

# SIGNALS

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Winter 2006

### Alternative Route to Licensure

#### *ISLR Can Help Interpreters to Obtain Credentials*

From time to time, ISLR gets questions about obtaining an Associate License for interpreters who are not eligible for licensure through graduation from one of the interpreter training programs approved by the Ohio Department of Education. Often, these interpreters are graduates of interpreter programs from other states. Some hold bachelor or masters degrees in interpreting. Some are nationally certified. Many live in areas of the state that do not have an ODE-approved program nearby.

(See LICENSURE on page 4)

#### SHARING SOLUTIONS

### When the Regular Interpreter is Absent

#### *How the Substitute and Permanent Interpreter Can Prepare*

By Karen Knight

Whether you are a recent graduate in the job market or are just switching gears, substitute interpreting is a great way to “test the waters” before making a full-time commitment to educational interpreting. With so many different levels of educational interpreting – preschool, elementary, middle school, high school, vocational, and college level – you can experiment until you find the one that plays to your individual strengths and preferences. In fact, having varying degrees of difficulty and/or diversity of subject areas is one of the perks of substitute interpreting.

Substitute interpreting can also provide challenges unless you are equipped with some necessary information regarding the classroom that you will be covering. This article hopes to serve a dual purpose in that it can provide a resource for both the substitute and the permanent interpreter. Advanced preparation cannot be emphasized enough, but often this is not feasible due to the fact that on most assignments, you will be contacted that morning.

#### *For the Permanent Interpreter*

It has been this (relatively new) interpreter’s experience that the best resource that a permanent interpreter can provide is a “substitute folder.”

(See SUBSTITUTE on page 6)



### Upcoming Statewide ISLR Workshops

**April 8, 2006** in Wapakoneta, Ohio  
*Fingerspelling with Children*  
Presented by Maryann Barth  
See page 4 for more information

**June 19–20, 2006** in Mt. Sterling  
*Summer Institute for Educational Interpreters*  
More information to come!

**June 21–22, 2006** in Mt. Sterling  
*American Sign Language Immersion*  
More information to come!

#### **SIGNALS** ♦ Winter 2006

Interpreting Statewide Tests	2
Resource Riches: Signs for Science & Mathematics	2
Pass It On: Summer Reading Mentors, Parent Workshops	3
Iva D’Lema: Parents’ Understanding of Our Role	4
ISLR Advisory Committee	5
Interpreter Education Grants	6
Upcoming Events	7
ISLR Contacts	8





## Accommodations for Statewide Tests

### *ODE Identifies Interpreting as an Allowable Accommodation*

The Ohio Department of Education (ODE) has identified allowed accommodations for statewide tests, including proficiency tests, achievement tests, and the Ohio Graduation Test.

One allowable accommodation is to “read aloud” questions, answers and answer choices. This means that is allowable to interpret the questions, answers and answer choices. The one exception is for the reading test. The reading passages/selections themselves may not be read aloud or interpreted although the questions, answers and answer choices may be. The interpretation that is provided cannot define or clarify words or phrases.

It is also allowable for the interpreter to review each test in the presence of the school test coordinator for up to two hours during the two days proceeding the test.

For more information, see [http://www.ode.state.oh.us/proficiency/PDF/Accoms\\_for\\_Assessments.pdf](http://www.ode.state.oh.us/proficiency/PDF/Accoms_for_Assessments.pdf). A link is also available from ISLR’s web site.

#### RESOURCE RICHES

## Signs for Science & Mathematics Developed by NTID

*Reviewed by Christy Beard*

*Signs for Science and Mathematics: A Resource Book for Teachers and Students* is an excellent resource, not only for teachers, but for the educational interpreter. There are over 175 pages of accurate math and science signs. The movements are represented both by illustration and Sutton Sign Writing. There is an explanation of the Sutton Sign Writing system in the front of the book. It is a tremendous comfort to know that the technical signs that I am using are accepted by the Deaf academic community.

