker at [halker@osd.oh.gov](mailto:halker@osd.oh.gov) for more information. Applications are due May 13th. ■

SAVE THE DATE!

### ISLR Fall Workshop

October 16, 2010, 9:00 to 3:00

Ohio School for the Deaf, Columbus

### "Spatial Mapping: Person, Place, Thing...or Something Else"

PRESENTER KATHY GEETHING

Recurring comments on EIPA assessments suggest that EIPA candidates should *remember that intent is more important than the content, implement top-down processing, allow the macro point to drive the interpretation, and create a visual framework*. These comments suggest that a successful interpretation of classroom material is more than linguistic strings of data. Interpreters should be alert for opportunities to package the discourse so that students receive the teacher's instructional intent and underlying associations. This packaging takes advantage of the spatial capabilities of ASL to enhance the visual learning style of deaf students. The workshop will briefly examine research regarding the cognitive development of deaf children and how this potentially impacts classroom interpretations. A significant portion of the workshop is dedicated to small group discussions, analysis and experimentation with packaging discourse. ■

*"There are two kinds of fool. One says, 'This is old, and therefore good.' And one says, 'This is new, and therefore better.'"*

*~ John Brunner*



## Upcoming Events

### Discourse Mapping

April 16 and 17 via webcast

[www.signs-of-development.org](http://www.signs-of-development.org)

### Language and Life Enhancement Retreat – Walking off the Beaten Path

April 23-25 in Berkeley Springs, West Virginia

[www.crossroadsolutionscoach.com](http://www.crossroadsolutionscoach.com)

### Bury the Dead *interpreted performances*

April 15 and 22 in Covington, KY

More info: [aubreyshermock@gmail.com](mailto:aubreyshermock@gmail.com) or

[www.thecarnegie.com](http://www.thecarnegie.com)

### Speed Mentoring for Everyday Ethical Dilemmas

May 3 in Louisville, KY

More info: [Michelle.Niehaus@ky.gov](mailto:Michelle.Niehaus@ky.gov) or (502) 564-4456 x4521

### OCRID 2010 State Conference: An Interpreter Odyssey

May 14th - 16th in the Greater Cleveland Area

<http://www.ocrid.org/>

### The NIC Interview: Aim High

May 21 - 22 at Cincinnati State Community and Technical College, Cincinnati

More info: [www.awtiproductions.com/index.php?option=com\\_dtregister&Itemid=98](http://www.awtiproductions.com/index.php?option=com_dtregister&Itemid=98)

### KODA Camp (ages 6-18)

May 22 in Columbus

<http://www.dsc.org/PDF/KODA/eventsKODA/KODACamp2010.pdf>

### Informational & Application Sessions for the 2010-2011 Academic Year

May 22 & August 7 at Wright State University, Dayton

More info: [www.wright.edu/~greta.knigga/](http://www.wright.edu/~greta.knigga/)

### Driver Education Camp Program

June 6-18 in Columbus

<http://www.ohioschoolfortheblind.org/resources/3/Events/Drivers%20Ed%20App%202010.pdf>

### ASL Immersion in St. Paul, Minnesota

June 7-11, 2010 in St. Paul, MN

[http://minerva.stkate.edu/offices/academic/interpreting.nsf/pages/asl\\_immersion](http://minerva.stkate.edu/offices/academic/interpreting.nsf/pages/asl_immersion)

### Deaf Adventure Camp (ages 8-15)

June 27-July 2 in Oregonia, Ohio

<http://www.dsc.org/PDF/DKTC/eventsDKTC/Save%20the%20Date%20Camp%202010.pdf>

### Visual Phonics

June 25-26 at Miami Valley Regional Center/SST 10

Registration in STARS <https://safe.ode.state.oh.us/portal/>

### Signing Exact English 4 credit course

July 12-16 at Wright State University, Dayton

More info: Amelia Penner at [pen04@earthlink.net](mailto:pen04@earthlink.net)

