

# S I G N A L S

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Winter 2005

### ISLR MENTORING PROGRAM

#### ISLR Training New Mentors

ISLR is training additional mentors around the state to expand our mentoring services. Mentors who complete the training will be paired with educational interpreters who request mentoring services. Mentors will receive support through the ISLR Mentoring Program, including stipends and materials.

Who is a mentor? Maybe you! Perhaps you've never had the opportunity to be a mentor but are interested in becoming a one. Perhaps you already are serving as a mentor, either formally or informally, and would like more training. Consider this opportunity for yourself and encourage others to apply. Deaf mentors as well as hearing interpreters are welcome.

ISLR's **first training session** for mentors will be **Friday, March 11** (see "March Workshops: Analyzing Our Work" on page 3). **Additional mentor training** will be offered on **June 16 & 17** (see "Summer Institute and More" on page 5) and during **autumn of 2005**. Mentors who wish to work with the ISLR program must attend at least two of the three sessions. Those who cannot attend can apply to the ISLR mentoring program to receive mentoring in how to be an effective mentor and then join as mentors.

Contact Margaret Murphy to learn more (see back cover for contact info).

### SHARING SOLUTIONS

#### The Pledge – A Problem & A Solution

By Sue Basone, Akron Public Schools

For more information, contact Sue at sbasone@akron.k12.oh.us

Melanie Anderson, Linda Bezbatchesko, Katie Kelley, Janet Wilson and I worked together last year at Mason Elementary in Akron. At the beginning of the year we noticed that each of us interpreted The Pledge of Allegiance differently when we interpreted homeroom announcements. This was causing confusion for the students who were deaf or hard-of-hearing.

At one of our team meetings (we had weekly interpreting team meetings to dialogue about problems such as this) we determined that we should agree on a standard way to interpret The Pledge. We also felt that the way we interpret it should also communicate the meaning of the concepts in The Pledge.



### Upcoming Statewide ISLR Workshops

**February 12 in Akron** (see page 3)  
Language of the Classroom ~ J. Parmir  
Seeing the Classroom Through the Eyes of a Deaf Student ~ Dawn Watts

**March 11 in Columbus** (see page 3)  
Playing in the Sandbox ~ Laurie Shaffer

**March 12 in Columbus** (see page 3)  
Seeing the Forest AND the Trees ~ Laurie Shaffer

**June 14–17 in Columbus** (see page 5)  
Summer Institute

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RESOURCE RICHES

## The Art of Interpreting

By Bennet B. Bordon

Reviewed by Stacy Stolicny, Canton City Schools

The most useful book I read during my four-year interpreting training program was a book that wasn't even required reading. It was a book that was sitting on a shelf in my mentor's office when I was completing my internship at the Ohio School for the Deaf. It was the book that finally made "the lights go on" related to the grammar and structure of American Sign Language. Just merely two months before I graduated with my interpreting degree I finally truly understood ASL. Without that book, I may still be curling my eyebrow. *The Art of Interpreting* by Bennet B. Bordon does an exceptionally amazing job of illuminating how to effectively produce ASL specifically as an interpreter.

Bordon made the grammar of ASL finally make complete sense for me. Previous to reading the book, I had learned about the grammatical rules of ASL but never truly understood why they were what they were and I couldn't internalize them. I seriously thought, "Okay, take out "the," "a," "am" and "it" and turn the sentence backwards. Sad, I know. I was amazed while reading the book at how simple yet important the structure actually was. I caught myself saying, "OHHHHH, well duh! That makes complete sense!" "ASL mirrors our actual thought process," Bordon explains in his introduction, "think of ASL and signing as a creative process...you are recreating the image in space in front of you." ASL was just never explained to me that way.

The book is full of ASL grammar rules and explanations and exceptions to the rules. Every lesson has exercises to practice signing and the book comes with a CD-Rom so that you can practice along with the model signers. I took notes while I was reading the book because I could not get over how awesome the information was. I still read my notes and review what I learned so that I will never forget.

*The Art of Interpreting* most definitely should be required reading for all ITPs. I recommend it to every interpreting student I meet. I also encourage anyone who still doesn't truly grasp the structure of ASL to pick it up and enjoy the feeling of finally "getting it."

