

S I G N A L S

News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Summer 2007

Educational Interpreter Working Conditions

Participate in a Statewide Survey to Collect Data

How much do interpreters earn across the state? Are other interpreters in unions? Do they have paid planning time? These and other similar questions are often asked and the ISLR Advisory Committee has decided to find out the answers! A task force is conducting a two-part statewide survey of the working conditions of educational interpreters. The interpreter portion of this survey was initially distributed at Summer Institute and is now available for others to complete online. Go to <http://www.ohioschoolforthe deaf.org/islr/workingconditions.html> to complete the survey.

(See SURVEY on page 5)

SHARING SOLUTIONS

Working in Tandem

The Mentoring Experience

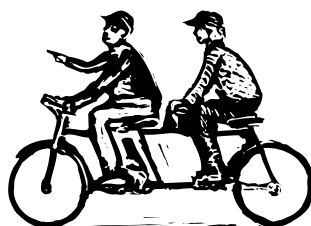
By Leah Subak with contributions by Rachel Leffel

Tandem is defined by Dictionary.com as “an arrangement of two or more objects or persons one behind another.” The concept of a tandem relationship is an interesting way to frame the mentoring experience. In the mentoring context in which Rachel and I found ourselves in the winter/spring session of 2007, we were two persons, one behind the other. We experienced enjoyment and growth during our session and wanted to share some thoughts with you.

Several mental pictures came to mind as we thought about the definition of “tandem” in relation to our mentoring work, including a bicycle build for two, of course! A mentoring relationships with ‘one behind another’ might be:

- An image where the mentor was behind or in front of the mentee in a symbolic pushing or pulling action.
- Another picture would be figurative in that the mentor would be in the mentee’s corner, so to speak.
- Or the mentee could be in the lead, pulling the mentor along and guiding him/her as to what the mentoring experience should be (this is a fantastic picture and the ideal!)
- Last, but not least, the mentee could be behind the mentor as well, as in the mentor’s corner too; without cooperation, the relationship doesn’t work as effectively.

(See TANDEM on page 6)



Upcoming Statewide ISLR Workshops

September 15–16, 2007

Use of Discretion in Educational Interpreting ~ Lynette Reeb

Ohio School for the Deaf, Columbus
See the enclosed flyer for details

September 17–November 26, 2007

Interpreting Math Classes Online Study Group

See page 7 for details

SIGNALS ♦ Summer 2007

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ISLR Advisory Committee Notes

The Advisory Committee (AC) hosted an open meeting on April 28th. AC members present included Jackie Miller, Tammy Dearth, Karline Caslow, Carol Black, Becky Costas, and Sherry Miller. ISLR Administrator Jean Parmir, Outreach Director Pam Brodie, and staff member Margaret Murphy were also in attendance. Guests included DeVonne Tucker, Andrea Lyon, Angie Erwin-Cook, Kim Gordon, Lisa Petrucci, Sheryl Killen, Debbie Hall, Pamela Kiner, Jenna Flint-McBriar, and Sarah McKinney.

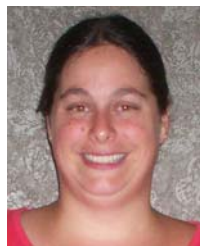
During the meeting, the committee discussed the planned survey of educational interpreter employment practices, use of the Educational Interpreter Performance Assessment in Ohio schools, and union membership among Ohio educational interpreters. Outreach/ISLR updates included: plans for future workshops and online study groups, Outreach grant feedback, plans for Ohio School for the Deaf/Ohio State School for the Blind facilities, and interpreting research. AC members reported on happenings in their regions.

The AC retreat is planned for July 24–25. There are openings on the Advisory Committee for four of the five regions. Lisa Petrucci, Beachwood City Schools, and Sarah McKinney, ESC of Franklin County, have joined the committee. They will be completing unexpired terms for Karline Caslow and Becky Costas. Thanks to Karline and Becky for their years of service. See details for becoming an AC member and complete notes from meetings at www.ohioschoolfortheblind.org/islr/advisory.html or contact ISLR (see back cover) for more information.

New Advisory Committee Members

Sarah McKinney

Sarah has just completed her fifth year as an interpreter with the Educational Service Center of Franklin County. She interprets at Upper Arlington High School, and is also a coach for their Academic Bowl team for deaf students. Sarah learned ASL at Columbus State Community College, while she was a college student at Ohio State, then got her Master's of Arts in Interpreting at Gallaudet University in 2002. Sarah is anxiously awaiting her NIC test scores, and is thrilled to join the ISLR Advisory Committee!



