
S I G N A L S

News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Spring 2005

ISLR WORKSHOPS

Summer Institute Plus!

We are excited about Summer Institute this year on June 14–17th in Columbus. The Summer Institute for Educational Interpreters will include two opportunities: two days of workshops at the Concourse Hotel and two days of ASL Immersion at the Ohio School for the Deaf. Registration materials will be mailed at the beginning of May. Information will also be posted on ISLR's website at www.ohioschoolforthe deaf.org/islr. See you at SI!

SHARING SOLUTIONS

Interpreting for Foreign Language Classes

The Interpreter's Perspective

By *Becky Costas*, ISLRAdvisory@osd.oh.gov

Interpreting for a Spanish class for three years was an interesting and challenging experience. In anticipation of taking on the assignment, I attended a workshop titled "Foreign Language Interpreting" presented by David Quinto. Mr. Quinto stressed that the interpreter should have previous experience and knowledge of the foreign language that is being interpreted.

It is important to know the deaf student's goal, the purpose for taking the foreign language. Each time we have a new deaf student, we hold a meeting with the student, a deaf ed teacher, the foreign language teacher, and the interpreter. Some goals students have expressed are to learn to read and write Spanish because their parents speak Spanish, to earn a foreign language credit, and to be able to read, write, and speak some Spanish. The student addressed in this article wanted the foreign language credit and also to be able to read, write, and speak some Spanish.

While interpreting a Spanish class, it was difficult working between the three languages and making decisions about how to deliver the message. I kept the goal in mind when I chose whether to fingerspell, point to the printed word, or sign. When the teacher gave instructions and taught in Spanish, in an effort not to give away the English meaning and to show the Spanish words, I fingerspelled everything possible. When the teacher repeated the same message several times, I was careful to fingerspell at least once clearly, more if there was time. When the students and teacher worked in the textbook or on a worksheet, the deaf student followed along on the page. When the teacher

(See SPANISH on page 6)

Upcoming Statewide ISLR Workshops

June 14–17 in Columbus

Summer Institute for Educational Interpreters

SIGNALS ♦ Spring 2005

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Center for Outreach Services at OSD

For a number of years, the Ohio School for the Deaf has provided a variety of outreach programs for Deaf and hard-of-hearing children, their parents, and the professionals that serve them. ISLR is one of these programs.

In a new effort towards improving and coordinating the outreach services we provide, OSD has now established the Center for Outreach Services. Pam Brodie, who has been the Administrator of ISLR since its inception in 1998, is now coordinating this new center as the Director of Outreach Services.

The Center for Outreach Services at the Ohio School for the Deaf includes:

- Interpreting & Sign Language Resources
- School-Age Outreach (for K-12 teachers)
- Pre-School Outreach (for pre-K teachers)
- Assessment Center (providing Multi-Factored Evaluations and other assessments for Deaf and hard-of-hearing students)
- Parent Mentor (providing support to parents of Deaf and hard-of-hearing students)
- VREAL Ohio (Virtual Reality Education for Assisted Learning — a project utilizing virtual reality technology in Deaf education classrooms)

As part of the change in structure, Jean Parmir is now the ISLR Administrator. Janelle Adler, a veteran teacher at OSD who has provided outreach services to teachers throughout the state since 1998, is retiring in June. OSD has posted several positions for staff members to expand outreach services, including preschool outreach consultants, school-age outreach consultants, and a parent mentor. Visit OSD's website to learn more about these positions at <http://www.ohioschoolforthe deaf.org/hr/opening.htm>.



ISLR WORKSHOPS

Scheduling Inservices for 05-06 School Year

Would you like ISLR to provide a workshop for the start of school inservice for your interpreting staff? Contact us this spring to plan a workshop for August. Learn about the many workshops we offer by visiting our web site at <http://www.ohioschoolforthe deaf.org/islr/availableworkshops.html>. Bringing interpreters in your school or area together for a workshop is a great way to kick off your school year!



