

# SIGNALS

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Spring 2006

### ISLR WORKSHOPS

## Online Learning with ISLR

*Complete a Survey for Future Online Learning Plans!*

ISLR recently completed its first venture with online learning, the Educational Interpreting Online Study Group. We were overwhelmed by the interest in this online group. Within the first week, we had enough people send in registrations to fill four groups. Our first experience with an online study group went well and ISLR is now planning more online learning opportunities.

This spring, ISLR is sponsoring the National Interpreter Certification Written Test Online Study Group facilitated by Lynne Wiesman from Signs of Development. See the enclosed flyer or our web site for more information.

*(See ONLINE on page 3)*

## Upcoming Statewide ISLR Workshops

**April 24—June 18, 2006**

*NIC Written Test Online Study Group*  
See insert for registration materials

**June 19—20, 2006 in Mt. Sterling**  
*Summer Institute for Educational Interpreters*

See page 5 for more information

**June 21—22, 2006 in Mt. Sterling**  
*American Sign Language Immersion*  
See page 5 for more information

### SHARING SOLUTIONS

## Confidentiality in the Classroom

*Interpreting Conversations Between Students*

By Robert Drake, Clermont County Educational Service Center

As educational interpreters, we are truly on the "front lines." No one in the educational system has the level of intimacy on a daily basis that we do - not only with the deaf students with whom we work, but the student body in general. When the deaf student is working with other students in small group activities, they are frequently exposed to (and, in the best of worlds, join in and contribute to) the chit chat and gossip that invariably accompanies these activities.



Sometimes, students are a bit inhibited by the presence of an adult in their space, but it's surprising how open they become once they are used to the interpreter being there...and if they understand about confidentiality.

I generally will explain to students that seem ill at ease that I am there to communicate whatever is said or signed, and that I don't really care if it entails coarse language, references to what was consumed at the weekend party, sexual activity, etc. I lightly throw in something like, "Of course, if I hear someone saying they're going to bring an Uzi to school tomorrow and blow away the class, I need to tell." They usually laugh and get the message.

*(See CONFIDENTIALITY on page 6)*

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## Opportunity to Attend a National Conference

The Center for Outreach Services at the Ohio School for the Deaf is sponsoring ten individuals in Ohio to attend national conferences related to Deafness this summer. Each selected individual will be reimbursed up to \$1000 for conference-related expenses.

To qualify, individuals must be either a:

- Licensed professional working in Ohio K-12 schools with deaf, hard-of-hearing or deafblind students **OR**
- Parent of a deaf, hard-of-hearing or deafblind child enrolled in an Ohio early intervention or school program

Eligible conferences include:

- Latino Deaf Education
- National Alliance Of Black Interpreters (NAOBI)
- National Association of the Deaf
- Registry of Interpreters for the Deaf regional conferences

Applications are due May 1st. For more information, see <http://www.ohioschoolforthe deaf.org/outreach/conferenceap.pdf> or contact ISLR (see back page).

ISLR WEB

## Ohio Guidelines for Educational Interpreters

Now on ISLR's Web Site

The *Ohio Guidelines for Educational Interpreters*, published by the Ohio Department of Education, is now available online. You can view it at [www.ohioschoolforthe deaf.org/islr/EdTerpGuidelines.pdf](http://www.ohioschoolforthe deaf.org/islr/EdTerpGuidelines.pdf).

If you would like to printed copies of the Guidelines, contact ISLR (see back cover).

### WORKSHOP WISDOM

## IEP Meetings – The Student's Perspective

Imagine this scenario.... You are a deaf middle school student, entering a conference room in the principal's office at your school.

You sit down at the table. Your parents are already seated next to you. Dad looks annoyed. Mom looks worried. You'd ask them what's wrong, but they wouldn't understand your signs anyway so you don't try.



Your interpreter comes into the room and smiles at you. You are relieved that there will be at least one friendly face. She introduces another person you've never met before - she says that this other person will interpret so she can be part of the meeting. This other interpreter looks nervous. You wonder if you will understand her signs.

