

# SIGNALS

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Summer 2006

### Interpreter Training Programs in Ohio

#### *Recent Developments and Contacts*

On May 19, 2006, representatives from each of the interpreter training programs across the state met to discuss their programs. There is one new program that has started recently at Jefferson Community College in Steubenville. Two additional programs are expecting to start soon at Washington State Community College in Marietta and Wright State University in Dayton. These three programs are not yet approved by the Ohio Department of Education to graduate interpreters who are eligible for an educational interpreting license, but all are in the process of applying.

(See ITPs on page 2)

#### SHARING SOLUTIONS

### How Do You Sign Photosynthesis?

#### *Subject-Specific Signs in the Classroom*

By Sarah McKinney, ESC of Franklin County

Photosynthesis. Transcendentalism. Rhombus. It is staggering to consider the breadth of knowledge that we educational interpreters encounter every day, and are expected to convey to our students in a way they can readily access. Concepts are introduced in the classroom that often do not have specific ASL sign counterparts. This presents a challenge for even the most seasoned interpreter, but recognizing the techniques that help us deal with subject-specific vocabulary can remind us of the tools we can use when we encounter particularly difficult concepts. This article will discuss three possible techniques: fingerspelling, nonce fingerspelling, and compound classifier-sign combinations.

#### *Fingerspelling*

Usually we rush to look for a sign that closely matches the concept, forgetting that the actual English word has importance and validity within the class and unit being studied. Since this term is sure to appear on a test, in the student's homework or class work, and in class review sessions, it is appropriate and necessary to fingerspell the word carefully so the student learns what the word looks like. The more exposure the student has to the fingerspelled word, the easier it will be for them to recognize it later. If it is a short word, or an easily fingerspelled word, you may decide to only fingerspell it.

(See SUBJECT SIGNS on page 6)

### Upcoming Statewide ISLR Workshops

September 18—November 20

*Interpreting Math Classes Online Study Group*

See page 3 for more information

September 23, 2006

*Internet for Interpreters*

Presented by Suzanne Ehrlich-Martin  
See page 3 for more information



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(ITPs from page 1)

**Cincinnati State**



Location: Cincinnati, Ohio

Degree: Associate's Degree

Web Site: <http://faculty.cincinnati.state.edu/hsd/InterpreterProgram/index.htm>

Contact: Dawn Cartwright 513-569-1829  
dawn.cartwright@cincinnati.state.edu

Program Highlights and Recent Developments:

- The ITP website will soon include a video dictionary showing local signers and regional variations. There will be two views – head on and a side view.
- Activities include silent dinners, a language lab for tutoring, and a Live Lab. The coordinator of the Live Lab hires def people from the community to come and work with students. Students are grouped by ASL level and they rotate among stations to converse with a variety of local deaf signers, including students from St. Rita School for the Deaf.
- Students must pass a portfolio exam, which includes an interpreting skills assessment, prior to completing the program.

**Columbus State**



Location: Columbus, Ohio

Degree: Associate's Degree

Web Site: [www.csc.edu/docs/interp.htm](http://www.csc.edu/docs/interp.htm)

Contact: Christine Evenson cevenson@csc.edu  
614.287.5616 v 614.469.0333 tty

Program Highlights and Recent Developments:

- There are 4 fulltime instructors, 1 practicum coordinator, and 1 lab coordinator in addition to adjunct faculty. One of the fulltime instructors is retiring and his position will be posted and filled. The ASL lab employs a coordinator, who is Deaf, and other Deaf people to work with students.
- Majors and non-majors enroll in the same ASL series; however a new course "ASL for Interpreters" has been added to the curriculum.
- CSCC has a student organization called ASL Connections.

**Cuyahoga Community College**



Location: Parma, Ohio

Degree: Associate's Degree

Web Site: [www.tri-c.edu/catalog/0507/docs/courses/deaf.htm](http://www.tri-c.edu/catalog/0507/docs/courses/deaf.htm)

Contact: Donna Liebenauer 216.987.5219  
donna.liebenauer@tri-c.edu

Program Highlights and Recent Developments:

- The program has two fulltime faculty members. The interpreting courses are taught on the west campus, and they also provide ASL classes on all 3 campuses.
- The curriculum was recently modified.
- There is an ASL club, but no lab yet. There are deaf tutors available to work with students.

