

# S I G N A L S

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Winter 2007

PASS IT ON

### Parent Summit in March

#### *Input Sought on Services for Deaf and Hard-of-Hearing Children*

On March 23 through 25, the Center for Outreach Services will be hosting a Parent Summit in Columbus. Parents will be asked to provide feedback and input about the services their family and deaf/hard-of-hearing child has received since birth. Parents will also be asked to provide feedback for current and future programs and services from the Center of Outreach Services at the Ohio School for the Deaf.

The summit will be facilitated by Beth Sonnenstrahl Benedict, Ph.D. an Associate Professor for the Department of Communication Studies at Gallaudet University and the mother of two deaf children.

(See SUMMIT on page 6)

SHARING SOLUTIONS

### What Does a Deaf Mentor Do?

#### *An Interview with a Deaf Mentor*

In Spring 2006, Dawn Watts interviewed Liliana Pokorny, a Deaf mentor for Beachwood Schools, and recorded their conversation. The following is a transcription of a portion of their interview. Liliana explains her work and describes some of her experiences as a Deaf mentor, including how she works with interpreters, teachers and parents.

**Dawn:** What do you do for Beachwood Schools?

**Liliana:** I am a Deaf mentor. I serve as a role model for the deaf children. Deaf children often believe that when they grow up, they will be hearing. I had one little boy tell me that he would be hearing when he grew up. When I asked him where he got that idea, he said he had never met a deaf adult before. That really struck me. And I've talked to other people who have had deaf children tell them they thought deaf people died when they became adults. I think it is important for deaf children to have a successful deaf adult as a role model so they understand they too can be successful if they work hard. I also talk about Deaf culture and history, including famous deaf people. Also, sometimes teachers sign in a way that is unclear and I show them how to express a concept more clearly.



(See MENTOR on page 6)

### Upcoming Statewide ISLR Workshops

March 24, 2007

*Voice Interpretation* ~ Jana Owen  
Ohio School for the Deaf, Columbus

June 18 & 19, 2007

*ISLR Summer Institute*

June 20 & 21, 2007

*ASL Immersion*

Mohican State Park, Loudonville, OH

September 15–16, 2007

*Use of Discretion in Educational Interpreting* ~ Lynette Reeb

Ohio School for the Deaf, Columbus

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## ISLR Advisory Committee Notes

The Advisory Committee (AC) met on October 7th. AC members present included: Jackie Miller, Tammy Dearth, Karline Caslow, Becky Costas, Sherry Miller and Pat Maille. ISLR staff members Jean Parmir, Margaret Murphy, Sara Paullin Casto and Outreach Director Pam Brodie were also in attendance.

During the meeting, the Advisory Committee continued preparations for the OCRID workshop they presented later in the month. The group also discussed recognition of the Educational Interpreter Performance Assessment (EIPA) by the Registry of Interpreters for the Deaf (RID) and the petition in opposition to this decision. Pam Brodie was on the task force that examined this issue and recommended the board action, and she will serve as chair of the new RID Educational Interpreting Committee. The AC also discussed registration procedures for ISLR events (see "New Registration Procedures" on page 3).

ISLR staff provided updates about various ISLR programs and planned workshops and events. AC members offered reports on happenings in their regions.

Upcoming AC meetings are planned for January 27th and April 28th. The April 28th meeting is open to the public. See "Advisory Committee Open Forum April 28th" on this page.

There are still numerous openings on the Advisory Committee. See [www.ohioschoolforthe deaf.org/islr/advisory.html](http://www.ohioschoolforthe deaf.org/islr/advisory.html), the Fall 2006 issue of *Signals*, or contact ISLR (see back cover) for more information on this committee.

## Advisory Committee Presents at OCRID Conference

### *Myths Busted About Educational Interpreting at the Ohio Chapter of the Registry of Interpreters for the Deaf Conference*

ISLR Advisory Committee (AC) members Jackie Miller, Karline Caslow, Becky Costas and Pat Maille along with former AC member Sharon Bordean presented a workshop entitled "Educational Interpreting: Myths Busted" at the Ohio Chapter of the Registry of Interpreters for the Deaf (OCRID) Conference on October 21st.



*ISLR Advisory Committee members presenting at the OCRID Conference.*

This workshop addressed many mistaken ideas about educational interpreting and how it differs from community work. Ms. Edna K. Schnell (aka Sharon Bordean), an enthusiastic novice, helped the workshop participants explore beliefs held by interpreters and educators as AC members discussed what the work of an educational interpreter is all about. The presentation also included resources for educational interpreters and provided a forum for discussion of ways to improve collaboration between OCRID and educational interpreters.