One of your teachers (the one who goes through worksheets so fast) comes into the room and sits down. He is shuffling a lot of papers and looks flustered. Then the principal (who always looks stern) comes in and the meeting starts. The new interpreter starts interpreting some quick introductions. Then the interpreter signs, "What's your plan for the future?" Everyone is looking at you and you have no idea what to say. Then the interpreter signs, "This is your IEP meeting. What do you want to do?"

When we are working with students, it is helpful if we can get in their shoes and see school experiences from their perspective. While an IEP meeting may be just one more school meeting to us, it can be very intimidating for a deaf student. And the experience will be different for students of varying ages and students with additional disabilities.

This scenario is from an ISLR workshop, "Seeing the Classroom through the Eyes of a Deaf Student" presented by Dawn Watts. This is one of the many workshops that schools can request for their staff. Contact ISLR for more information (see back cover for contact information).

## Wanted: Student Reps

Help & learn at Summer

Institute & ASL Immersion

ISLR is seeking interpreting students and recent graduates to join Summer Institute and ASL Immersion as student representatives. These events will be held on June 19-22, 2006 at Deer Creek State Park in Mt. Sterling, Ohio. This is a great opportunity to learn and network.

Applications are due May 12th. For more information, see <http://www.ohioschoolforthe deaf.org/islr/StudentReps.pdf> or contact ISLR (see back cover).

## Summer Camps for Deaf Students

The Ohio School for the Deaf is planning several camps this summer open to all Deaf and hard-of-hearing students, including:

- June 19—24 • High School Basketball
- June 25—30 • Middle School Leadership & Literacy Camp
- July 31—August 3 • High School Leadership & Literacy Camp
- August 7—11 • High School Careers Dates TBA • Elementary Camp

For more information, see [www.ohioschoolforthe deaf.org/outreach/events.htm](http://www.ohioschoolforthe deaf.org/outreach/events.htm).



## IN SIGHT

## Who has helped you grow the most in your career?

*Melanie Anderson*, Akron Public Schools

Sue Basone has had an enormous impact on my professional development. Her determination to constantly improve herself personally and professionally inspires and challenges me.



*Michelle Clark*

My mentors during my internship at OSD helped me tremendously. They were helpful in assisting me with targeting problems and attaching them with strategies that improved various areas of my interpreting.

*Becky Costas*, Franklin County ESC

Leah Subak challenges me to go beyond my comfort level and stretch myself to improve beyond what I think I can do. She has encouraged me when I've been discouraged. But when I start feeling comfortable, she challenges me to move my skills to a higher level.



*Tonya Harris*

Socializing and working with Deaf people has been most helpful. As I better understand the language, I can interpret more accurately, both receptively and expressively. I also appreciate seeing a variety of models/styles—not just one.

*Cindy Koontz*, Berea Schools

The deaf student whom I interpret for along with her family have helped me most. They are all deaf and are very involved in their children's academic careers. This in return has given me great ambition for growth in my skills.



(ONLINE—Continued from page 1)

ISLR is planning more online learning opportunities for the future, including repeats of the Educational Interpreting Online Study Group from this winter so others can join.

But...we need your help as we create future online learning activities for interpreters. We want to make sure that future programs meet your professional development needs. We need to hear from you what topics you would like to see provided in an online environment and suggestions for materials for this learning opportunity.

Please take five minutes (literally just five minutes!) to **complete ISLR's survey regarding online learning opportunities**. Your responses will be anonymous. See [www.ohioschoolforthe deaf.org/islr/survey.html](http://www.ohioschoolforthe deaf.org/islr/survey.html).

### Distance BA Program in Interpreting

#### *Educational Interpreting One Area of Emphasis Available*

The University of Northern Colorado is now offering a Bachelor of Arts in American Sign Language—English Interpretation. The program is delivered at a distance using multiple technologies including an online learning environment, video and audio conferences, printed materials, and an internship. Language skills development occurs during one-month on-campus summer institutes as well as in smaller gatherings with a mentor in each student's local area.