**Kent State University**



Location: Kent, Ohio

Degree: Bachelor's degree

Web Site: <http://dept.kent.edu/sped/interpreter.htm>

Contact: Leah Subak lsubak@kent.edu 330.672.2294 v  
330.672.2396 tty

Program Highlights & Recent Developments:

- They are working with a new curriculum.
- There are approximately 800 students taking ASL courses across 8 campuses. Classes are very full. They are considering splitting them according to who is taking them for language credit and who is taking them for professional reasons.
- There is an ASL club with Deaf officers. There is an ASL lab, and they will add an interpreting lab.
- Roberta Thoryk, Ph.D., has been hired to a tenure track position in the ASL department.

**Ohio University-Chillicothe**



Location: Chillicothe, Ohio

Degree: Associate's Degree

Web Site: <http://oucweb.chillicothe.ohiou.edu/Academics/DSI/Index.html>

Contact: Michael Lafreniere 740.774.7207  
lafrenie@ohio.edu

Program Highlights & Recent Developments:

- The program has a multi-media interpreting lab

**Sinclair Community College**



Location: Dayton, Ohio

Degree: Associate's Degree

Contact: Phyllis Adams 937.512.2722  
phyllis.adams@sinclair.edu

Web Site: [www.sinclair.edu/academics/elhs/departments/cfe/programs/degree/macdegree/index.cfm](http://www.sinclair.edu/academics/elhs/departments/cfe/programs/degree/macdegree/index.cfm)

Program Highlights & Recent Developments:

- A new Educational Interpreter Certificate program will begin Fall Quarter, 2006. There will be 7 classes, each worth 3-4 quarter hours. They expect to have a day section and a late afternoon or early evening section for each class. Classes may also be offered



through distance technology. The certificate will include existing courses offered through the psychology and early childhood education departments in addition to courses specifically related to educational interpreting.

- The college has 4 full-time tenure track instructors. They have an ASL Club, which has a Deaf President for the first time.
- They have been very active in offering distance learning, and the first cohort will begin practicum this summer.

### Jefferson Community College

*Location:* Steubenville, Ohio

*Degree:* Associate's Degree

*Web Site:* [www.jcc.edu/courselist.asp?coursetype=IDP](http://www.jcc.edu/courselist.asp?coursetype=IDP)

*Contact:* Beth O'Connor [eilisrose@yahoo.com](mailto:eilisrose@yahoo.com)  
740-264-5591

*Program Highlights & Recent Developments:*

- The college has only 1500 total students, and 12 students have expressed an interest in the Interpreter Training degree. Students must have taken Beginning ASL before entering the program. The goal is for students to pass the RID written exam on completion of the program.
- The impetus for establishing the program came from Deaf Community Services. The program also has an advisory committee.
- They use a videophone for students to practice voice-off communication.

### Washington State

*Location:* Marietta, Ohio

*Degree:* Associate's Degree

*Contact:* Dr. Mark Nutter

[mnutter@wscc.edu](mailto:mnutter@wscc.edu) 740.374.8716 Ext 2105

*Program Highlights & Recent Developments:*

- They have a Deaf Studies certificate program and have been working for 3 years to establish a degree program in interpreting. Students will be required to take elementary ASL prior to entering the program.
- There are 2400 total students at the college, and 70 are taking ASL classes.
- They will be posting a position for a full-time teacher for the interpreter program.
- There is reciprocity with West Virginia, so students who are residents there pay in-state tuition.



### Wright State University

*Location:* Dayton, Ohio

*Degree:* Bachelor's Degree

*Web Site:* [www.wright.edu/~greta.knigga/sli%20program.htm](http://www.wright.edu/~greta.knigga/sli%20program.htm)

*Contact:* Greta Knigga [greta.knigga@wright.edu](mailto:greta.knigga@wright.edu)

*Program Highlights & Recent Developments:*

- This is designed to be a bachelor's degree completion program. Eventually, students may be able to enroll as freshmen at WSU and take interpreting coursework at both Sinclair and WSU during their first two years.
- Students transferring from 2-year ITPs will get full credit for most classes. There are 19 courses, and students' ASL skills will be assessed before they enter the program.
- For the first year, they will accept up to 20 students.



ISLR WORKSHOPS

## Interpreting Math Classes Online Study Group

From September 18 to November 20, 2006 ISLR will be sponsoring an online study group on interpreting in math classes. Interpreters in the study group will brainstorm about challenges interpreting math classes and will complete skill development exercises. The study group will be facilitated by Sara Paullin Casto from ISLR and Robert Drake, an educational interpreter from Clermont County Educational Service Center. Look for registration materials in early August.