*Signs for Science and Mathematics: A Resource Book for Teachers and Students* has been published through National Institute for the Deaf since 2000. It is the result of years of collaboration, collecting and recording the signs used by knowledgeable signers at the secondary and post secondary levels. Those who participated included Deaf scientists, engineers and mathematicians. It is a tool which can be trusted for its accuracy. I used on-line resources before I found this text. Many of the signs I needed could not be found causing frustration and weak sign choices. The book includes signs such as coefficient, exponent, quantum theory and numerous others. It even explains the signs for the Greek alphabet. I never expected to need those when going through interpreter training, but I do. This resource is invaluable.

I would recommend *Signs for Science and Mathematics* to any educational interpreter primary through post secondary levels who interpret sciences or mathematics. Signs such as metal, carbohydrate and liquid show up in elementary health and science classes. The concepts of perpendicular, diagonal and right angle are also taught in elementary math classes. All these signs can be found in this text. Any interpreter working with chemistry, algebra, geometry, physics and other middle, high school and college classes should have access to this resource.

This book can be ordered on-line from the Rochester Institute of Technology bookstore. Go to <http://bookstore.rit.edu>. Click on Deafness Related Books and next Deafness. This book appears under the title *Technical Signs 10*. The cost is \$25. At this site you will find this and many other great resources.

## Resources for Preparing to Interpret Statewide Tests

### *ODE Materials Can Help Interpreters Prepare*

The Ohio Department of Education provides online resources for preparing for statewide tests, including the Ohio Graduation Test, proficiency tests, and achievement tests. Interpreters can review these resources to become more familiar with these assessments in preparation for interpreting for the tests. Resources include:

- Sample tests for each type of assessment — <http://www.ode.state.oh.us/proficiency/samples.asp>
- A variety of resources related to the Ohio Graduation Test — <http://www.ode.state.oh.us/proficiency/OGT/>
- Student Resources for the Ohio Graduation Test — This is an interactive online practice test using items from 2004 and 2005 tests — <http://ohio.measinc.com/Content.htm>
- Tools for Teachers for the Ohio Graduation Test — This includes questions from past tests along with student work samples, scores and explanations of the purpose of the questions — <http://ohio.measinc.com/teachers/>



## IN SIGHT

## What is the best advice you were ever given about being an educational interpreter?

*Bob Drake, Clermont County ESC*

Make sure you always adapt yourself to the situation, e.g. match the student's linguistic preferences and/or abilities, match the classroom preferences of the teacher (more or less interpreter involvement). Be assertive in advocating for the communication needs of the interpreting environment.



*Nan Haynes*

Never stop learning.

*Sally Bowes, Marysville City Schools*

Be flexible. Be prepared for class, even if that means doing the homework so you have the answers or copy the answers from the book.



## PASS IT ON

## Summer Reading Mentors

### *OSD Training Mentors to Read with Deaf Students Across Ohio*

Maintaining or increasing reading comprehension skills is a challenge for many students who are deaf or hard of hearing during summer months. This year OSD's Center for Outreach Services will sponsor a Summer Reading Mentor Project for deaf and hard of hearing students ages 6- 12 years.

The project will train hearing and deaf adults who are literate and who sign well to share books with elementary students. Students will read to the mentors one-on-one for 30-40 minutes twice a week during the five week program, which will run from July 10 to August 11, 2006. Mentors will help students with unknown vocabulary words and understanding written English

sentences. Students will complete a computer-generated reading comprehension quiz after completing each book. The summer reading mentor project for deaf and hard of hearing students will be provided at no cost to parents, participating libraries, or local school districts.

Parents will need to register their student for the summer reading mentor project by May 12, 2006 through forms that will be sent to local school districts in March 2006. The child's teacher will need to co-sign the form indicating the child's functional reading grade level so that appropriate books may be made available for each child. While it is difficult to know at this time which libraries will be willing to participate and which counties will have mentors who are able to attend the training, OSD hopes to offer to this service to many families. Parents will need to provide transportation to the local library twice a week in evening hours.