Three areas of emphasis are available, including educational interpreting.

See [www.unco.edu/DOIT/](http://www.unco.edu/DOIT/) or contact LaNae Phillips at 1-866-885-6087 or [lanae.phillips@unco.edu](mailto:lanae.phillips@unco.edu) for more.

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#### RESOURCE RICHES

### Deaf Students in Foreign Language Classes

#### *New eBook on Supporting Students in the General Education*

A new online book addresses foreign language learning for deaf students. *Deaf and Multilingual: A Practical Guide to Teaching and Supporting Deaf Learners in Foreign Language Classes* is written by Judith Mole, Hilary McColl and Mireille Vale.

This book is written primarily for those teaching and supporting deaf learners attending mainstream foreign language learning classes. It is intended to be a practical guide on accessible language teaching, curriculum and lesson planning, and support strategies for foreign language learning.

You can purchase this book online at <http://www.directlearn.co.uk/>. You can view the complete table of contents at the site. The cost to download the book is approximately \$18 in US dollars.



IVA D'LEMA

## Working with Administrators

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

**The administration at my school doesn't seem to get my job or even want to know more. The administrators don't know sign language or have any background in deafness. I watch them make decisions about deaf students that seem uninformed while they ignore the expertise I could contribute. How do I get through to them, both for my own benefit and the benefit of the deaf students?**

In this situation, Iva and others in this situation could:

- **Remember to look at the situation from the administrators' perspective.** Special education administrators are typically responsible for a large number of kids with an array of disabilities. Building administrators are usually responsible for hundreds of kids and dozens of staff members. They are always juggling many important and competing priorities.
- **Get to know the administrators.** Determine the best way to provide them with information— in person, in writing, over email, a personal note, or a combination. Ask other staff members who have a good relationship with this person how they have found it helpful to approach them.
- **Provide recommendations with evidence supporting your suggestions.** Provide documentation such as articles, chapters from books, web sites, workshop handouts, and the *Ohio Guidelines for Educational Interpreters*. Make it easy for the administrator to focus on the relevant points quickly, possibly by highlighting or marking these parts.
- **Share resources for additional information or perspectives.** If you feel the administrator would respond better to suggestions from an outside person, give them contact information for outside resources. For example, you could suggest an administrator from another district you know who has experience with deaf students. Another idea is to suggest they contact the Center for Outreach Services at OSD which provides consultations with schools.
- **Offer to provide an inservice for staff on working with interpreters and deaf students.** Ask to present at a meeting you know the administrator will attend such as staff meeting or start the school year off with an inservice. See <http://www.ohioschoolforthe deaf.org/islr/materials.html> to view a resource called *Teach the Teachers* on preparing inservices on interpreting and deafness.
- **Offer suggestions at the student's IEP meeting or other team planning meetings as appropriate.** These meetings may be an opportunity to offer ideas and resources. If the administrators see that the parents support your suggestions, and particularly if these services are written into the IEP, they are more likely to make these changes a priority.
- **Check out the independent study module created by Sue Basone, *Orienting Consumers to the Role and Function of an Educational Interpreter*.** Sue guides you through formal and informal ways to explain your role to different consumers, including administrators. You can purchase this two CD set from ISLR for \$4.

PLEASE HELP IVA!!!

Iva has a dilemma...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 will be acknowledged on an annual basis.

### Iva Live!

Iva will be jumping right off the page of *Signals* at Summer Institute in June. You won't want to miss this unique opportunity to meet Ms. D'Lema herself and share in the advice and laughs!

Wow! As always, y'all have such fabulous suggestions! I can't wait to hear what you say about this one.... Most of the teachers, staff and students at my school have never been around a Deaf person before. They don't know how to act and often are unintentionally rude. The Deaf student never speaks up, but has told me between classes how frustrating this is. What can I do to improve this situation?