ISLR WORKSHOPS

## Internet for Interpreters

The ISLR fall workshop will be on Saturday, September 23, 2006 from 9:00am to 4:00pm at Timken High School in Canton. Suzanne Ehrlich-Martin will explore ways to use the internet and technology to enhance interpreting skills. Participants will have opportunities to practice and interact with technology! Topics will include:

- How to locate and use internet-based help
- Useful internet sites and how to know if sites are credible
- Ideas for looking up technical signs or refreshing knowledge of established signs
- Ways to improve skills using technology
- Other ways technology can be useful for interpreters!

Look for registration materials in late summer.



IVA D'LEMA

## Encouraging Deaf-Friendly Behavior

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

**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?**

Iva and others in this situation could:

- **Empower the Deaf student.** Encourage the student to express their feelings to the right individuals. Help the Deaf student understand that the hearing staff and students are not trying to be rude. Discuss with the student what they want to do to resolve the situation. Especially if the student is older, they should have a key role in the ideas below.
- **Model appropriate ways to interact with a Deaf person.** Make sure that you treat Deaf students in culturally-sensitive ways.
- **Get off to the right start for a new school year.** Include information about how to interact with a Deaf person as you orient teachers to your role. Ask the teachers to explain this to their classes at the beginning of the school year or suggest the Deaf student present about Deaf etiquette to the class.
- **Present to teachers and staff about interacting with a Deaf person.** Either at a formal inservice or briefly during a staff meeting, explain about Deaf etiquette. Ask the teachers and staff to be role models for the students. For a more involved inservice, it would be ideal to arrange for a Deaf adult to present. ISLR may be able to provide such an inservice at your school.
- **Hold an assembly or class presentation for students.** This assembly or presentation could focus on deafness or deafness could be included as part of a wider topic, such as cultural diversity. Again, it would be ideal for a Deaf adult to present. Make sure you involve the Deaf students in the school when planning this event.
- **Organize a Deaf Awareness Week.** You can create displays and plan activities to increase awareness about Deafness, including Deaf etiquette, at your school or in your classroom. In addition to etiquette, you or a Deaf student might teach basic signs, share tidbits from Deaf history, and/or invite guest presenters. Make sure to involve Deaf students in planning.
- **Set up lessons on Deaf culture and ASL.** For younger students, you could set up a sign club. For older students, explore whether ASL could be offered as a foreign language. Deaf culture issues can be shared as well as teaching ASL. Maybe elements of Deaf culture could be included in the curriculum for courses related to cultural awareness and diversity.



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 will be acknowledged on an annual basis.

Wow! You came up with so many ideas! Lots for me to think about. So, here's my latest problem. I changed jobs and now work in a building with several interpreters. We rotate and work with different teachers and students throughout the day. Some of the interpreters take on other jobs in the classroom rather than focusing only on interpreting. When I am later with the same teachers, they get upset when I stay only within the role of an interpreter. What should I do?

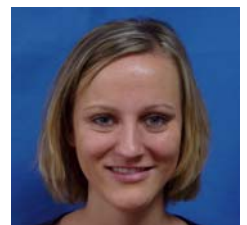
For those of you who missed it, Iva appeared live at Summer Institute. As you can see from her new photo, she has a new do and quite a look. She and the ISLR Advisory Committee helped us work through many a dilemma! ISLR is lucky to have such a dynamic person as our ace columnist!

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### ISLR STAFF NEWS

## New ISLR Staff Member...Trudy Halker

Trudy is an interpreter at the Ohio School for the Deaf. She holds a bachelors degree in ASL/English Interpreting from Bethel College and a Certificate of Transliteration (CT) from the Registry of Interpreters for the Deaf. She has been working as a community interpreter since 2003. Trudy joined the Ohio School for the Deaf as a staff interpreter in January 2006. At OSD, Trudy interprets, coordinates interpreters, mentors interpreting interns, and assists with ISLR projects.





## IN SIGHT

## What advice you would give to educational interpreters that are new to the field?

*Sue Nace*, Youngstown Hearing & Speech Center

Being an educational interpreter means you are part of the educational team. Do not segregate yourself from the teachers.

Making yourself available for questions and helping educate about deafness will also show yourself as a professional.



*Kelly Darr*, Columbus Public Schools

It is better to be strict with the interpreter role and ease off gradually than to start out getting walked all over and not stop it or make people angry at the sudden end of the "aide" jobs.

*Becky Szeghi*, Clermont County Educational Service Center

Mentor, mentor, mentor! Job shadow good educational interpreters.