Student Reps Needed for Summer Institute

ISLR is recruiting current interpreting students and recent graduates to be student representatives for Summer Institute. This is a great opportunity for students to attend fabulous workshops, observe skilled interpreters, and develop relationships with interpreters and fellow students from across the state.

Please encourage students to consider applying to be a student representative. Applications are due May 13, 2005. For more information, contact Sara Paullin Casto (see back page for contact information).

RESOURCE RICHES



National Clearinghouse of Rehabilitation Training Materials

The National Clearinghouse of Rehabilitation Training Materials (NCRTM) is a source for professional development materials for interpreters. You can purchase CD-ROMs, videotapes, booklets, etc. which have been created by government-funded programs. These materials are available for the cost of duplication and handling only. Much of the material is specifically created for educational interpreters such as practice materials for all K-12 levels and content-specific resources for biology, math, language arts, and more.

View a catalog of interpreter materials available at NCRTM at <http://www.nchrtm.okstate.edu/catalogs/Interpreter2005.doc>.

RESOURCE RICHES

Do you use a resource that would be beneficial to other interpreters? Please share with us by writing a review or description of a book, video, CD-Rom or web site that you find helpful. Send your review to ISLR (see back cover for

ISLR WEB

Newsletter Archive

Past editions of ISLR's newsletter are archived on our web site. Contents for each newsletter are listed so you can quickly find information.

View newsletters online at <http://www.ohioschoolforthe deaf.org/islr/newsletters.html>.



ISLR MENTORING PROGRAM

Looking for a Few Good Mentors

ISLR is training mentors around the state to expand the mentoring services available for educational interpreters. While mentor training began in March, it is not too late for more mentors to join. We are especially interested in adding interpreters from northwest and southeast Ohio to our team.

Mentors will be paired with educational interpreters who apply for ISLR's mentoring program. ISLR mentors will receive training, support and materials. Mentors will be paid a stipend for their services.

To learn more, contact Margaret Murphy (contact info on back cover).

Autism Resources

Marilyn Gense and Eleni Boston shared these resources at the "Autism and Deafness" workshop sponsored by OCALI on April 7 & 8.


Autism Network for Hearing Impaired and Visually Impaired Persons <http://www.iidc.indiana.edu/irca/generalinfo/anhvip.html>

Online Support for Parents and Educators of Autistic Hearing Impaired Children (make sure to look at the Breaking Down the Wall page) <http://www.geocities.com/Heartland/Ridge/9672/ahi.html>

The Intervener In Early Intervention and Educational Settings (this is a concept developed for children who are deafblind, but is also appropriate for children with autism) <http://tr.wou.edu/ntac/intervener2.htm>

Intervenor suggested job description <http://www.tsbvi.edu/programs/paradb-a.htm>

During her workshop entitled "Playing in the Sandbox" for mentors on March 11th, Laurie Shaffer started the workshop with the following quote:

 ***"Whenever I meet people I always approach them from the standpoint of the most basic things we have in common. We each have a physical structure, a mind, emotions. We are all born in the same way, and we all die. All of us want happiness and do not want to suffer. Looking at others from this standpoint, rather than emphasizing secondary differences such as the fact that I am Tibetan, or a different color, religion or cultural background, allows me to have a feeling that I'm meeting someone just the same as me. I find that relating to others on that level makes it much easier to exchange and communicate with one another."***

~ His Holiness the Dalai Lama, *The Art of Happiness*

ISLR MENTORING PROGRAM

Mentee Profile

By Sharon Tumblin



My name is Sharon Tumblin. I have been interpreting for the Columbus Public Schools for thirteen years. You are probably thinking, "Why would you need a mentor?" Interpreters always need to improve their skills — keeping up with the times.

I found out about the ISLR mentoring program through a professional development workshop. The students I interpret for filled out a questionnaire about my skills. My mentor and I worked on improving these skills to better facilitate communication with these students. My mentor also helped me prepare for the dreaded, but challenging, RID written test.

