

# S I G N A L S

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Winter 2011

### Interpreters Appreciate EIPA Performance Test and Feedback

*Survey of interpreters*

Interpreting and Sign Language Resources sent an invitation to the 22 interpreters who have taken the Educational Interpreter Performance Assessment-Performance Test at OSD to complete an online survey about their experiences. Sixteen of the 22 completed the survey. One question asked was, "Did you feel the test was worthwhile?" Nine respondents (56%) felt that the test was completely worthwhile and 7 (44%) found that it was mostly worthwhile. [See chart, [page 4](#).]

Thirteen out of the 16 respondents (81%) took the test because they wanted feedback to improve their skills. Other reasons given were because it was required by the school district (3 respondents, 18%), because they wanted feedback to prepare to take another assessment (7 respondents, 43.8%), and because it was a "personal, professional goal" (1 respondent).

See [page 4](#) for suggestions the survey respondents have for those who take the assessment. ■

### Upcoming ISLR Events

April 28, May 26, 2011

*Read and Reflection Series: An Online Community of Practice*  
Online discussion

June 13-14, 2011

*Summer Institute for Educational Interpreters*

Holiday Inn Worthington  
Columbus area

See [page 2](#) for a preview of topics!

### SIGNALS ♦ Winter 2011

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*"Nothing that is worth doing can be achieved in our lifetime; therefore, we must be saved by hope....*

*Nothing we do, however virtuous, can be accomplished alone; therefore, we are saved by love.*

*No virtuous act is quite as virtuous from the standpoint of our friend or foe as it is from our standpoint. Therefore, we must be saved by the final form of love, which is forgiveness."*

*~ Reinhold Niebuhr*





## Read and Reflect

### Getting More from Professional Readings!

By Janet Miller

Ever read a great professional article, put it aside and promptly forget what you read? ISLR's Read and Reflect series helps digest a timely article by discussing with peers. I participated in the first of the series on "Market Disorder Within the Field of Sign Language Interpreting: Professionalization Implications." Trust me, the article was less daunting than the title!

*"By concentrating on the article for that hour, I am able to retain the main ideas, especially those that I consider of value to my interpreting work."*

The "read" part was about 45 minutes of preparation to ... you guessed it ... read the article. The "reflection" was an online experience facilitated by Margaret Murphy. Four of us electronically chatted about the content of the article. Margaret's questions were on the audio speakers, while the other participants and I could only type our responses. I had expected to mostly listen and to occasionally add a comment. As it turned out, I was engaged the entire time. By concentrating on the article for that hour, I am able to retain the main ideas, especially those that I consider of value to my interpreting work.

The read and reflect format was a very convenient way to earn continuing education units. I could sit at my desk with zero time devoted to commuting. I also enjoyed the interaction with the other interpreters in the conversation. ■

# Summer Learning

## Summer Institute

### Familiar faces and new approaches



Summer Institute for Educational Interpreters 2011 brings back Ari-Asha Castalia. This will be Ari-Asha's third Summer Institute. She will give our keynote, present on ethics, and lead us in a closing session.

Stephanie Criner also returns to Summer Institute. Stephanie will present on how we can learn from working with practicum students and with our peers.

Shannon Clancy will expand on her previous topic of slang and will provide a session on fingerspelling with deaf students. The sessions will alternate with subject vocabulary sessions. This year, these sessions will be divided by age groups — focusing on elementary through middle school in one and high school in the other.

We will also have updates on what is happening around the state and sessions focusing on three areas of performance skills: showing emphasis and emotions, conveying sentence types and boundaries, and using signing space effectively. ■

## Summer 2011 Course at Wright State University

**EDUCATIONAL INTERPRETING:**

**ENGLISH TO SIGN**

**Instructor George Clark**

Wright State University will offer a 5-week course focusing on skills for taking the EIPA. The course will explore various grade levels and the skills taught can be applied to ASL, PSE, and MCE. This is an elective course, so you do not need to be enrolled to take it. ■

*For more information, contact Barbara Dunaway at [barbara.dunaway@wright.edu](mailto:barbara.dunaway@wright.edu) or Greta Knigga at [greta.knigga@wright.edu](mailto:greta.knigga@wright.edu)*



IVA D'LEMA

## Discussing behavior issues with a student

Iva's most recent dilemma was:



The mother of one of the students in our program called me and asked me to sit down with their daughter to discuss dating, sex, drinking and drugs, and other behavior that her parents are afraid will get her in trouble. They don't sign at all, and they rely on gestures and writing to communicate with her at home. I don't mind interpreting for them sometimes when they drop her off or pick her up at school, but I don't feel like I should be in loco parentis. Yet I'm afraid if no one talks to her about this she'll get in trouble. *What can I tell her?*