*Erin Neale*, Strongsville Schools

Establish a network of interpreting and deaf friends. Be allies with secretaries, janitors and, of course, teachers.

## ISLR Advisory Committee Notes

The ISLR Advisory Committee (AC) met on April 29, 2006. Committee members Jackie Miller, Tammy Dearth, Karline Caslow, Sally Bowes, Sue Lottier, Lori Peters, Becky Costas and Sherry Miller attended along with ITP liaison Phyllis Adams (Sinclair Community College) and ISLR staff member Jean Parmir.

ISLR provided updates and received committee input on ISLR programs and workshops. AC members provided regional reports. The committee discussed plans for a survey of working conditions for interpreters. It was expected that this survey would be conducted by a class at Sinclair this spring, but that has been postponed until a class this coming fall. For a complete report of the meeting, see the OSD web site.

There are current vacancies on the AC. Please consider applying.

## Inclusion in Italy

### *Accommodations for Deaf Students in Mainstream Schools*

The Ohio School for the Deaf has a sister school agreement with the Istituto Statale di Istruzione Specializzata per Sordi (ISIS), a consortium of schools for the Deaf in Italy. Since 1991, our schools have been visiting each other every few years. During a recent visit, Ilario Stocchero, an Italian teacher of the Deaf and a certified Lingua Italiana dei Segni (LIS) interpreter, shared about the inclusion of deaf students in mainstream schools in Italy.

As in the United States, inclusion is encouraged for students with disabilities, including deaf students. Families with deaf students in Italy can request three possible accommodations for deaf students attending classes with hearing students: a special education teacher, a communication aide, or a sign language interpreter.

Families most often request a special education teacher to work with their deaf child. Typically these teachers have taken a general teaching course and then an additional course in working with students with different disabilities. Generally they do not know sign language. They usually work one-on-one with a deaf student.

Communication aides are a newer service available to deaf students in mainstream classrooms. Communication aides have a minimum of a high school education and have completed a course in this specialty provided by provided by a local chapter of the Ente Nazionale Sordomuti (ENS), the national organization of deaf people in Italy. Communication aides are typically skilled in LIS.

Educational interpreters also work with deaf students in classrooms in Italy. In 1992, there was a law passed that required schools to provide an interpreter upon request. However, this service is not commonly requested by parents in Italy. Interpreters working in the schools have typically completed a training course in interpreting provided by the ENS. Training classes are typically five-year courses, with students attending classes part-time.



## (SUBJECT SIGNS from page 1)

### *Nonce Fingerspelling*

After slow and careful fingerspelling of the word two or three times so the d/Deaf student has an opportunity to understand it, you may begin to spell it more quickly and comfortably. For example, if the whole lesson is about the concept of “billion” as opposed to “million,” the interpreter may first spell the word “billion” carefully the first few times; as the lecture continues, the spelling becomes more lexicalized, taking on the features of fingerspelled loan signs like #JOB and #BANK. The careful fingerspelling will evolve, likely dropping the individuality of each letter so that the form of the word and the emphasis of the first letter remains. This technique of nonce fingerspelling—creating a lexicalized version of a fingerspelled word—is a native ASL technique, is recognizable by the student, and a provides a great alternative for almost all language modes.

### *Classifier/Sign Compounds*

Sometimes attaching a signed concept to the new vocabulary may be desirable once the word is understood and mastered. At that time, the appropriate and accepted sign can be introduced to the student. And here is where the problems start!

What if the interpreter does not know of a sign? The student does not have one either? What if there just is no established sign, but the word is long, cumbersome, or there are too many words to fingerspell them all? The answer here depends on the individuals involved. Simply, what works with one kid might not work with another. So, what about just making something up?

If you have a language-savvy student capable of separating classroom jargon signs from signs that can be used outside of the classroom, a made-up sign may be an appropriate choice. An effective way to do this is by combining either signs or classifiers to visually describe the concept. For example, SUN + GROW in a compound movement could represent the concept of “photosynthesis.”

There are many disadvantages to “made up” signs, however. The classroom-specific sign is only usable in the classroom, and the student needs to clearly understand the appropriate time and place to use it. A problem may also arise if a substitute interpreter covers the class. If the student depends on the created sign and cannot articulate the fingerspelled term, the substitute will not be able to understand and voice questions from the student. Additionally, consistency is key for learning across grades, so if interpreters at different levels do not use consistent signs the students will not readily connect background knowledge to new concepts.