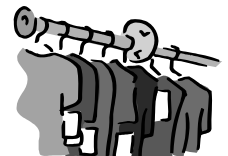
During the ten-week period, my mentor encouraged me, unknowingly, to set up a weekly study plan. And both of my goals were met successfully!

I would highly recommend the ISLR mentorship program. You can leave with the same feeling as me, a feeling of increased knowledge and high self-respect for your interpreting skills.

WORKSHOP WISDOM

Message Hangers

At the March 12th ISLR workshop, Laurie Shaffer presented on Sandra Gish's "Goal-to-Detail Approach to Information Processing." She gave us an analogy: the goal of a message is like a closet rod, and the details are the clothes that hang on them. If one item or even a few fall off the hangers, we can still find what we need. If there is no rod, what we have is a heap of clothes, and it's difficult to find anything. Interpreters need to set up the rod (make the goal clear) and hang the clothes (details) on it so that students don't have to search through the pile on the floor to find meaning.





IVA D'LEMA

Interpreter Isolation

In the last edition of *Signals*, Iva explained her most recent dilemma. She said...

I am the only interpreter in my school district and I feel very isolated. No one in the school really gets what I do. Sometimes I feel like I am out here alone on Planet Terp. I go to Summer Institute with ISLR and to some workshops, but I need a regular opportunity to talk to other educational interpreters about problems when they come up during the school year. What can I do?

We received some good advice for Iva. To deal with her isolation, Iva and other interpreters in similar situations, could...

- **Join listservs for educational interpreters.** These are free email discussion groups for and by educational interpreters. Check out TerpsNSchool at <http://groups.yahoo.com/group/terpsnschool/> and K-12 Terps at <http://victorian.fortunecity.com/stoker/103/>.
- **Get involved with your Local Affiliate Chapter of OCRID.** The Ohio Chapter of the Registry of Interpreters for the Deaf (OCRID) has Local Affiliate Chapters (LACs) in each part of the state. You could attend their meetings and workshops or volunteer to help out at the local or state level. Some OCRID members and officers work in educational settings, and you can also find support from interpreters working in other areas.
- **Identify other interpreters who could provide support.** You could swap email addresses and phone numbers with interpreters you meet at Summer Institute, workshops, or interpreters you meet if you do community interpreting assignments. You can also **contact your ISLR Advisory Committee representative.** All of these interpreters work in the schools and can connect you to resources and other local interpreters. You could also **contact your local SERRC** (Special Education Regional Resource Center) to see if they are aware of interpreters in the vicinity. See the ISLR web site for a link to a listing of SERRCs.
- **Stay in touch with other interpreters via phone or email.** Even just hearing the voice of another interpreter can sometimes be enough to lift your spirits.
- **Plan a gathering for educational interpreters in your area.** Once you make contact with other interpreters, set up a time to meet at an area coffee shop, your SERRC center, or other area. It is likely that there are other interpreters who would appreciate a chance to meet and talk.
- **Develop a relationship with a mentor.** You could request a mentor from the ISLR Mentoring Program or find someone locally. Mentors can help work on skills or on specific goals, but they can also be a sounding board for helping you resolve problems that arise.
- **Ask to attend professional development days for interpreters at larger programs.** As you get to know interpreters in other programs, ask if you can join them for inservices or interpreter gatherings at their school.
- **Educate the teachers at your school about your job.** You could try to eat lunch or socialize after work with teachers and join in the conversation related to issues you encounter in the classroom. This may help the teachers be more sensitive to your needs as well as the Deaf student's needs. You may also find a teacher who you can develop a closer bond with to provide support day-to-day.

But now Iva has a new problem...

Hey y'all!

I knew I could count on y'all for good ideas! So here's a new question to throw at you. When I accepted my position as an educational interpreter, I agreed to the pay rate my supervisor offered. But now I am starting to wonder whether I am being paid fairly. How can I find out what an interpreter's pay scale should be?