## PASS IT ON

## Workshops for Parents

Deaf Initiatives and the Center for Outreach Services have joined together to present "Family Learning Experience" on March 17-19, 2006 in Columbus. Highlights of the weekend include opportunities for families to interact with other families from around Ohio, informative and fun workshops for the children, "Navigating Your Child's Future" workshop for parents on Saturday, many resources, and hours of fun. This weekend event is open to all families of children who are deaf or hard of hearing ages birth through 8th grade. For more information about the entire weekend or about Navigating Your Child's Future on Saturday, please contact Julia at [TheDeafFund@aol.com](mailto:TheDeafFund@aol.com) or visit [www.deafinitiatives.org](http://www.deafinitiatives.org).

OSD will train adults who are fluent signers to mentor students on Saturday, March 25, 2006. OSD will compensate the mentors for their time in training and during mentoring. Educational interpreters are welcome to apply to participate in the training. Contact Janet Gordon at 614-728-1418 or at [gordon@osd.oh.gov](mailto:gordon@osd.oh.gov) for an application form or further information.



*When one door closes,  
another opens; but we  
often look so long and so  
regretfully upon the closed  
door that we do not see the  
one which has opened for us.*

*~ Alexander Graham Bell*



IVA D'LEMA

## Parents' Understanding of our Role

When we last heard from Iva, she shared another problem:

The parents of the student I interpret for want me to let them know if their child is doing poorly in class or didn't study for a test. This seems beyond my role as the interpreter — really it seems like the teachers' job. But I am with the student all day as the student moves from class to class, so the parents have contacted me. What should I do?

The participants at the November 5th ISLR workshop had great advice for Iva:

- **Share with the parents how the student is utilizing interpreting services.** It is within your role as an IEP team member to share how well the student utilizes an interpreter. Confine your comments to your area of expertise.
- **Educate the parents about your role as an interpreter.** Explain what kinds of information you share with the teachers regarding the student. Also explain why the teacher will be a better source of information for the parent (the teacher has more complete information about their lessons and educational goals, the teacher tracks the grades, etc.).
- **Help connect the parents to the teachers.** Offer to introduce the parents to the teachers, ask the teachers to contact the parents, and/or provide helpful ways for the parents to contact the teachers.
- **Encourage parents to set up a parent-teacher conference or IEP meeting and offer to participate.** At this time, share how the student is utilizing interpreting services and better establish your role with the parents.
- **Discuss the parents' need for information with the appropriate teachers or administrators,** including the regular education teachers, intervention specialist, teacher of the deaf, resource room teacher, and/or principal working with the student. Discuss how you can contribute to collecting information within your role.
- **Determine your affect on the student's performance.** If the student is not doing well, is it because s/he is not understanding your interpretation? If so, can you adjust to better meet their language needs? Does the student have the language skills necessary to benefit from interpretation in the classroom? Or are their other factors outside of your interpretation that are the real issues?

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.



Great ideas! Thanks everyone! Now here's my latest trial... 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?

### ISLR WORKSHOPS

## April 8th Workshop on Fingerspelling

ISLR is sponsoring a workshop on Fingerspelling with Children on Saturday, April 8, 2006 at the West Center Ohio Special Education Regional Resource Center in Wapakoneta, Ohio. The schedule includes a presentation, group activities and panel discussion.

The main presenter will be Maryann Barth. Maryann, a Deaf woman from southwest Ohio, is Director of Literacy & Curriculum Development at St. Rita's School for the Deaf. Her experience includes coordinating the Deaf Studies program at the University of Cincinnati.

### (LICENSURE from page 1)

Pam Brodie and Jean Parmir met with the Credentials Review Board, which works under the guidance of ODE to approve licenses for individuals who are not eligible to apply for a license through traditional means. The board recognizes the need for alternative licensure for interpreters and will consider applications. Since the members of the board are not interpreters, they have asked ISLR to provide letters of endorsement of interpreter qualifications.