Suggestions for this interpreter include:

- **Talk with the Deaf Ed teacher** about the mother's request. The teacher could offer to help the mother explain the topic to her daughter at school and the interpreter could interpret the session.
- **Suggest the mother contact a caseworker** at a place with deaf services or arrange for the mother to get in touch with a Deaf woman to help her explain this to her daughter.
- **Bring this issue to the attention of her entire educational team.** This could become a problem for the girl if she isn't educated, and the team can develop a plan to cover these topics.
- **Remember that you are the interpreter** in this situation, not the parent. Tell the parents how you feel. Let them know you will interpret for them but do not feel comfortable talking 1-on-1 with her.
- **Guidance counselors and health teachers** are a much more appropriate choice to discuss this information. The guidance counselor may have ideas on how you can discuss this situation with the parents. Assure the parents that you will be there to interpret when the counselor or teacher discusses this with the student.
- **Suggest that the parent make an appointment with the family doctor.** They should talk to the doctor beforehand and explain they want this communicated via the office visit. The doctor can hire an interpreter and the educational interpreter doesn't have to cross the line.
- **Do what you can live with.** The interpreter is not the parent, but if she/he is a trusted adult the student may listen better. Having "talks" during health or even some science classes may be necessary.

*As always, you have so many great ideas! I can't wait to see what you'll come up with to help this interpreter!*

I have always learned you should match signing style to the client's language needs. What happens when the student you work with is young, and the parents' perspective on language needs clashes with the interpreter's gut feeling? This could be that the student has only minimal loss and the parents wish to treat them as capital-D Deaf, or vice versa.

### 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. ■



## “What would you say to interpreters who are thinking about taking the EIPA-PT?”

### RESPONSES FROM A SURVEY OF INTERPRETERS WHO TOOK THE EDUCATIONAL INTERPRETER PERFORMANCE ASSESSMENT-PERFORMANCE TEST (EIPA-PT)

- ◇ I think other interpreters should take the test to validate their interpreting skills and to help validate the interpreting profession.
- ◇ Go for it...any opportunity to improve skills and become a well rounded interpreter is a bonus.
- ◇ This is a nice way to help raise the bar in our profession and make the state recognize those who have become a certified member of RID.
- ◇ Why not?
- ◇ Don't be nervous!

#### *“... go to a professional workshop given by people who know what is needed to pass ...”*

- ◇ Make sure before you take the EIPA that you go to a professional workshop given by people who know what is needed to pass. The vocabulary in the glossary should be written so that people who have not been in a recent ITP program can understand what it means.
- ◇ Learn how to interpret with the Gish method before you even think about taking it.
- ◇ Take for improvement of skills and honest feedback.
- ◇ It is a great tool to assess your skills and the feedback is great for planning your professional development plan.
- ◇ It is worth it! You receive detailed feedback about your strengths and weaknesses, helping you to set up a professional development plan.
- ◇ Taking the EIPA-PT was very worthwhile! The feedback was very comprehensive. As I went over my feedback, I had to study the feedback and understand the newer terms.
- ◇ I would say that even though it is somewhat costly it is well worth it. It helped me understand the testing process and also have the experience of testing so next time I may not be as nervous. I feel the feedback is helpful; it helps to know your strengths and weaknesses.

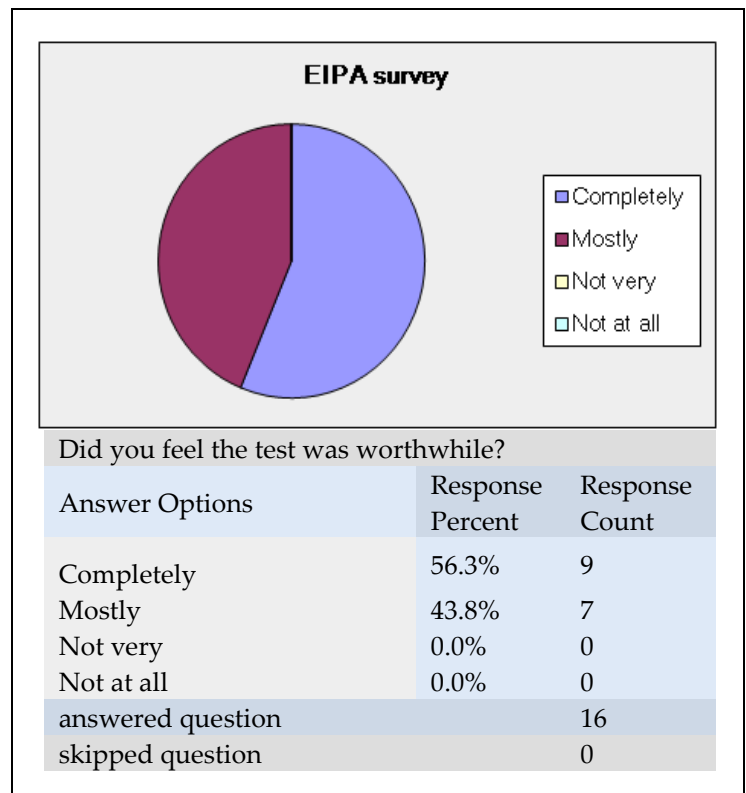
- ◇ For me it was a positive experience, but it would be nice if the results came in a more timely manner, 4 months is a long time to wait!
- ◇ It's not easy, but it is fair.