## ISLR Advisory Committee Notes

The Advisory Committee (AC) met on January 21, 2006 at the Ohio School for the Deaf. Committee members Jackie Miller, Karline Caslow, Carol Black, Sally Bowes, Sue Lottier, Becky Costas, Lori Peters, Sherry Miller, and Pat Maille attended along with ITP liaisons Phyllis Adams, Sinclair Community College, and Leah Subak, Kent State University. ISLR staff member Jean Parmir also attended.

ISLR provided updates and got committee input on the Online Study Group, Mentor Program, Summer Institute and ASL Immersion, OSD Outreach, alternative licensure, and our April workshop. AC members and liaisons provided reports on activities in their areas. For a complete report of the meeting, see the OSD website.

Our final meeting date for the 2005-2006 school year will be April 29 at Sinclair Community College.

Regular committee updates and discussion will take place in the morning. In the afternoon, we will have a report on Sinclair student research on educational interpreter pay rates and working conditions. Sinclair students will also be asked to present information at Summer Institute.

We currently have vacancies on the AC, and several AC members will be rotating off the committee this summer. Please consider applying to serve. To be eligible for committee service, interpreters should have an Associate License, have worked for three or more years in the schools, and show evidence of leadership skills. Consideration will be given to diversity in areas such as age of students served, urban and rural areas, and gender.

### ISLR WORKSHOPS

## Sneak Peek at Summer Institute 2006

Join us for Summer Institute 2006, June 19 & 20 at beautiful Deer Creek State Park! Deer Creek is located 30 minutes south of Columbus, near Mt. Sterling, Ohio. The lodge has indoor and outdoor pools, sauna, whirlpool, and exercise room. There are walking trails and a lake. See <http://www.ohiodnr.com/parks/parks/deerckr.htm>

Since participants traveling from northern Ohio will be coming farther than in previous years, we have moved our starting time on Monday to 10:00, with SI registration starting at 8:30. Monday evening will include dinner and a keynote by Ari-Asha Castalia, who will bring her humor and insight to the topic of our profession and changes in the field. Tuesday sessions will begin at 9:00 and end at 4:30. Interpreters can earn 7 hours credit for Monday and 6 hours for Tuesday.

Planned SI sessions include:

- Panel with Iva D'Lema, the troubled star of our newsletter advice column
- Ari-Asha Castalia on Spatialization: reviewing techniques for using space and clues/opportunities in spoken language where space can be used
- Ari-Asha Castalia presenting "Mental Muscle," a workshop that reinforces foundational skills (visual/auditory memory, visualization, concentration, dual processing) via fun activities and improvisational comedy exercises
- Karen Tinsley and Tracey Frederick on working with students with special needs, including Visual Gestural training and practical problem solving
- Practicum Panel: interpreters and ITP representatives discussing "what works" for ITP students in educational interpreting settings
- Dr. Brenda Schick on Social Cognition: cognitive development in deaf students, including practical application for interpreters
- Dr. Brenda Schick on the Educational Interpreter Performance Assessment (EIPA)
- Interpreters from Hallenross agency on the new National Interpreter Certification (NIC)
- "Ask the Teacher" sessions focusing on vocabulary in content areas
- Ohio Updates: interpreting proficiency tests, licensure information, and working conditions

Registration materials will be sent as soon as all information is confirmed.

### ISLR WORKSHOPS

## ASL Immersion Experience

ASL Immersion will be held at Deer Creek State Park (see information above) on Wednesday and Thursday, June 21 & 22, following Summer Institute. We will again offer four topics with an instructor and assistant instructor for each. There will be a maximum of 10 participants in each of four groups that will rotate through the topics. There will be an activity on Wednesday evening as part of the event. Full registration will include a shared room on Wednesday, with roommates randomly assigned through ISLR. Participants who wish to room together will have the option of paying for their rooms and making their own arrangements. Registration materials will be sent as soon as all information is confirmed.



**(CONFIDENTIALITY from page 1)**

We, in our unique position, are privy to many "private" actions and communications. To ensure as much access to communication as possible for the deaf students, we are constantly "eavesdropping" if you will. We often are seen as an adult who is somehow "safe" in terms of disclosure and need to deal with how we will treat these inevitable confidences.