Lisa Petrucci

Lisa has been an Educational Interpreter for Beachwood City Schools since 1999, primarily working with grades 1-3. Prior to that, she interpreted in Lorain City Schools. She currently serves as President of the Beachwood Educational Interpreters' Union (BEIU) and is a member of the Beachwood district interview committee for hiring educational interpreters. She works with interpreting students from various colleges in Northeast Ohio during their interpreting/observation classes and provides assistance, advice, and feedback. Lisa is involved in many professional development activities and is a member of RID, NAD, OCRID, and OAD. She is nationally certified (NAD IV) and has taken the EIPA.

WORKSHOP WISDOM

Advice for New Interpreters

At Summer Institute, Sharon Neumann Solow gave a presentation entitled "Attitude is Everything!" During this workshop, she asked the participants, "If you could tell a brand new interpreter ONE thing to do to improve their work, or to start out successfully...what would that ONE thing be?" Here is the collected wisdom from the interpreters present:

- ♦ Be flexible
- ♦ Consider (don't always accept) feedback
- ♦ Take one step at a time
- ♦ The ITP is not the real world
- ♦ If you are unclear, ASK
- ♦ Don't pretend you understand
- ♦ Be confident in the skills you've already developed
- ♦ Enjoy your job
- ♦ Love what you do
- ♦ Take your time
- ♦ Find mentors
- ♦ Be willing to learn
- ♦ There is always an interpreter who is better than you and one who is worse
- ♦ Master your English skills
- ♦ If you're not drawn to this work – run!



Sharon Neumann Solow presenting at Summer Institute



RESOURCE RICHES

State Library Deafness Collection Well Utilized

Have you borrowed anything from the new ISLR-Deaf Collection at the State Library of Ohio? If so, you aren't alone! There have already been 800 circulations from this collection of 400 titles in the few months since these resources became available. Over 1000 new patrons have been added to the State Library by the Center for Outreach Services.

If you haven't borrowed anything yet, see the titles below for just a few of the 400 reasons to do so.

If there are other books, videos, etc. that you would like to see added to this collection, send your suggestions to Margaret Murphy (see back cover for contact info).

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:

Alone in the Mainstream by Oliva

Stomach This: The Digestive System in ASL by Digiterp

Train Go Sorry: Inside a Deaf World by Cohen

Sports & PE Signs by Lazorisak

Living Legends: Six Stories about Incredible Deaf People by Toole

Deaf Children Signers by Sign Enhancers

Consecutive Interpreting from English by Patrie

The Art of Interpreting ASL by Borden

Here's Your Cue: A Series of Texts for Receptive Practice with Cued Language by Erickson

RESOURCE RICHES

PEPNet Resources Online & On Order

Postsecondary Education Program Network Offers Low Cost Resources

The Postsecondary Education Programs Network (PEPNet) is a collaboration of four regional centers focusing on postsecondary and vocational needs of deaf individuals. PEPNet has created a number of resources of interest to K-12 interpreters, all of which are available for free or at low cost. Resources include the *Closer Look* series with technical signs for American government, English composition, idioms and sports. These CD-Roms are available to order for \$5 or can be viewed online. Other resources include a video ASL tutorial for psychology, model interpreting videos, introduction to deafness materials, and a sample employee handbook for interpreters. The cost of these resources ranges from free to \$10.

To order print and video materials, visit the PEPNet Resource Center at <http://prc.csun.edu>. To see what is available to download online, visit <http://sunsite.utk.edu/cod/pec/products.html> to see the Postsecondary Education Consortium Center on Deafness products listing.

WORKSHOP WISDOM

Tips for Signing with Very Young Children

Ideas from Rob Hoopes' workshop

At Summer Institute in June, Rob Hoopes presented a workshop entitled "Nurturing ASL Development in Young Deaf Children." Here are some ideas gleaned from his workshop.

During the first 12 months of life, Deaf parents wait until their children look at them, then briefly talk about what the children are doing rather than labeling items. Eventually, the children begin to monitor with their peripheral vision and periodically look at their parents.

A longitudinal study by Carol Erting of deaf children birth to age 6 in the Kendall Demonstration Elementary School found that those with hearing parents who did not speak English did better in language skills than those whose hearing parents were native English speakers. This may be because those parents were not able to look up signs in a dictionary and so were using gestures rather than feeding labels for things.