#### *“Practice ... looking at the camera”*

*“... with real kids”*

*“... with signed videos”*

- ◇ Practice interpreting for videos and looking at the camera. I am used to being with people and I am sure that other interpreters are the same.... Practice, practice and practice some more with your camera!
- ◇ Practice with real kids for voicing and practice with various subject areas for signing.
- ◇ Practice, practice, practice with signed videos samples.





## Accommodations Manual Available

### Information on Accommodations for Instruction and Assessment

The Office for Exceptional Children (OEC) in the Ohio Department of Education (ODE) has developed an Accommodations Manual – Selection, Use and Evaluation of Accommodations that Support Instruction and Assessment of Children with Disabilities. You can access the document at <http://www.edresourcesohio.org/files/Accommodations%20Manual%20February%202011.pdf>.

An Ohio Accommodations Manual Training presentation is available at <http://www.edresourcesohio.org/files/Accommodations%20Manual%20Training.ppt>. To open it, select “Read Only.” ■

# Resources

## ASL Content Standards

### Clerc Center Announces Contract Award for Development of American Sign Language Content Standards for Grades K-12

The Laurent Clerc National Deaf Education Center at Gallaudet University (<http://clerccenter.gallaudet.edu>) has awarded a contract for the development of American Sign Language (ASL) content standards for students in grades K-12.

The content standards will outline the ASL skills students should have at each grade level. The target date for nationwide dissemination of the final ASL content standards is early 2013. ■

## Resource Briefs

- “Interpreting for Deaf-Blind Individuals - Annotated Bibliography” on the National Consortium on Deaf-Blind Interpreting website  
<http://www.nationaldb.org/ISSelectedTopics.php?topicCatID=767>
- “Wierman's Family ASL 1” free iPhone app with 50 words for family members, meal time, and play time  
<http://itunes.apple.com/us/app/wiermans-family-asl-1/id363303489?mt=8>
- “ASL Inside” catalog of ASL materials including many children's stories  
<http://www.aslinside.com/index.php>
- “The Interpreter’s Tapestry” page of resources for educational interpreting  
<http://www.interpreterstapestry.org/edterp/1documents.shtml>
- “ASL-STEM Forum” vocabulary for Science, Technology, Engineering, and Mathematics (STEM)  
<http://aslstem.cs.washington.edu/>

## Ohio EIPA Testing Opportunities

### *EIPA Written Test*

**Test Site:** Wright State University  
Creative Arts Center  
3640 Colonel Glenn Hwy  
Dayton, OH

**Test Dates:** June 26 and November 12, 2011, 9:00 AM

**Name:** Greta Knigga

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

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

<http://classroominterpreting.org/EIPA/index.asp>

### *EIPA Performance Test*

#### 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).



## Ohio Chapter Registry of Interpreters for the Deaf Conference



### ***Includes Educational Interpreter Sessions***

#### **2011 OCRID: Growing Above and Beyond! Conference and Business Meeting**

Columbus State Community College

#### ***Schedule:***

#### **Friday, May 20**

6:00 pm

Registration and Social Hour

7:00-9:00 pm

*"Do I Say Black or African American?"* Royce  
Carpenter

*Friday's workshop is provided free of charge through  
contributions from Deaf Services Center and CSCC!*

#### **Saturday, May 21**

9:00 am

Registration opens

10:00 am - 1:00 pm

*"Sign Language Interpreters: Qualified? Says  
Who?"* Linda Ross

*"Emerging Issues for Interpreters in the K-12  
Setting: Students with Cochlear Implants"* ISLR

1:00 - 3:00 pm

Lunch and Business Meeting

3:30 - 6:30 pm

*"Case Conferencing: A New Approach to  
Talking about the Work We Do"* Amy  
DeLorenzo