*AC members and OCRID board members participated in a panel discussion about how OCRID and educational interpreters can work together.*

## Advisory Committee Open Forum April 28

### *All Ohio Interpreters Invited to Attend*

Have you thought about applying for a position on the Advisory Committee but worried about what the meetings require? Are you not able to join but interested in what goes on? Do you have ideas you would like ISLR to consider? The April 28, 2007 meeting will be an open forum to which all Ohio educational interpreters are invited. The meeting will include time for questions and comments from all attendees. ISLR will provide lunch at no charge for all who register in advance. The meeting will be held at the Ohio School for the Deaf in Columbus from 10:00 am to 3:00 pm. To register, contact ISLR (see back cover for contact information).



## ISLR WORKSHOPS

## New Registration Procedures

Some individuals have raised concerns about not receiving information about workshops and online study groups in time to register before registration was full. ISLR events have had participation from across the state. However, there may be individuals whose mail service makes it difficult to send their registration while there are openings.

ISLR staff considered options to address this issue and discussed them with the Advisory Committee. As a result, we are changing the way we accept registrations.

Licensed educational interpreters will continue to have early registration. All registrations from licensed interpreters that arrive by a specified date will have an equal chance to be drawn in a lottery. Registration forms will be drawn until the workshop or study group is full, and any additional names will be added to a waiting list. If the workshop is not full after the lottery, licensed interpreters whose registrations arrive after the date and non-licensed interpreters will be added in the order their registrations are received.

ISLR has a policy of separate checks for each registration. This change will make it even more critical that registrants follow this policy.

## RESOURCE RICHES

## Deafness Collection at the State Library

*State Library of Ohio and the Center for Outreach Services Collaborate to Make Deafness-related Materials Available*

If you have ever been in ISLR's hallway on the OSD campus, you will know that for many years we have had this fantastic little library with hundreds of books and materials that interpreters could use. The downside of this library has been: a) you had to have been on campus to see it and b) it was not a lending library – you could use the materials, but you had to do so on campus.

The ISLR staff found this system to be ineffective; we wanted to give educational interpreters maximum access to these resources. In our quest to figure out how to do this, we learned that the State Library of Ohio (SLO) was looking to collaborate on just such a project.



The Center for Outreach Services has purchased a collection of books, DVDs, CDs and other materials to establish a Deafness Collection. The State Library is cataloguing it and maintaining circulation. Materials are expected to be ready to borrow this spring.

There will be over 300 items in the Deafness Collection – things like the new NIC test practice DVD, RID written practice tests and all of the recommended readings for this test, DVDs, CDs and VHS recordings of both Deaf presenters and hearing presenters to practice your expressive and receptive skills and much, much more!

Once materials are ready to circulate, the Center for Outreach Services will send all of the individuals on our mailing list (including everyone who receives *Signals*) a special SLO library card along with detailed instructions on how to use your card and borrow materials. With this card, you can borrow materials from the SLO by either physically going to the library in downtown Columbus or by requesting materials online. As an additional benefit to those with this special SLO card, materials requested online can be mailed to you for free. You will be responsible for paying the return postage to send them back when they are due.

Look for more information in a special mailing and in the Spring 2007 edition of *Signals*.

## RESOURCE RICHES

## Resources for Interpreting in Math Classes

### *Resource Reviews by Ohio Interpreters Available Online*

This fall, a group of interpreters from across Ohio participated in the Interpreting Math Classes Online Study Group sponsored by ISLR. As part of this study group, the interpreters shared resources for preparing to interpret in math classes and practicing interpreting skills for this setting. Each participant wrote a review of a resource for interpreting in math classes which includes how educational interpreters might benefit from using the resource and where to find it (most of the resources can be viewed or borrowed at no cost). A listing of resources shared in this group, including the reviews written by educational interpreters, is now available online. See <http://www.ohioschoolforthe deaf.org/islr/resources.html> and select Resources for Interpreting in Math Classes.