### RID Region 3 Conference

July 21-24 in Bloomington, Minnesota

[http://www.rid.org/member\\_center/chapters/index.cfm/AID/142](http://www.rid.org/member_center/chapters/index.cfm/AID/142)

### Northeast Ohio Consortium for Children with Cochlear Implants (NOCCCI) Forum

August 6 at the ESC of Central Ohio, Columbus

*Information coming soon*

### ISLR Fall Workshop: "Spatial Mapping: Person, Place, Thing...or Something Else"

October 16 in Columbus

*Watch for more information*

## Deaf History, ASL, and Interpreting: *Resources from DCMP*

The Described and Captioned Media Program (DCMP) has many resources related to Deaf History. You can find a list of these at <http://www.dcmp.org/deafhistory/>.

DCMP has many materials for interpreters and ASL users. They recently made some of their *Vocabulary Builders in Sign Language* series available on their YouTube channel. Go to <http://www.dcmp.org/register.aspx> to register as a member and get full use of these resources! ■



## Interpreting & Sign Language Resources

### Center for Outreach Services Ohio School for the Deaf

500 Morse Road  
Columbus, OH 43214

Phone: 614.995.1566 v/tty

Fax: 614.995.1567 fax

Email: [EduTerp@osd.oh.gov](mailto:EduTerp@osd.oh.gov)

### 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, mentoring, ASL assessments, consultations, and internships.

*Signals* is published quarterly in January, April, July and October by ISLR. The editor is Jean Parmir. All issues are available on our website at [www.ohioschoolforthe deaf.org/islr\\_newsletters.aspx](http://www.ohioschoolforthe deaf.org/islr_newsletters.aspx). If you wish to receive email notification of new editions, 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.

*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.*

Visit our website!

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

*Center for Outreach Services Website – Interpreter Directory*

[Center for Outreach Services Home](#)

[News and Notes](#)

[ISLR Advisory Committee](#)

[Staff Bios & Email Addresses](#)

[Interpreter Training Program Work Group](#)

[For Interpreters](#)

*for Interpreter Professional Development*

[Mentoring](#)

[Interpreter Internships](#)

[Interpreter Training Programs in Ohio](#)

[Interpreter Professional Development Resources](#)

*for Interpreter Resources*

[Signals Newsletter Archive](#)

[Interpreting Career Information](#)

[State Library Deafness Collection](#)

[Interpreter Working Conditions](#)

[Ohio Guidelines for Educational Interpreters](#)

[Orienting Teachers](#)

[Indicators of Educational Interpreter Competency](#)

[Interpreting for Students with CIs](#)

*for Interpreter Assessments*

[Educational Interpreter Performance Assessment \(EIPA\)](#)

[EIPA Testing Sites in Ohio](#)

[OSD's EIPA Testing Site](#)

[Sign Language Proficiency Interview \(SLPI\)](#)

[Upcoming Events](#)

[Contact Us](#)

Beyond these links of most interest to educational interpreters, our website also includes information and resources of interest to [other professionals serving deaf students](#) as well as [families](#).

### ISLR Advisory Committee

#### Northwest Representative:

Diane Schmidt, *Mansfield City Schools*

#### Northeast Representatives:

Lisa Petrucci, *Beachwood Schools*

Carol Black, *Canton City Schools*

#### Central Representatives:

Sarah McKinney, *ESC of Central Ohio, Upper Arlington*

Kristi Hill, *ESC of Central Ohio,*

*Delaware Area Career Center*

#### Southwest Representatives:

Sherry Miller, *Dayton City Schools*

Mary Roark, *Jackson Local Schools*

#### Southeast Representative:

Tammy Dearth, *East Muskingum*

#### Member-at-Large:

Jennifer Carrick, *Cuyahoga Co. ESC*

Email Advisory Committee

members at

[ISLRAdvisory@osd.oh.gov](mailto:ISLRAdvisory@osd.oh.gov)

Visit the [ISLR Advisory Committee](#) page on our website to view meeting minutes and learn how to become a member. **Representatives for the northwest and southeast areas are needed.**