### *Subject-Specific Vocabulary*

The best step any interpreter can take to be prepared is to learn about resources for subject-specific sign vocabulary. See the Resource Riches column on this page for ideas of possible resources.

In conclusion, with careful consideration of the language and academic needs of the d/Deaf student, remembering the different techniques ready in your tool box, and arming yourself with as much subject-specific knowledge as possible, you will be ready to take on the great variety of classroom content we manage every day.

## RESOURCE RICHES

### **Subject-Specific Signs**

The following list, while incomplete, can lead you to some online resources for learning subject-specific signs:

#### *Science/Mathematics Sign Lexicon*

<http://www.rit.edu/~comets/pages/lexicon/>

This is an index to published sources (books, CDs) where a sign may be found for a term as well as video clips for terms.

#### *Needs Outreach American Sign Language Library*

<http://www.needsoutreach.org/Pages/sl.html>

This site includes video clips of signs for a variety of subject areas.

#### *Science Pictionaries*

<http://www.rit.edu/%7Ecomets/pictionaries/pictionaries.htm>

These pictionaries for sea life, astronomy, environmental science and germ-related terms include links to signs.

#### *Captioned Media Program*

<http://www.cfv.org>

In addition to borrowing materials through the mail, you can also view many resources over the internet.

This collection includes many resources, including some created by Signs of Development and NTID, and covers many subjects.

#### *The Interpreter's Friend*

[www.theinterpretersfriend.com](http://www.theinterpretersfriend.com)

This site includes written descriptions for many technical signs.

#### *The ASL Browser*

<http://commtechlab.msu.edu/sites/aslweb/browser.htm>

This is a general sign language dictionary showing video clips which includes some technical terms.



## Upcoming Events

### August 2006

#### Indiana Deaf Educators & Educational Interpreters Conference

July 31—August 1 in Indianapolis, Indiana  
Contact Sharon Bryan 800.622.3035  
SharonBryan@indstate.edu

#### Coventry Village Library ASL Film Series

August 3 in Cleveland Heights  
Contact Nancy Seeger nseeger@heightslibrary.org  
216.321.0739 tty 216.321.3400 v

#### Early Childhood & Deafness Conference

August 10—11 in Columbus, Ohio  
Contact OSD outreachcenter@osd.oh.gov 614.728.1401

### September 2006

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

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

#### Interpreting Math Classes Online Study Group

September 18—November 20 — Online  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

#### Internet for Interpreters

September 23 in Canton, Ohio  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

#### Illinois RID Conference

September 28—30 in Springfield, Illinois  
Contact Keith Hall vicepresident@ilrid.org

### October 2006 & Beyond

#### Ohio Association of the Deaf Assembly

October 14 in Columbus, Ohio  
Contact Linda Mahmood president@oad-deaf.org

#### Conference of Interpreter Trainers

October 18—21 in San Diego, California  
www.cit-asl.org

#### OCRID Annual Conference

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

#### Supporting Deaf People Online Conference

November 6—9 — Online  
Contact Judith Mole judithm@directlearn.co.uk

#### Indiana Registry of Interpreters for the Deaf Conference

November 17—18 in Fort Wayne, Indiana  
www.icrid.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).

#### ISLR MENTORING PROGRAM

### Now Accepting Applications for Fall Mentoring Session

Since the program began in fall of 2003, we have mentored 36 educational interpreters. Who will be lucky number 37? It could be YOU! The ISLR Mentoring Program is now accepting applications for the fall session. Mentoring is a great way to develop your skills and grow as an interpreter. For more information, see [www.ohioschoolforthe deaf.org/islr/mentoring.html](http://www.ohioschoolforthe deaf.org/islr/mentoring.html) or contact Margaret Murphy (see back cover).

#### PASS IT ON

### Identifying Accommodations for Deaf Students

Check out these two web sites on accommodations for deaf students in mainstream classrooms. While these sites are intended for college-age students, much of the information is also useful for students in K-12 settings.

#### Class Act

<http://www.rit.edu/~classact/>

This site includes an extensive information on challenges to including deaf students in classrooms with many strategies for how to address them. It also includes videos of students and teachers sharing their perspectives.

#### Communication Accommodations

<http://www.mcpc.org/greg/>

This site includes information about different accommodations, an approach to determine accommodations, a tool for creating a student communication profile, and suggested accommodations for students with different profiles.

# Interpreting & Sign Language Resources

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EduTerp@osd.oh.gov

Visit our website!

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



## ISLR Advisory Committee

### Northwest Representatives:

Sally Bowes, *Marysville City Schools*

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.