I'm always weighing what to do with information that comes to my attention. Some of it seems easy on the surface...cheating, for example. I try to ask all the teachers before it happens how they want me to deal with that issue. I don't want to be the classroom police, but I don't want to ignore obvious cheating. And yet, if I weren't there....

Other issues that we see and teachers don't (the girl with her hands in her purse who we know is texting someone), I just ignore. Yeah, it's against the rules, but....

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**Ding! Ding! Ding! Alarm bells went off in my head - I knew I couldn't let this one go.**

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One sticky incident stands out in my mind. One of the students in a drama class I was interpreting in was a very emotional, needy girl. She had a very tempestuous relationship with her boyfriend and was often upset in school. One day, the deaf student I was assigned to asked this girl (hearing) what was wrong. She proceeded to blubber her way through a story that culminated with, "...and John (not his real name) said he was going to kill himself." Ding! Ding! Ding! Alarm bells went off in my head - I knew I couldn't let this one go. An activity in the class separated my student from this girl,

and when I had a moment I went back to her and explained my ethical dilemma to her. I didn't want to violate her confidentiality, but I felt that I was required by law to report this potential danger to her boyfriend (also a student). To add another level to this, I had confidential knowledge of many issues about her boyfriend of which she was totally unaware. He had several deaf family members, and in the course of some community interpreting jobs I had done, I had a lot of disturbing background information concerning this boy. That info, obviously, was off limits to anyone. But her disclosure to me, however, needed to be dealt with.

Fortunately, I was able to convince the girl to go to the school counselor and tell what she had heard and her concerns - this was not easy at first as she was worried how disclosing would affect her relationship with the boy. I just told her that it would be better if she told, and that I would be willing to go with her, but that if she felt unwilling to do so, I would have to anyway - by law.

In any situation like this, codes of ethics, laws, policies, etc. can truly be seen as invaluable aids to interpreters. These rules can take the pressure off us ("It's the law, I have no choice") and can make life a whole lot easier in spite of the complex situations we sometimes encounter.

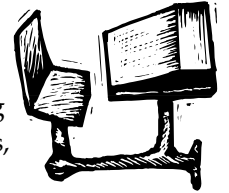


**TELL US YOUR STORY!**

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.

STUDENT DESK

**Utilizing a Deaf Interpreter for IEP Meetings**



OSD uses Deaf interpreters during some IEP meetings, especially for students who need highly visual language. Three students in the TARGET work-study class at the Ohio School for the Deaf talked with ISLR staff member Dawn Watts and teacher Charles Owen III about their experiences using a Deaf interpreter during IEP meetings. Here are their thoughts...

**David Lewis:** There is a big difference between working with a Deaf interpreter and a hearing interpreter. I liked using the Deaf interpreter. The message was clear, the pace was slow and comfortable. It took me a while to get used to the Deaf interpreter, then I found it helpful.

**Kevin Harris:** It was much better using the Deaf interpreter because she used more facial expressions and body language. We are both deaf and understand one another. She signed more slowly. I felt disconnected before using a hearing interpreter.

**Shane Henderhan:** I'd rather use a Deaf interpreter. The message is clear and easy to understand. With the Deaf interpreter, I felt like I could participate in the meeting better.



STUDENT DESK

What do students have to say about the services provided by interpreters? We invite students to share about their experiences using interpreters in classrooms. Submissions can be in text or on video. See back cover for contact information.