ISLR will be consulting with the Advisory Committee to determine specific criteria to use for endorsement. The criteria will include a degree (associate or above), evidence of instruction in areas required for interpreter program approval, and interpreting skills verified through a nationally recognized credential.

Contact Jean Parmir (see back cover) for more information.



## ISLR Advisory Committee Notes

The Advisory Committee met on October 1, 2005 at the Ohio School for the Deaf. Committee members Jackie Miller, Karline Caslow, Carol Black, Sally Bowes, Becky Costas, Lori Peters, Sherry Miller, and Pat Maille attended along with ITP liaison Phyllis Adams, ISLR Administrator Jean Parmir, and Director of Outreach Pam Brodie.

ISLR provided updates about the mentoring program. In the fall session, eleven mentees are working with mentors around the state. The committee discussed the plans for Summer Institute and the ASL Immersion experience. ISLR also shared the possibilities for alternate routes to licensure they are exploring with the Ohio Department of Education. Plans for the Center for Outreach Services were also shared, including the formation of the new Advisory Committee for this department. Committee members shared reports on activities in their areas.

The Advisory Committee is planning a survey of educational interpreter working conditions, pay rates and benefits which will be conducted by a class at Sinclair Community College in the spring. The committee also discussed the upcoming ISLR workshop on April 8 in Wapakoneta, Ohio, including their suggestions for presenters and panelists for the workshop.

There continue to be vacancies on the ISLR Advisory Committee for one representative each from Southwest and Southeast regions and one at-large representative. If you are interested, contact Jean Parmir for more information. The remaining meetings for the 2005-2006 school year will be on January 21 and April 29, 2006.

### ISLR ADVISORY COMMITTEE

## New Advisory Committee Member Carol Black



Greetings! My name is Carol Black. I am a native of Canton, Ohio, and have worked for Canton City Schools for a little more than fourteen years. The interaction with the students, staff and the ever changing educational issues in Ohio gives my job a sense of newness, just about everyday. Additionally, I interpret at the Stark branch of Kent State University. I was granted a NAD level IV certification several years ago. I am also a member of

OCRID. Being on the ISLR advisory committee has been very enjoyable and I have met some very nice people. I am looking forward to growing professionally in this new dimension to my profession and representing northeast Ohio.



### *ISLR Advisory Committee*

Jackie Miller  
Karline Caslow  
Patricia Maille  
Becky Costas  
Carol Black  
Phyllis Adams  
Sherry Miller  
Sally Bowes  
Lori Peters

Not pictured:  
Sue Lottier

### ISLR MENTORING PROGRAM

## Develop Your Skills with an ISLR Mentor

### *ISLR is Accepting Applications for the Spring Mentoring Session*

Do you have skills that you want to develop? Would you like to have someone that you can go to for support and guidance? Are you interested in achieving a particular goal or professional outcome? Then you are a perfect candidate for the ISLR Mentorship program!

The staff of ISLR believe all interpreters have strengths and areas of potential growth. We believe we all learn from each other. The mentoring relationship is a partnership from which both parties benefit. It's a great opportunity to grow and learn. Anyone who wants to learn and grow is a good candidate for mentoring.

ISLR runs three mentoring program sessions per year and we are now accepting applications for our spring mentoring session which will run from May to August. There is no cost for this program.

Applications can be found at <http://www.ohioschoolforthe deaf.org/islr/mentoringapplication.pdf> or you can contact Margaret Murphy for more information (see back cover for contact information).



**(SUBSTITUTE from page 1)**

A substitute folder is a helpful tool for subs to use as a quick reference about the student, the classroom, and other related factors. It should include:

- Student’s name and name sign
- Teacher’s name and name sign
- A map of the building with the classroom location(s). Restroom locations would also be helpful.
- Information regarding the student’s interpreting preferences:
  - ASL, PSE, signed English, etc.
  - Mouthing preferences
  - Voicing preferences
  - For the younger student, what type of positive feedback does he/she respond best to?
- The interpreter’s position in the classroom in relation to the teacher, standing vs. sitting, etc.
- If there are any additional responsibilities, such as lunch or recess duty.