IVA D'LEMA

## Student Dissatisfaction

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

**A student expressed that he was dissatisfied with my interpreting, but he was unable to give specific examples or tell me what the problem is. What can I do to help him express the problem better so that I know what changes I need to make to better meet his needs?**



Iva and others in this situation could:

- **Ask the student specific questions.** For example, ask if it is your signing style, vocabulary, fingerspelling, behavior, etc.
- **Ask the student to let you know or jot a note next time** the situation occurs while you are interpreting.
- **Videotape your interpreting and watch it with the student.** See if the student can pinpoint the problem on the video.
- **Ask another person to discuss the situation with the student.** For example, maybe another staff members, such as a Deaf Ed teacher, Deaf mentor, or fellow interpreter, could ask the student more about their concern. The student may be uncomfortable explaining to you rather than unable to explain.
- **Remember that just because a student is dissatisfied doesn't necessarily mean something needs to be fixed.** Some issues warrant attention, such as the student not understanding the interpreter. Some issues the interpreter will want to address to the extent they can, such as vocabulary preferences. Some issues the interpreter cannot change, such as their responsibility to voice the student's comments in class. Not all students are satisfied will all of their teachers either. Sometimes the student will need to learn to adjust.

PLEASE HELP IVA!!!

Iva has a dilemma. Yes, again! Send your thoughts to ISLR by March 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.

Wow! Thanks for these great ideas...they make a lot of sense! Now, here's my next dilemma. Recently, I interpreted a really heart-wrenching movie in health class and found myself with tears running down my cheeks. I was sobbing into my hands before I pulled it together. Some students were crying, too, but I was so embarrassed. How can I keep my emotions from getting the better of me?

### STAFF NEWS

## New Faces Arrived & Expected

### *New Staff Member—Cindy Johnston*



Cindy Johnston is the new Events Coordinator for the Center for Outreach Services. Cindy has an Associates degree in Interpreting from Columbus State Community College and a Bachelors of Science in Education from Bowling Green State University. Before joining the Outreach Department in October 2006, Cindy worked at OSD as a youth leader in the Student Life Department for four years.

### *Babies on the Way in ISLR*

ISLR staff members Margaret Murphy and Sara Paullin Casto are both working on important projects which will come due in early February. Margaret and her husband Mike are expecting their first child February 1st. And just two days later, Sara and her husband Trevor are expecting their second child February 3rd. It will be a busy spring in ISLR!



*Sara and Margaret 35 weeks pregnant*



IN SIGHT

## What I Wish I Had Learned

*What is one thing about educational interpreting that you wish you had learned about in your interpreter training program?*



*Megan Lewis*, Scioto Valley Local Schools

The chain of command in a school system and the best way to communicate with each position holder. Developing good interpersonal working relationships with school staff

*Rose Ruvolo*, Strongsville Schools

About IEPs, MFEs and the different meetings interpreters should attend. What an IPDP is and how to earn hours, not just from workshops.



*Diane Schmidt*, Mansfield City Schools

Educational interpreting is entirely different from community interpreting with the role of the interpreter being more gray than black and white. We become part of a team and not just the "communication facilitator" and need to be flexible to be successful in the schools.

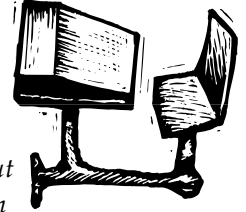


STUDENT DESK

## Need Experienced Interpreters

*By Amanda Penny*

*At the Middle School Literacy & Leadership Camp for students across Ohio this summer, Amanda wrote about her experiences with interpreters.*



My experience with interpreters is great. They help a lot to make me understand. It is very important to pay attention so you will understand.

The negative thing is some interpreters don't sign well or sign slowly. Sometimes it is hard to understand the interpreter. I'd rather have an interpreter who is experienced and uses American Sign Language.

Sometimes I have become frustrated because the teacher has asked me a question. I told the interpreter the answer, but the interpreter didn't understand me. I had to repeat myself two or three times. It made me embarrassed because the teacher was waiting for the answer.

But interpreters are great!

ISLR WORKSHOPS

### Updated Workshop Brochure Available

Interested in having an ISLR staff member present a workshop for your district or area? An updated listing of workshop topics provided by ISLR is now available at <http://www.ohioschoolforthe deaf.org/islr/workshops.html>. If you would like to receive a print copy, contact ISLR (see the back cover).

## The Deaf Experience

by Robert F. Panara

*On His Deafness and Other Melodies Unheard*

Looking at the speaker  
thru uncomprehending  
eyes  
trying to decipher  
the word  
unheard  
the sleight of tongue  
and talking mouth  
which opens  
and shuts  
instamatically  
enigmatically  
traumatically...