Participants at Summer Institute





IVA D'LEMA

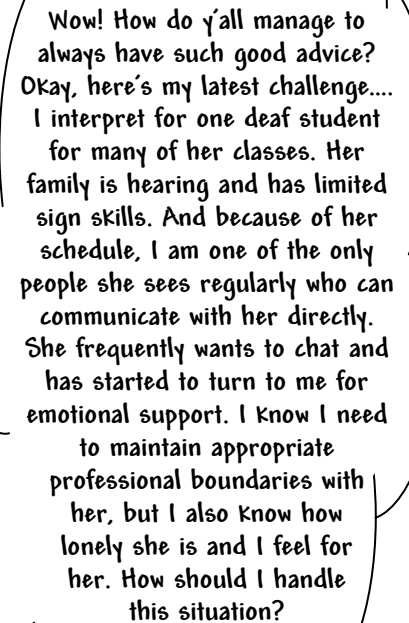
Feedback from Deaf Adults

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

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?

Iva and others in this situation could:

- **Recognize that Deaf adults are an important resource** to help interpreters improve their skills with sign language. Active members of the Deaf community interact with many different D/deaf people and see how signs are used in various contexts. They have a lifetime of real-life experience with a language many interpreters have learned primarily in a classroom setting.
- **Remember that some signs we learn in school or from books may be different than what is really used in the local community.** The deaf students we work with will be better served by using the signs common in their community.
- **Ask the Deaf staff member for their input.** You could attempt the discussion again by asking the Deaf staff member to discuss their suggestions more fully and how you both could have handled the conversation better. Or you could seek the Deaf staff member out in the future when you are uncertain about how to sign a concept or are preparing for a future lesson or course. Rather than feeling criticized, you can then be proactively seeking possibilities you can consider for your interpretations.
- **Open up a dialogue.** Ask the Deaf staff member more about their suggestion to see why they feel it is more appropriate in the situation. If you have a specific reason for using a sign that is different than the one suggested, share your explanation. Turn the criticism into a dialogue about different sign choices and their uses.
- **Take time to decide what is the best interpretation.** You can thank the staff member for their suggestion and tell them you will consider it. Take time to consider your options, experiment, consult with other people you find helpful as well as the student, and make what you feel is the best decision for future interpretations.
- **Experiment with sign choices in your interpretations.** This will expose the deaf student to signs they may encounter in the community. You may also find different sign choices that convey concepts effectively.
- **Consult with the student about their sign preferences.** Explain that there are often multiple signs that can be used to interpret a concept and see what the student finds most helpful.
- **Keep the Deaf staff member's intentions in mind.** The goal of all school staff members is that the students learn the best they can. The fellow staff member was likely trying to offer constructive suggestions, even if the timing or delivery was unhelpful.

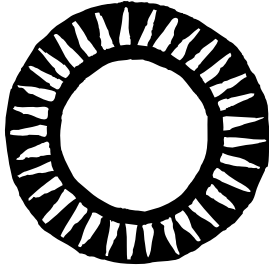


Wow! How do y'all manage to always have such good advice? Okay, here's my latest challenge.... I interpret for one deaf student for many of her classes. Her family is hearing and has limited sign skills. And because of her schedule, I am one of the only people she sees regularly who can communicate with her directly. She frequently wants to chat and has started to turn to me for emotional support. I know I need to maintain appropriate professional boundaries with her, but I also know how lonely she is and I feel for her. How should I handle this situation?



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.



The Sound of Sunlight

By Anna M. Stott

Though the silence never ends
 I can hear
 I can hear:
 A dove in flight
 The sound of sunlight
 Trees dancing without wind
 Stars twinkling in the night
 The flowers sweet songs
 The moon's soft sprite
 My loves delight.
 Though the silence never ends
 I can hear
 I can hear:
 All the worlds words

All the lies

All the laughter

And all the cries

All the songs

And every sigh...

I can hear.

(SURVEY continued from page 1)

The second part of the survey of working conditions includes phone interviews with school districts and Educational Service Centers who employ licensed interpreters to find out about their pay scales and the benefits available to interpreters.

The data from both portions of this survey will be compiled and shared in a future edition of *Signals* and available on the ISLR web site. The Advisory Committee hopes this will be a useful resource to interpreters and employers in contract negotiations.