IVA D'LEMA

So, how might Iva handle her new dilemma? Send your thoughts to ISLR by June 1st to be included in the next edition. You do not need to send a polished response — just an idea or two. Or do you have a dilemma that Iva could share in *Signals*? See the back cover for contact information for ISLR. Submissions may be edited. Individuals who contribute to this column will not be identified with their comments. Contributors will be acknowledged on an annual basis.



Educational Interpreting Workshops at RID Conference



The 2005 Registry of Interpreters for the Deaf Conference will be held July 10–15 in San Antonio, Texas. There will be more workshops related to educational interpreting at this RID conference than ever before. A total of 32 hours of presentations related to educational interpreting are available, including:

- ADEPT: Accessible Distance Education for Postsecondary Teaching - Sharon Downs and Karen Northup
- The Critique Technique: Developing a Successful Skill Improvement Plan for Educational Interpreters - Edwin Dunlap
- Interpreters in Educational Settings: Qualified to Interpret and Dealing With Coercion - Randi Turner and Doug Dittfurth
- The New Alliance: Parents and Educational Interpreters Forging New Partnerships - Janet DesGeorges
- The Repetitive Strain Injury Solution for Educational Interpreters in Live or VRS Classrooms - Ruth Aleskovsky
- Transliterating in the Classroom - Jean Kelly
- Verbal vs. Visual in Interpreting Sex Education Courses - Mrs. Franky Ramont
- Nouns to Nonce: How Educational Interpreters Handle Fingerspelling - Jean Kelly
- Language and Interpreting Self-Assessment: A Program for Educational Interpreters - Lynne Eighinger

For more information about the conference visit www.rid.org/2005sa.html.

PASS IT ON

Captioned Media Program

The Captioned Media Program (CMP) provides captioned educational materials, including educational and entertainment videos, DVDs and CD-Roms. Materials are available on a wide variety of topics to complement lessons and for general enjoyment. You can borrow materials for free with no shipping costs. You can search the CMP catalog and request materials on-line at www.cfv.org.

PASS IT ON

For many deaf students and their families, interpreters may be one of their few connections to the larger Deaf world. When we interact with them outside of our interpreting role, we may be able to share about resources, such as those from this column. If you know of resources that may benefit Deaf students and families, send them along to ISLR to share in *Signals*.

Demographic Information on Deaf Students in Ohio

The Gallaudet Research Institute at Gallaudet University conducts the Annual Survey of Deaf and Hard of Hearing Children and Youth. Data from this survey is aggregated by region and by state. The survey data from the 2002-2003 school year survey is now available.

Information was reported by schools in Ohio for 750 students in Gallaudet's survey. According to this survey data, 45% of Deaf and hard-of-hearing students in Ohio utilize the services of a sign language interpreter. In comparison in the midwest region overall and the nation as a whole, 23% of students use a sign language interpreter. The primary language(s) of instruction for most Deaf and hard-of-hearing students in Ohio is sign

and speech (see chart 1). From the students reported in Ohio, 32% receive instruction in a regular education setting. In terms of sign use in the home, 31% of students in Ohio have family members who regularly sign with them. Fifty-two percent of Deaf and hard-of-hearing students in Ohio spend some time integrated with hearing students (see chart 2). Nine percent of Deaf and hard-of-hearing students in Ohio are reported to have a cochlear implant. Sixty percent of Ohio students use a hearing aid during instruction.

To review data from the complete survey, visit Gallaudet Research Institute's web site at <http://gri.gallaudet.edu>.

Chart 2— Hours per week D/HH students in Ohio are integrated with hearing students

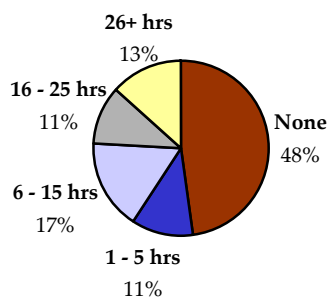
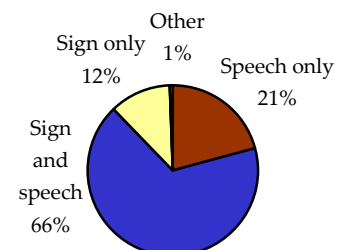


Chart 1 — Primary Method of Teaching in Ohio





(SPANISH—Continued from page 1)

taught about Spanish culture, I signed because the goal was for the students to learn about the art and traditions of people who speak Spanish.