Reaction  
in action  
a flutter of fingers  
a show of hands  
the mimic movement  
of silent symphony  
suddenly  
shattered  
with cymbalic force  
endorsed  
of course  
by smug recourse

*Robert F. Panara is a renowned Deaf poet, actor and educator. He is recognized as one of the founders of the National Theatre of the Deaf. He taught English and literature courses at Gallaudet University and the Rochester Institute of Technology. He was the first Deaf professor at RIT.*





**(MENTOR continued from page 1)**

**Dawn:** Can you give an example of how you have helped a teacher or interpreter sign more clearly?

**Liliana:** Once I had a former student who was working with an interpreter in a science class and something the interpreter signed didn't make sense to him. What he understood from the interpreter was that if he did not have good behavior, he would not grow up. Because I work in different buildings with different age levels of students throughout the week, it was almost a week before he saw me next. As soon as he saw me, he wanted to know if what the interpreter had said was true. I couldn't figure out what he was talking about. I later approached the interpreter and shared what he had said. She explained that what she was trying to communicate was that if children do not have healthy habits, like eating well, they will not grow well. I suggested ways she could have interpreted that concept in a way he could have understood, including giving examples for unhealthy habits like eating junk food all the time. I sat down with the student and explained the concept more in-depth so he could understand. He was relieved.

**Dawn:** How did you become interested in working as a Deaf mentor?

**Liliana:** I have been a Deaf mentor now for six years. Prior to that, I was an aide for five years for a boy with cerebral palsy. We had become too close, even arguing like a mother and son. I felt he and I needed some distance. Other staff members here at Beachwood suggested I become a Deaf mentor for the district. I didn't have any experience as a Deaf mentor at the time, but I was willing

to try. And over the years, I have come to love this job.

**Dawn:** What are your relationships like with interpreters, teachers and parents?

**Liliana:** I have good relationships with interpreters, teachers and parents. I make a big impression on some parents as they see me as a successful Deaf adult. As a result, they get the idea that their own deaf child can become successful in adulthood as well. This can be a relief for them. I encourage parents to be involved with their child. I also teach sign language to parents.

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*I watched the child's eyes pop open with sudden understanding.*

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**Dawn:** Have you had moments of inspiration seeing a deaf child communicate successfully?

**Liliana:** Oh, many! There have been many times when I have clarified in ASL after I saw a teacher explain something that was unclear to a child. I watched the child's eyes pop open with sudden understanding. Sometimes something funny is said which a deaf child clearly doesn't understand because they don't laugh. I have often clarified in ASL and then the child laughs, getting the joke with everyone else.

**Dawn:** How do you typically work with the children? Do you work with them one on one? Do they have a special class with you?

**Liliana:** Sometimes I work individually or in pairs with students who need to catch up on skills, such as their reading skills. In the middle school, sometimes I work with groups of students on reading

skills. I occasionally talk with the students about Deaf history. In other schools I do more storytelling from books. After I tell the story, the students will write a summary or write about their favorite part of the story. I will clarify when the students' responses show they didn't understand. With the youngest children, I will play with them and interact for language development and to work on concepts like colors and animals.

**Dawn:** Thank you so much for your time, Liliana!

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**(SUMMIT continued from page 1)**

Any parent or caregiver of a deaf or hard of hearing child between the ages of 3 and 21 years who is a resident of the state of Ohio can participate in the Parent Summit. All families are welcome, regardless of communication mode and methodology or educational setting.

The Center for Outreach Services will be covering the cost of travel, food, and hotel for participating families. We are seeking parent participation incorporating all perspectives including diverse cultural backgrounds, economic status, and different communication modes and methodologies. Based on the previous criteria we will be selecting 10 to 15 families throughout the state to participate in the summit. In addition, any parent who attends the summit will receive deaf awareness materials for their home school district.

For application materials, see <http://www.ohioschoolforthe deaf.org/events.htm> or contact Tabitha Belhorn at [parentmentor@osd.oh.gov](mailto:parentmentor@osd.oh.gov) or 1-800-866-3966.