The more people who participate in the survey, the more complete a picture we will have of the working conditions of interpreters across the state. If you did not already complete the interpreter portion of the survey at Summer Institute, please do so now! Go to <http://www.ohioschoolforthe deaf.org/islr/workingconditions.html> and share your information. Be assured that individual responses will not be shared, only compiled data, so your anonymity will be preserved. To participate, you must complete the survey by August 31, 2007.

The members of the Working Conditions Task Force for the ISLR Advisory Committee are Rebecca Costas, Sheryl Killen and Sarah McKinney.



IN SIGHT

How Do You Prepare for a New School Year?



Sheryl Killen, ESC of Franklin County

I receive the textbooks and talk with the new teachers. I help the teachers believe that their class is a priority to me. This eases their discomfort with another adult in the room and allows us to seem more professional with prep time, instead of showing up without vested time, waving our hands and leaving.

Rachel Leffel, Conneaut Schools

I obtain knowledge of the district, their expectations, and qualities of the student. I type up a letter of greeting and introduce who I am, how to work with an interpreter, and what the job of an interpreter is.



Sue Nace, Youngstown Community Center for the Deaf

I meet with all of the teachers during annual orientations. After a basic introduction, I arrange a personal meeting with the actual teachers of the deaf students to explain how to work with a deaf student and the roles and responsibilities of the educational interpreter. Included with the responsibilities are requests for plans and materials in advance throughout the year.





(TANDEM continued from page 1)

The mentor/mentee ideally should be working in tandem, on board with some commonality of purpose, headed in the same way. Just imagine a tandem bicycle; if the two people were not in sync, then the experience wouldn't be very enjoyable, to say the least!

Rachel and I worked together, worked toward common goals and worked in harmony during our time of being "one behind another."

From my perspective as the mentor, Rachel made it easy to work together. She was always there when she said she would be and she was on time or called to say she was running late (who can live without cell phones and pagers today!!? I would call her to do the same!) She stayed in communication and did what she said she was going to do which were attributes which are so important, from my point of view, in our busy lives.

From Rachel's perspective, accepting what the mentor was offering, digesting that information, and then utilizing what was taken from the experience and knowledge of the mentor were important pieces. She felt that it was important to express honestly what she felt the needs to be at the time and to be willing to adjust skills and mindset to be in the mentoring moment. She also recognized if and when common goals were being attained, then she felt she was working to the best of her potential.

As the mentor in this situation, it was important to hear from Rachel to see what it was she wanted to focus and spend time on. It was clear what Rachel wanted to work on and so that is what we did! I would have been supportive of whatever she

wanted to do, and found her goals to be admirable and appropriate.

Rachel was able to look at her work, did an assessment of her own skills and was able to pick out aspects of her work on which she wanted to focus. We discussed voice-to-sign work and some ideas that she could build upon; we talked about ASL-to-English processing time and how to incorporate aspects from the Gish goal-to-detail model.

One of our goals was sign-to-voice interpreting. After doing some work in this area, it became apparent that I needed to sit back and take in the information, and then it was much easier to comprehend and voice what the signer had to say.
~ Rachel

We also discussed signing narratives and the incorporation of more signed lexical items, phrases and concepts instead of utilizing miming strategies. Rachel noticed in her work that she was mainly using constructed action and dialogue (role shifting and 'miming') when referring to the characters instead of a combination of constructed action, dialogue and narration utilizing a sufficient, rich array of lexical items (signs) to build the story and the 'listener's understanding of it.

For so long, I have focused on becoming the characters in the voice to sign interpretation. I had forgotten to describe some of the detail that went along with the story.
~ Rachel

Interested in one-on-one time with a mentor to work on the skills YOU want to develop?

***Apply for the
ISLR Mentoring
Program!***

Applications for the fall session are due by August 24th. Contact Margaret Murphy (see back cover for contact information).

Rachel and I worked "one behind another" and in harmony. It was nice to see Rachel articulate what she wanted so clearly. It felt as if my role was that of a facilitator and Rachel was guiding the tandem bike. I was there for support and to provide some needed strength and legwork – but she was definitely guiding the journey and I was on board with that!

The mentoring journey provides opportunities for a wealth of learning, challenging dialogue and a chance to get to know someone better and enjoy each other's company. All of those attributes are definitely enhanced if the mentor and mentee work within an authentic relationship which is mutually respectful, nurturing and supportive; in essence, if they work in tandem.