## Cochlear Implants On-Line Resource

KidsWorld Deaf Net, part of the Laurent Clerc National Deaf Education Center at Gallaudet University, provides an on-line resource entitled *Cochlear Implants: Navigating a Forest of Information...One Tree at a Time*. This resource includes training modules for parents and educators regarding many aspects of cochlear implants for deaf children, including considerations for the use of sign language with these children. Learn more at <http://clerccenter2.gallaudet.edu/KidsWorldDeafNet/e-docs/CI/index.html>.

## SI Workshop Videos

OCALI, the Ohio Center for Autism and Low Incidence (formerly known as ORCLISH) videotaped all of the workshops from Summer Institute in June 2004. These videotapes are now available from SERRC libraries across the state. The interpreter workshops include:

**Understanding Curriculum/Literacy**

~ Presented by Kevin Williams

**Applying Content Standards/**

**Curriculum** ~ Presented by Kevin Williams

**Signs for Numbers** ~ Presented by

Debbie Peterson

**Artistic Interpreting** ~ Presented by

Jody Daulton



## 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 contact information). Submissions may be edited.



### OCALI – New Location

The Ohio Center for Autism and Low Incidence (OCALI, formerly ORCLISH) has relocated to the campus of the Ohio State School for the Blind. Their new address is 5220 North High Street, Columbus, Ohio 43214. You can reach them by phone at 614-410-0321 or toll free at 866-886-2254 or via email at [ocali@ocali.org](mailto:ocali@ocali.org). The Ohio Department of Education established OCALI to provide information, resources, training and technical assistance to families and school districts to improve the education of students with autism or low incidence disabilities. To learn more, visit their website at [www.ocali.org](http://www.ocali.org).



## ISLR WORKSHOPS

### ISLR Workshops in Akron on February 12

On Saturday, February 12, Akron Public Schools and ISLR will provide two workshops. The morning session will be **“Language of the Classroom,”** presented by Jean Parmir. This workshop is designed to help interpreters understand ways that teachers use language and how to interpret to meet the teachers’ goals. In the afternoon, Dawn Watts will present **“Seeing the Classroom Through the Eyes of a Deaf Student.”** This workshop will help interpreters understand the feelings and attitudes of the students they work with and so be able to develop a more positive relationship.

Registration materials are enclosed. Contact Shanna Cullins for more information at [cvcsmc3@aol.com](mailto:cvcsmc3@aol.com).

## ISLR INTERNSHIP PROGRAM

### Spring Break at OSD

The Ohio School for the Deaf offers internships for working educational interpreters. As an intern, you would observe interpreters, interpret in team settings, work with an interpreter mentor and interact with Deaf staff and students. Interns can stay on campus and be immersed in Deaf culture at OSD.

Scheduling this experience is often difficult for many working interpreters. However, spring break may be the perfect time for you to take advantage of this opportunity. So forgo the beach and come to OSD for a learning vacation!

Learn more at <http://www.ohioschoolforthe deaf.org/islr/internships.html> or contact Sara Paullin Casto (see back cover for contact information).

## March Workshops: Analyzing Our Work

On Saturday, March 12, ISLR and CSCC will host a workshop for educational interpreters. The workshop, presented by Laurie Shaffer, is “Seeing the Forest AND the Trees.” In this session, participants will be introduced to the Gish Model of Interpretation: Goal to Detail. The model provides a technique for looking at your own work and that of your colleagues that is objective and concrete and helps pinpoint what supports or inhibits an effective interpretation.

**The ISLR Mentoring Program is excited to announce the first of several training sessions for mentors.** Training new mentors will allow us to increase our ability to provide mentoring services around the state. See “ISLR Training New Mentors” on page 1 for more details. The workshop, hosted by ISLR and Columbus State Community College (CSCC), will be held on Friday, March 11. Interpreter Training Program faculty are invited along with individuals who are interested in working with ISLR as mentors. The workshop, also presented by Laurie Shaffer, is called “Playing in the Sandbox” and will provide mentors and instructors with an approach to giving feedback that involves the mentee or student as an active participant. *This workshop will be presented in ASL with no voice interpretation.*

See the enclosed flyers for more information and to register for these workshops. To learn more, contact ISLR (see back cover for contact info).

## ISLR MENTORING PROGRAM

### Mentee Profile

By Rachel Sticka

I am a graduate of Sinclair Community College's interpreting training program in Dayton. I have been a community interpreter at Community Services for the Deaf for a little over two years. You name it; I am there doing it. I have my educational license and am hoping to take the national certification tests in 2005.

I participated in the study group ISLR set up for the national written exam (this was a huge asset, too) and heard about the mentoring program. I jumped on board to help myself improve as an interpreter and groom for the certification tests.