*"Gaining Conceptual Understanding: Spatial  
Mapping in Math and Science"* Robbin Hoopes

For workshop descriptions and registration  
information, see <http://ocrid.org/workshops.htm>

*"Every great and deep difficulty bears in  
itself its own solution. It forces us to  
change our thinking in order to find it."*

*~ Niels Bohr*

## **Deaf Education Website Request**

EXCERPTED FROM A MESSAGE TO THE DEAF  
EDUCATION CONSULTANTS IN STATE  
EDUCATION AGENCIES LISTSERV

The Deaf Education Web site

([www.deafed.net](http://www.deafed.net)) was created via a series of  
grants that ended in 2006. Since that time,  
small grants have supported the site, but those  
grants have run out. The Division for  
Communicative Disabilities and Deafness  
(DCDD) of the Council for Exceptional  
Children ([www.dccd.us/](http://www.dccd.us/)) provided support  
for the Deaf Education Web site through April  
of 2011 based on a plan to increase DCDD's  
membership by increasing the visibility of the  
Division.

Your help is requested to make DCDD's plan a  
success and help ensure the ongoing  
availability of the site for us all:

- Encourage your colleagues to use the Deaf  
Education Web site to search for resumes,  
post positions and investigate our shared  
Deaf Education knowledge base.
- If possible, please encourage your  
colleagues to consider joining Division for  
Communicative Disabilities and Deafness.

Harold A. Johnson/Professor

Deaf Education Teacher Preparation

343A Erickson Hall

Michigan State University

East Lansing, MI 48824

517 432-3926 [office]

35.8.171.220 [video ph]



## Upcoming Events

### Fingerspelling Made Easier & Multicultural Awareness: African American Culture

April 30 at Kent State University

<http://ocrid.org/workshops.htm>

### Chew it 20 Times: Whole Thought Processing for Effective Interpretation

April 30 in Cincinnati

Theresa Richard – [trichard@sorenson.com](mailto:trichard@sorenson.com)

### OCRID Spring 2011 Workshop and Business Meeting

May 20 - 21 in Columbus

<http://ocrid.org/workshops.htm>

### Driver Education School for Deaf or Hard of Hearing Students

June 5-17 at the Ohio School for the Deaf in Columbus

<http://ohioschoolforthe deaf.org/resources/1/PDF/driveredbrochure2011.pdf>

### ISLR Summer Institute 2011 for Educational Interpreters

June 13-14 in Columbus

*Registration - watch for email or check our online events page!*

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

### 2011 American Association of the Deaf-Blind National Symposium "The Future is in Our Hands"

June 19-24 in Fort Mitchell, KY

[http://aadb.org/conference/2011\\_symposium/invitation.html](http://aadb.org/conference/2011_symposium/invitation.html)

Lynn Jansen at [events@aadb.org](mailto:events@aadb.org); (513) 242-4171 (Voice)

### Deaf Adventure Camp

June 26-July 1 in Oregonia, OH

<http://www.dsc.org/DKTC/camp.html>

### ASLTA 2011 Conference: "ASL Now! Teaching to the Next Level"

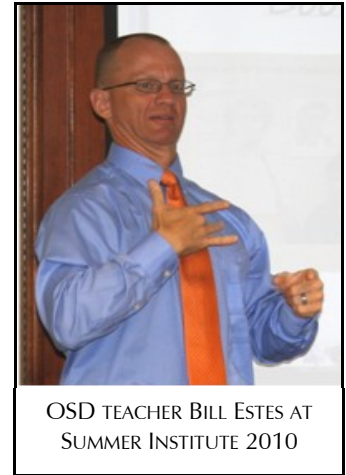
June 29-July 3 in Seattle, WA

<http://www.aslta.org/2011/wa-aslta-announces.html>

### RID 22nd National Conference: "Growing Globally"

July 17-22 in Atlanta, GA

<http://www.rid.org/conferences/calendar/index.cfm/AID/172>



OSD TEACHER BILL ESTES AT  
SUMMER INSTITUTE 2010



PRESENTER CINDY FARNHAM AT SUMMER  
INSTITUTE 2010

*For events sponsored by the Center for Outreach Services, visit our website  
at*

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

*For up-to-date information on workshops and other news, check out the  
new Ohio Chapter of the Registry of Interpreters for the Deaf website!*

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



## 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)

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[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:

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*Ohio, Upper Arlington*

Kristi Hill, *ESC of Central Ohio,*

*Delaware Area Career Center*

#### Southwest Representatives:

Theresa Beuerlein, *Cincinnati Public*

*Schools*

Mary Roark, *Jackson Local Schools*

#### Southeast Representative:

*No representation*

#### Member-at-Large:

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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.**