I was fortunate because the teacher was willing to make accommodations for the deaf student. First, she was accustomed to using visual aids, which helped make the lesson more accessible to the deaf student. Also, when the students gave oral presentations, the teacher required them to prepare two printed copies, one for her, the other for the deaf student. While presenting, the students held the deaf student's microphone for his FM system so he could listen with his residual hearing and follow along on the paper. Lastly, the teacher gave me copies of her lesson plans each week.

In the workshop, Mr. Quinto informed us that textbook companies are willing to provide complimentary copies. I requested and received copies of the Spanish textbook series for every year I was involved in the program, through Spanish III. I used the books to complete homework assignments and to prepare for upcoming lessons.

The student worked very hard by doing his homework and always paying attention. He and I often discussed if what we were doing was effective and what I could do differently to make the information more accessible.

It was a challenging experience working between the three languages and keeping up with the fingerspelling during each lesson, but because the teacher was willing to make accommodations and the student was willing to put forth extra effort, it was a successful and

rewarding experience.

The Student's Perspective
By Greg Mendenhall

Taking three years of Spanish was both educational and challenging. I didn't know whether or not I would be able to acquire the language well enough, but the end results were exceptionally good. I believe that because of my extra effort as a student and my collaboration with the interpreter and teacher, it worked out well.

Mrs. Rowley, the Spanish teacher, adjusted to me being in her class rather easily. She always asked me if I understood, and she made sure I got an equal education. Every day, she would come up to me after class and we would discuss the

I believe deaf students are capable of learning a foreign language if they put forth the extra effort and if they can collaborate with the interpreter and teacher.

~ Greg Mendenhall
H.S. Student

lesson to make sure I understood.

The interpreter and I worked together in order for me to acquire knowledge of the Spanish language. Before and after class we would discuss what worked best for me. During lectures the teacher often spoke Spanish, and Mrs. Costas interpreted by fingerspelling the Spanish words. I was able to hear some of what the teacher said, so that helped as well. The interpreter and I worked really well together, and I was successful in Spanish class.

I believe deaf students are capable of learning a foreign language if

they put forth the extra effort and if they can collaborate with the interpreter and teacher.

The Teacher's Perspective
By Mrs. Rowley, Champion Local

Foreign Language instruction involves the various communication skills of speaking, listening, reading, writing. Because learning is multifaceted, instruction must match.

My teaching methodology complements the five levels of intelligence. Therefore, students who have special needs can be accommodated. My Spanish lessons are very visual. Flashcards, overhead transparencies, posters, charts, and bulletin boards are used with the textbooks and workbooks. Hands-on activities that appeal to tactile learners are used. Reading and writing skills are presented in various ways through short passages, letter formats, and conversations. Oral listening exercises presented by myself are fingerspelled by the interpreter. A copy of the text was provided to the deaf student for audio recordings.

Working in the classroom with an interpreter involves pacing the presentation of a lesson and being aware of the student's ability to comprehend the material. I worked closely with the interpreter to preview lessons and to fine tune techniques that would enable the deaf student to learn successfully.



SHARING SOLUTIONS

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



Upcoming Events

Working with Minimal Language Skills Clients

Presented by Dawn Watts
April 22 & 29 in Columbus, Ohio
Contact Chris Evenson 614.287.5616 cevenson@cscs.edu

Signing Exact English Skillshop

April 22–24 in Dayton, Ohio
Contact Amelia Penner pen04@earthlink.net

OAD Leadership Workshop

April 29–30 in Columbus, Ohio
Contact Linda Mahmood at lmahmood@aol.com

Michigan RID Spring Conference

April 29–30 in East Lansing, Michigan
www.mirid.org

Stepping Up to the Platform

Presented by Linda Ross & Jody Daulton
May 7 in Columbus, Ohio
Contact Melanie Somnitz msomnitz@buckeyeranch.org
614.539.6522