The program has been a phenomenal experience for me. I learned how to effectively process my work and how to productively evaluate my skills. The best part was having a fellow interpreter as a support person. The staff was very supportive and made this experience much easier. I videotaped myself often and focused on what I look like when I am interpreting. I also worked on learning the pros and cons of my work and how I can continue to improve. In the midst of all of this I had my mentor there guiding me as I processed and developed new skills.

I accomplished more than I expected with this program and would highly recommend it to anyone. It is never easy to open yourself up to something like this, but once you do you will find it makes you a better employee and interpreter. Thanks to ISLR for offering such a beneficial program!





IVA D'LEMA

## Different Consumers, Different Needs

In the last edition of Signals, Iva shared a dilemma she has been facing. She said...

I have an interpreting situation at my school. I have two elementary students who are very bright. One student is deaf, pays attention, works quickly and is on task. The other student is hard-of-hearing and does not pay attention, is so slow, is very disorganized and seems to be in "another world." I just love that show, don't you? Anyway, I spend a great deal of my time interpreting and re-interpreting for the hard-of-hearing student. The teacher is aware of the situation, which sometimes holds up the whole class. As part of the IEP I am responsible for some of their attending goals, as well as interpreting. Any suggestions for me, the teacher or the student?

We received good ideas for Iva. In this situation, Iva could:

- **Discuss the situation with the IEP team for the student.** This isn't Iva's problem, it is the IEP team's problem and the team needs to make the decision. The team needs to understand the impact on both students for Iva's current approach to the situation and the impact of any potential course of action and decide how Iva should proceed. Iva needs to make sure that her role in any plan is do-able and within her role as an interpreter.
- **Stop re-interpreting for the hard-of-hearing student.** When other students in the class miss information, they can choose to raise their hands to ask for clarification or accept any potential consequences for missing information (including receiving a lower grade). Deaf and hard-of-hearing students are responsible for their own learning, just like their peers. Re-interpreting is also unfair to the other deaf student that is attending (who may be missing information while Iva is re-interpreting) and to the hearing students who have to wait while the teacher pauses to let the interpreter re-interpret the information.
- **Use a signal to inform the students before interpreting.** If the students are looking elsewhere and the teacher starts talking, Iva could tap on their desks and begin interpreting instead of waiting for eye contact. The students can choose to watch or not.
- **Use a token economy to allow the student to "buy" re-interpretations.** If the "cold turkey" approach is too big of a step for the student, the team could set up a system that allows the student a certain number of re-interpretations per day or per period. When the student drifts off and wants something re-interpreted, they can give the interpreter a token. If they are out of tokens, then they have to ask the teacher for clarification or simply have to deal with the consequences of missing the information.
- **Teach the hard-of-hearing student about the role of an interpreter.** We often assume that students automatically know how to use an interpreter. However, the student may think that it is part of the interpreter's role to continually clarify the message.

But now Iva has a new problem...



Hey y'all!

Thanks for all your help with that one! I'll ask for the IEP team to meet again. But there is something else I've been struggling with. 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?

Iva D'Lema

### IVA D'LEMA

So, how might Iva handle her new dilemma? Send your ideas to ISLR by March 1st to be included in the next edition. 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.



***"Any powerful idea is absolutely fascinating and absolutely useless until we choose to use it."***

***~ Richard Bach***



## PASS IT ON

### MySignLink

The Atlanta Area School for the Deaf provides a free on-line sign dictionary called "MySignLink." When a student is reading on the internet and encounters a word they do not understand, they can easily click on a link at the top of the screen to look up the sign for that word. The sign shows up in a pop-up window, so the student does not lose their place on the page they are reading. Learn more about this resource at <http://www.aasweb.com/CATS/>.

### Gallaudet Essay & Art Contest

Gallaudet University is sponsoring an essay contest for deaf and hard-of-hearing students. The Laurent Clerc National Deaf Education center is also sponsoring an art contest. All winning essays and works of art will be published in the spring edition of *World Around You* magazine. Winners also receive scholarship money. This year's theme is "A Life Turning Point." Deaf and hard-of-hearing students ages 15-19 are eligible to enter the contest. The submission deadline is February 11, 2005. For complete information, visit <http://clerccenter.gallaudet.edu/WorldAroundYou/essay.html>.

## 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 resources they may not otherwise know about. "Pass It On" is a column to share info that may benefit Deaf students and families. If you know of similar resources, send them along to ISLR to share in *Signals*.