★ ★ ★ ★ ★

TELL US YOUR STORY!

Do you have a solution to share? Send ISLR a description of the situation and how you, your colleagues and students resolved it. Solutions can include just the interpreter's perspective, or also include the student's and/or teacher's perspective. See the back page for contact information.



Upcoming Events

Summer 2007

Autism & Deafness, Deafblind or Vision Impairment

July 30—August 1 in Columbus, Ohio
 Contact OCALI ocali@ocali.org 614.410.0321
www.ocali.org

Registry of Interpreters for the Deaf Conference

August 3—8, 2007 in San Francisco, California
 Contact RID (703) 838-0030 www.rid.org

Deaf Awareness Day at Cedar Point

August 4 in Sandusky, Ohio
 Contact Linda Adams nwregionrep2@oad-deaf.org
www.oad-deaf.org

Transitions to Careers Camp (ages 15—21)

August 5—10, 2007 in Columbus, Ohio
 Contact OSD 614-728-1424 v/tty
www.ohioschoolforthe deaf.org/outreach

Early Childhood & Deafness Conference

August 9—10 in Columbus, Ohio
 Contact OutreachCenter@osd.oh.gov 614.728.1401 v/tty
www.ohioschoolforthe deaf.org/outreach

Ohio Association of the Deaf Conference & Youth Workshop

August 17—19 in Independence, Ohio
 Contact Linda Mahmood president@oad-deaf.org
www.oad-deaf.org

Fall 2007 & Beyond

OSD Alumni Association Fall Festival

September 10 in Westerville, Ohio
 Contact Steve Ridenour Ridenoursmr@aol.com (937)
 866-0303 tty/fax www.columbuscolony.org

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 www.ohioschoolforthe deaf.org

Hands and Voices Conference (for professionals & parents working with Deaf & Hard-of-Hearing Children)

September 15—16 in Elizabethtown, Kentucky
 Kentucky Commission on the Deaf & Hard of Hearing
 (800) 372-2907 kcdhh@kcdhh.ky.gov

OCRID Conference

October 12-14 in West Chester, Ohio
 Contact Anthony Nelson conference@ocrid.org
 614.596.8157 www.ocrid.org

Ohio DEAFair

November 10 in Columbus, Ohio
 Contact Verne Taylor ohio_deafair@oad-deaf.org
www.oad-deaf.org

Indiana RID Conference

November 16—17 in Indianapolis, Indiana
 Nancy Young (317) 781-1756 NY4IU@aol.com
www.icrid.org

ISLR WORKSHOPS

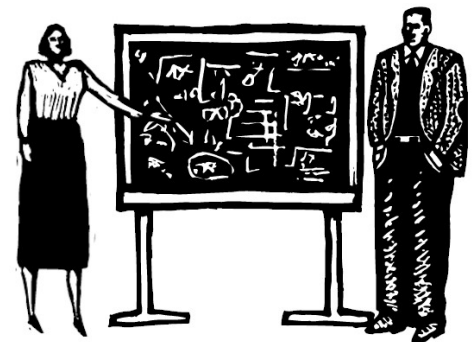
Interpreting Math Classes Online Study Group

A second session of this online group will be offered Fall 2007

In Fall 2006, interpreters from across the state participated in an online study group to improve their ability to interpret in math classes. As there were more individuals interested than we were able to accommodate last fall, a second session of this study group will be offered this coming fall.

Participants will enhance their ability to interpret in math classes through discussion of dilemmas and challenges of this setting, completing independent skill development activities followed by reflection in the online group, and exploring resources for continued development in these skills.

The study group will run from September 17 to November 26, 2007. Thirty professional development credit hours will be offered for participants in the group. Materials for the study group will be provided for all participants. Registration materials will be available later in the summer.



Interpreting & Sign Language Resources

Ohio School for the Deaf

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614.995.1567 fax

EduTerp@osd.oh.gov

Visit our website!

www.ohioschoolforthe deaf.org/islr



ISLR Advisory Committee

Northwest Representatives:

Susan Lottier, *Lucas County ESC*

Northeast Representatives:

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

Central Representatives:

Sarah McKinney, *Franklin Co. ESC*

Southwest Representative:

Sherry Miller, *Dayton City Schools*

Southeast Representatives:

Tammy Dearth, *East Muskingum*

Member-at-Large:

Patricia Maille

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

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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.