Postsecondary Interpreting Network Conference

May 13-15 in Overland Park, Kansas
Contact Jenny Mahieu jmahieu@jccc.net

OCRID LAC 3 Workshop & Meeting

May 18 in Youngstown, Ohio
Contact Kelly J. Kerr LAC3@ocrid.org (330) 717-3836

KYRID & BGASLTA Joint Conference

May 20–21 in Louisville, Kentucky
www.kyrid.org

ASL 4 Us Midwestern Conference

June 4–6 in Indianapolis, Indiana
www.asl4us.com

Summer Institute for Educational Interpreters

June 14–17 in Columbus, Ohio
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

Weathering the Storm: Violence & Deaf Communities

June 15–16 in Worthington, Ohio
Contact CSD of Ohio 877.781.6670 v/tty
ohiomessages@c-s-d.org

Deaf Awareness Day at Geauga Lake

June 18 in Aurora, Ohio
Contact John Bradley, Jr. jrbradley4@earthlink.net
330-688-3764 fax

Deaf Youth Basketball Camp

Middle School Leadership Camp
June 19–25 in Columbus, Ohio
Contact Tamara Burnett-Penny burnett@osd.oh.gov
614.728.1422 v/tty

National Alliance of Black Interpreters Conference

June 23–26 in Long Beach, California
www.naobi.org

American Society for Deaf Children Convention

July 9–13 in Pittsburgh, Pennsylvania
Contact Jessica Wells 412.371.7000 jwells@wpsd.org

Registry of Interpreters for the Deaf Conference

July 10–15 in San Antonio, Texas
Contact RID info@rid.org 703.838.0030 703.838.0459 tty

ASL Camp

July 15–17 in Ohio (location TBA)
Contact Lori Woods lwoods@cscs.edu

Family Learning Weekend

July 15–17 in Columbus, Ohio
Contact Liz Dunbar-Grooms edgrooms@osd.oh.gov
614.728.1401 v/tty

Deaf Youth Sports Festival

July 25–31 in Louisville, Kentucky
www.teammdo.org

Deaf Awareness Day at Cedar Point

August 6 in Sandusky, Ohio
Contact Linda Adams jerlin84@woh.rr.com

Deaf Youth Leadership Summer Camp

August 7–12 in Oregonia, Ohio
Contact Chris Johnson 614.841.9991 tty/v
ChrisDSC@aol.com

Ohio Association of the Deaf Conference

August 12–14 in Dublin, Ohio
Contact Tom Atkins tomatkins@tmail.com

OCRID Annual State Conference

October 28–30 in Columbus, Ohio
Contact Anthony Nelson conference@ocrid.org
614.596.8157 v

Ohio DEAFair

November 5 in Columbus, Ohio
Contact Marsha Nippert OhioDEAFair2005@aol.com



Information for these events is from the Ohio Chapter of Registry of Interpreters for the Deaf website
Learn more about these and other upcoming events at www.ocrid.org
Want to receive updates to OCRID's events listing? Send email to OCRID-subscribe@yahoo.com

Interpreting & Sign Language Resources

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Visit our website!

www.ohioschoolforthe deaf.org/islr



ISLR Advisory Committee

Northwest Representatives:

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Susan Lottier, *Lucas County ESC*

Northeast Representatives:

Karline Caslow, *Akron Public Schools*
Rebecca Costas, *Champion Local*

Central Representatives:

Sharon Bordean, *Columbus Public*
Lori Peters, *Franklin County ESC*

Southwest Representatives:

Patricia Maille, *Ross-Pike ESD*
Sherry Miller, *Dayton City Schools*

Southeast Representatives:

Jacqueline Evans, *Zanesville City*
Jackie Miller, *Athens City Schools*

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

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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 educational interpreters, including workshops across the state. Additional services include assessment of interpreting, ASL assessments, mentoring, and internships.

Signals is published quarterly by ISLR. 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.