## Summer Institute and More!

Summer Institute this year will include some exciting changes. We'll start with our traditional training for educational interpreters on **Tuesday, June 14**, and **Wednesday, June 15**. We will have workshops for interpreters on a variety of topics. Tuesday will include a plenary update on state activities followed by workshops. Wednesday include workshops and a closing plenary.

Then on **Thursday and Friday, June 16 & 17**, we will have dual tracks at the Ohio School for the Deaf. One track will be **ASL immersion** for up to 60 people in 4 groups. Each group will rotate through four sessions during the two days.

The second track will be a continuation of our **training for mentors** (see article on page 1). The mentor training will also be conducted in ASL. Participants for both the ASL immersion and mentor training groups will stay in the dorms and use ASL throughout the day.

Watch for details and registration in the spring.

## Educational Interpreting Photos Needed!

ISLR often needs photos of educational interpreters in action for our website, publications and presentations. If you have a photo of an interpreter working in a classroom that you could share (and you have permission from those in the photo), please send it to ISLR. If it is electronic, you can send it as a jpg, gif or tif email attachment. Or send a print through the mail to ISLR (see back cover for contact information).

## ISLR Advisory Committee Notes

The Advisory Committee met on October 23, 2004. Members present were *Southeast*: Jacque Evans and Jackie Miller; *Northeast*: Becky Costas; *Northwest*: Sue Lottier; *Central*: Sharon Bordean; and *Southwest*: Sherry Miller. ISLR staff Jean Parmir and Pam Brodie and Donna Owens of OCALI also attended.

### OCALI update:

- OCALI will continue to focus on low incidence populations (blind, deaf, deafblind) but will place major emphasis on addressing Autism.
- OCALI will continue to sponsor the interpreter Summer Institute.
- Washington State College in Marietta is establishing a Deaf Studies Program. The hope is that this program will lead to establishment of an interpreter training program.
- The Cochlear Implant Strategic Task Force met on July 21. The Task Force is sponsored jointly by OCALI and OSD. The goals of the Task Force are to identify best practices for using and maintaining cochlear implants and to create a plan for Ohio schools to use in supporting children with cochlear implants, their teachers and schools.

**ISLR Update:** Information was given on job openings at ISLR, the new ISLR newsletter format, a Northeast Ohio regional workshop proposal, Outreach, Parent Mentor recruitment, establishment of an Outreach Advisory Committee, feedback on the draft interpreter competencies for ISLR, and Summer Institute 2005.



**(PLEDGE — Continued from page 1)**

Our first step was to determine *one* way to sign The Pledge. This took some weeks — not because there was dissention but because it turned out to be a very involved process. As we talked, we took into consideration:

- What the students already knew about The Pledge
- What we felt they should know about the concepts in The Pledge
- The signs they already knew — as well as discussion about whether to use more ASL signs or more English signs
- The signs each of us used as we interpreted The Pledge and why we had made those choices.

A helpful tool for us was *Songs for Assemblies*, a CD-Rom produced by ISLR that includes Deaf individuals signing The Pledge. We referred to it several times.

After about a month, we had a signed version of The Pledge that we felt took into consideration the language needs of the children and was also an accurate representation of the meaning of The Pledge.

The next step was a) learning it ourselves (which involved changing some old habits) and b) teaching it to the students. We created a one-page version of The Pledge with the signs copied from dictionaries and the script of The Pledge below the signs.

To teach the students this new way of signing The Pledge, we started using it every morning in homeroom. The students caught on quickly. Because we wanted the parents and family members to learn the standard way of signing it, we sent home a letter explaining what we were up to and included a copy of The Pledge.

For the months after that, we continued using this version and took the time — when there was

time — to explain the concepts behind the signs to the children during homeroom. The signed version of The Pledge was also enlarged to poster-size and put up in classrooms where the deaf students were mainstreamed.

During the spring, we videotaped (with the parents' permission) the children signing The Pledge in groups of two or three. At Mason, all the other (hearing) children had taken turns reciting The Pledge for the whole school. However the deaf children had not had the same opportunity during morning announcements. Once we had all the videotaping done, though, the

deaf students could lead the school in reciting The Pledge—via videotape.

It was an exciting morning in May when the principal announced, "Teachers, please turn on your TVs. The deaf children will be leading us in reciting The Pledge—in sign language!" Each of the 14 deaf students had their turn that week. They were thrilled!