## Upcoming Events

### Winter 2007

#### Honing Your Fingerspelling & Number Skills Expansion of Your Skills in NMM and NMS

Presented by Elizabeth Beldon

January 20 in Wooster, Ohio

Contact Mary Kotila 216-470-0260 lc2@ocrid.org

#### Interpreting Music: A Stand Up Hands Up Experience

Presented by Anthony Nelson

January 27 in Columbus, Ohio

Contact Charlotte Lawson 614-449-6375

#### Introduction to the Demand Control Schema for Interpreting Work

Presented by Robyn Dean

March 9–10 in St. Clair Shores, Michigan

Contact Sign Language Services of Michigan  
info@SignLanguageServicesofMichigan.com

#### Parent Summit (Parents of Deaf & Hard-of-Hearing Children)

March 23–25 in Columbus, Ohio

Contact Tabitha Belhorn ParentMentor@osd.oh.gov 800-866-3966

#### Voice Interpretation

Presented by Jana Owen

March 24 in Columbus, Ohio

Contact Yveetes Dorton 614-995-1566 v/tty

EduTerp@osd.oh.gov

#### Spoken Language & Sign: Optimizing Learning for Children with Cochlear Implants

March 26-27 in Columbus

Contact Debra Nussbaum Debra.Nussbaum@gallaudet.edu

#### See the Sound—Visual Phonics

March 28-29 in Columbus

Contact Bettie Waddy-Smith bettie.waddy-smith@gallaudet.edu

### Spring 2007

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

April 28 in Columbus, Ohio

Contact Yveetes Dorton 614-995-1566 v/tty

EduTerp@osd.oh.gov

#### Family Art Weekend

May 4–5 in Columbus, Ohio

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

#### Pennsylvania American Sign Language Teachers Association Conference

May 4–5, 2007 in Pittsburgh, Pennsylvania

Contact PAASLTA@hotmail.com

### Summer 2007 & Beyond

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

June 17–22, 2007 in Columbus, Ohio

Contact OSD 614-728-1424 v/tty

#### Summer Sign Camp (ages 3–11)

June 18–August 27, 2007 in Columbus, Ohio

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

#### Summer Institute for Educational Interpreters

June 18–19 in Loudonville, Ohio

Contact Yveetes Dorton 614-995-1566

EduTerp@osd.oh.gov

#### American Sign Language Immersion

June 20–21 in Loudonville, Ohio

Contact Yveetes Dorton 614-995-1566

EduTerp@osd.oh.gov

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

June 24–29, 2007 in Columbus, Ohio

Contact OSD 614-728-1424 v/tty

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

July 16–29, 2007 in Columbus, Ohio

Contact OSD 614-728-1424 v/tty

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

July 30–August 1 in Columbus, Ohio

Contact OCALI ocali@ocali.org 614.410.0321

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

August 5–10, 2007 in Columbus, Ohio

Contact OSD 614-728-1424 v/tty

#### Early Childhood & Deafness Conference

August 9–10 in Columbus, Ohio

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

#### Use of Discretion in Educational Interpreting

Presented by Lynette Reeb

September 15–16 in Columbus, Ohio

Contact Yveetes Dorton 614-995-1566

EduTerp@osd.oh.gov

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



# Interpreting & Sign Language Resources

Ohio School for the Deaf

500 Morse Road  
Columbus, OH 43214



614.995.1566 v/tty  
614.995.1567 fax  
EduTerp@osd.oh.gov

Visit our website!

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



## ISLR Advisory Committee

### Northwest Representatives:

Susan Lottier, *Lucas County ESC*

### Northeast Representatives:

Karline Caslow, *Akron Public Schools*  
Carol Black, *Canton City Schools*

### Central Representatives:

Rebecca Costas, *Franklin County ESC*

### Southwest Representative:

Sherry Miller, *Dayton City Schools*

### Southeast Representatives:

Jackie Miller, *Athens City Schools*  
Tammy Dearth, *East Muskingum*

### Member-at-Large:

Patricia Maille

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

## Center for Outreach Services

**Pam Brodie** *Director of Outreach*  
[Brodie@osd.oh.gov](mailto:Brodie@osd.oh.gov)

**Jean Parmir** *ISLR Administrator*  
[Parmir@osd.oh.gov](mailto:Parmir@osd.oh.gov)

**Margaret DiMaria Murphy**  
*Lead Interpreter Educator*  
[Murphy@osd.oh.gov](mailto:Murphy@osd.oh.gov)

**Dawn Watts** *Interpreter Educator*  
[WattsD@osd.oh.gov](mailto:WattsD@osd.oh.gov)

**Sara Paullin Casto**  
*Interpreter & Internship Coordinator*  
[Casto@osd.oh.gov](mailto:Casto@osd.oh.gov)

**Trudy Halker** *Interpreter*  
[Halker@osd.oh.gov](mailto:Halker@osd.oh.gov)

**Yveetes Dorton** *ISLR Secretary*  
[Dorton@osd.oh.gov](mailto:Dorton@osd.oh.gov)

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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.

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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.