## Upcoming Events

### *April 2006*

#### **PEPNet Conference**

April 5–8, 2006 in Louisville, Kentucky  
www.pepnet.org

#### **Deaf Comedy Show**

April 6 in Columbus, Ohio  
Contact Perry Mott Mott@osd.oh.gov

#### **The Key: A Film in American Sign Language**

April 6 in Cleveland Heights, Ohio  
Contact Nancy Seeger 216-321-0739  
nseeger@heightslibrary.org

#### **Fingerspelling with Children**

Presented by Maryann Barth  
April 8 in Wapokeneta, Ohio  
Contact ISLR 614.995.1566 v/tty EduTerp@osd.oh.gov

#### **Working with Minimal Language Skills Clients**

Presented by Dawn Watts  
April 21 & 28 in Columbus, Ohio  
Contact Chris Evenson 614.287.5616 cevenson@csc.edu

#### **Voicing Classifiers & Role Shifting in ASL**

Presented by Lori Woods  
April 22 in North Canton, Ohio  
Contact Jamie McCartney LC2@ocrid.org

#### **NIC Written Test Online Study Group**

April 24–June 18 Online  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

### *May 2006*

#### **Live at SMI! Gil Eastman—ASL Film Series**

May 4 in Cleveland Heights, Ohio  
Contact Nancy Seeger 216-321-0739  
nseeger@heightslibrary.org

#### **OCRID Local Chapter 5 Meeting**

May 8 in Dayton, Ohio  
Contact Adrienne Taylor LC5@ocrid.org

#### **OCRID Local Chapter 2 Social & Auction**

May 9 in Akron, Ohio  
Contact Jamie McCartney LC2@ocrid.org

#### **Applying Interpreting Principles to a Live Lecture**

Presented by Tina Perry & Chris Evenson  
May 12 & 19 in Columbus, Ohio  
Contact Chris Evenson 614.287.5616 cevenson@csc.edu

#### **ASL at the Reds Game**

May 28 in Cincinnati, Ohio  
Contact Beth Hollis beth.hollis@cincinnatiastate.edu

### *June 2006*

#### **Latino Deaf Education Conference**

Presented by Barbara Gerner de Garcia  
June 1–3 in Indianapolis, Indiana  
Contact Ayanna Clayton (317)479-3240 v  
(317)479-3232tty dcsterps@eastersealcrossroads.org

#### **Creative ASL Cookbook** Presented by Trix Bruce

June 2 in Dayton, Ohio  
Contact Adrienne Taylor LC5@ocrid.org

#### **Deaf Awareness Day**

June 3 in Dayton, Ohio  
Contact (937) 293-2841

#### **See the Sound/Visual Phonics** Presented by Linda Yonce

June 14–15 in Sardinia, Ohio  
Contact Sherry Campton 937.393.1904

#### **Family Learning Experience**

June 16–17 in Columbus, Ohio  
Contact OSD outreachcenter@osd.oh.gov 614.728.1401

#### **Summer Institute for Educational Interpreters**

June 19–20, 2006 in Mt. Sterling, Ohio  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

#### **American Sign Language Immersion**

June 21–22, 2006 in Mt. Sterling, Ohio  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

### *July 2006 & Beyond*

#### **RID Region III Conference**

July 19–22 in Milwaukee, Wisconsin  
http://www.wisrid.org/RegionIII2006.html

#### **Center for Outreach Services Conference**

August 10–12 in Columbus, Ohio  
Contact OSD outreachcenter@osd.oh.gov 614.728.1401

#### **Deaf and Hard-of-Hearing Adolescents Conference**

September 18–20 in Memphis, Tennessee  
Steve Larew GRCDirect@aol.com 904-819-6216 v/tty

#### **OCRID Annual Conference**

October 20–22 in Columbus, Ohio  
Contact Anthony Nelson 614.596.8157  
conference@ocrid.org



More info about these & other events is at [www.ocrid.org](http://www.ocrid.org), the Ohio Chapter of Registry of Interpreters for the Deaf website. Receive updates to OCRID's listing by sending email to [OCRID-subscribe@yahoo.com](mailto:OCRID-subscribe@yahoo.com).

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## ISLR Advisory Committee

### Northwest Representatives:

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Susan Lottier, *Lucas County ESC*

### Northeast Representatives:

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

### Central Representatives:

Rebecca Costas, *Franklin County ESC*  
Lori Peters, *Franklin County ESC*

### Southwest Representative:

Sherry Miller, *Dayton City Schools*

### Southeast Representatives:

Jackie Miller, *Athens City Schools*

### 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

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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.