It had seemed like a long process but we knew that our work had been worth it when we watched the deaf children watching themselves on the TV—leading everyone in reciting The Pledge. Here's to collaboration and persistence!

I pledge allegiance to the flag

---

of the United States of America

---

and to the republic for which it stands

---

one nation, under God, indivisible,

---

with liberty and justice for all.

Pledge of Allegiance as signed at Mason Elementary in Akron, Ohio. Developed by Melanie Anderson, Sue Basone, Linda Bezbatchenko, Katie Kelley & Janet Wilson



## Upcoming Events

### OCRID LAC 2 Business Meeting & Receptive Fingerspelling Workshop

January 10 in Akron, Ohio  
Contact Jen Crowley LAC2@ocrid.org 330-329-6961

### Interpreting in Artistic Settings

Presented by Jody Daulton  
January 16–17 in Toledo, Ohio  
Contact Jamie Dudzik jdudzik@utoledo.edu 419-530-4981

### OCRID LAC 3 Meeting & Interpreting in the ER Workshop

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

### OCRID LAC 4 RID Written Test Study Group

January 20–May 26 in Columbus, Ohio  
Contact Melanie Somnitz LAC4@ocrid.org 614.539.6522

### ASL Storytelling

Presented by Shawn Broderick  
January 22 in Elizabethtown, Kentucky  
Contact EKU (859) 622-4966 linda.bozeman@eku.edu

### Ohio School for the Deaf Homecoming

February 5 in Columbus, Ohio  
Contact OSD info@osd.oh.gov 614.728.4030

### I Can Do It: Self-Directed Approach to Developing Sign-to-Voice Interpreting Skills

Presented by Jan Nishimura  
February 5 in Danville, Kentucky  
Contact EKU (859) 622-4966 linda.bozeman@eku.edu

### OCRID LAC 2 Business Meeting & Massage Therapy Workshop

February 8 in Akron, Ohio  
Contact Jen Crowley LAC2@ocrid.org 330-329-6961

### Big River: The Adventures of Huckleberry Finn

Touring production of ASL/English performance  
February 11–13 in Columbus, Ohio  
Contact CAPA 614.469.0939 www.capa.com

### Language of the Classroom

Presented by Jean Parmir  
**Seeing the Classroom Through the Eyes of a Deaf Student**

Presented by Dawn Watts  
February 12 in Akron, Ohio  
Contact Shanna Cullins cvcsmc3@aol.com

### The 1000 Faces of ASL

Presented by Keith Cagle  
February 12 in Knoxville, Kentucky  
Contact Charis Wolfe (865) 579-0832  
Charu63@yahoo.com

### Defining English Language Development and Deafness

February 17—teleconference at many different sites  
See www.pepnet.org for more info

### Interpreting in Mental Health Settings

Presented by Dan Veltri  
**The Natives are Restless: Compression and Expansion in ASL & English**  
Presented by Lynn Finton  
February 19 in Louisville, Kentucky  
Contact GRCFlagler@aol.com 904-819-6216

### Playing in the Sandbox

Presented by Laurie Shaffer  
March 11 in Columbus, Ohio  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

### Seeing the Forest AND the Trees

Presented by Laurie Shaffer  
March 12 in Columbus, Ohio  
Contact ISLR EduTerp@osd.oh.gov 614.995.1566 v/tty

### OCRID LAC 3 Meeting & Workshop

March 16 in Youngstown, Ohio  
Contact Kelly J. Kerr LAC3@ocrid.org (330) 717-3836

### Postsecondary Interpreting Network Conference

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

### 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

### 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



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](http://www.ocrid.org)  
Want to receive updates to OCRID's events listing? Send email to [OCRID-subscribe@yahoo.com](mailto:OCRID-subscribe@yahoo.com)

# Interpreting & Sign Language Resources

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Visit our website!

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



## ISLR Advisory Committee

### Northwest Representatives:

Sally Bowes, *West Liberty Salem*  
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](mailto:ISLRAdvisory@osd.oh.gov) (indicate who should receive the email & the message will be forwarded)

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Interpreting and Sign Language Resources receives funding from the Ohio School for the Deaf and the Office for Exceptional Children, through a grant from Title VI-B.

## About ISLR

The Interpreting and Sign Language Resources (ISLR) department at the Ohio School for the Deaf serves Ohio pre-K-12 schools, public school interpreters, and interpreting students. ISLR provides professional development for educational interpreters, including numerous workshops across the state. Additional services include assessment of interpreting, American Sign Language 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.