Composing a folder would require a minimal amount of time on the part of the permanent interpreter, but it can be invaluable to the substitute. In order to provide easy access to this material, which should be considered confidential, these folders should be labeled and kept in the hearing impaired classroom rather than in the general education classroom.

***For the Substitute***

Sometimes, a substitute will know of an assignment in advance. In this fortunate situation, one can prepare in a variety of ways. As with all interpreting assignments, arriving early is the best way to get a positive

head start, especially if you are able to meet with an H.I. teacher for a few minutes prior to entering the classroom. With more complex subjects, knowing in advance what topic will be discussed and becoming more familiar with it is a great way to feel more equipped for an assignment, especially for the less-experienced interpreter. This can be accomplished in a variety of ways:

- Obtaining a textbook and/or lecture notes from the teacher
- If a video is to be used during class (and is not captioned), ask to preview the video
- Find out the topic to be discussed and search out background information from your local library or the internet.

Substitute interpreting can offer many rewards. The constant change of pace as well as the variety of educational levels will keep it interesting while allowing you the opportunity to meet many different individuals. Knowing where your strengths lie (such as English vs. science or college vs. elementary level) will help you find the educational field that is best suited for you.

Substitute interpreters are an important part of the educational process. A smooth transition from a permanent to a substitute interpreter will result in a positive experience for all involved.



**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.

## **Grants for Interpreter Education Projects**

### ***CATIE Center Offering Grants***

For a number of years the Rehabilitation Services Commission (RSA) has provided grant monies for projects related to interpreter education in different parts of the country. For the past five years, SLICES in Minnesota coordinated the RSA grant for Midwest states including Ohio. This project has recently been restructured to create a National Interpreter Education Center (NEIC) and five regional centers. More information including links to the regional centers is at <http://www.asl.neu.edu/niec>.

The new regional center covering Ohio is the Collaborative for the Advancement of Teaching Interpreting Excellence (CATIE), housed at the College of St. Catherine in St. Paul, Minnesota.

The CATIE Center is accepting proposals for grants for interpreter education projects until February 3, 2006. Grants between \$500 and \$6000 will be awarded for:

- Products – Study guides related to materials already developed, development of new video/DVD/ CD-ROM materials
- Interpreter Education Programs – Mentoring, school-to-work transition programs
- Intensive Skill Development – Study groups, certification preparation groups, mentoring

For more information, visit [www.stkate.edu/catie](http://www.stkate.edu/catie) and click on Request for Proposals or call 651.690.8112.



## Upcoming Events

### January 2006

#### Preparing for the New NIC Written Test—Part I

Presented by Mary Kotila  
January 10 in Twinsburg, Ohio  
Contact Jamie McCartney LC2@ocrid.org 330.492.0584

#### Silent Dinner

January 13 in Beavercreek, Ohio  
Contact Adrienne Taylor LC5@ocrid.org 937.216.2129

**Unbundling the Message: From English to ASL Manipulating Classifiers** Presented by Colleen Geier  
January 16 in Elkhart, Indiana  
Contact Cheryl Pletcher or Jean Bigler 574.533.3151

**Help! How in the World Do I Read Fingerspelling & Numbers** Presented by MJ Herrema Olson  
January 21 in Indianapolis, Indiana  
Contact Amy Evans 317.479.3240  
dcsterps@eastersealscrossroads.org

#### OCRID Local Chapter 5 Meeting

January 23 in Dayton, Ohio  
Contact Adrienne Taylor LC5@ocrid.org 937.216.2129

#### I. King Jordan Lecture

January 26 in Columbus, Ohio  
Contact Edie Waugh 614.292-4355 or Waugh.2@osu.edu

**Strong Language** Presented by Franky Ramont  
January 28 in Lansing, Michigan  
Contact Marian Lage mlage@sorenson.com 877-209-3550

### February 2006

#### Ohio School for the Deaf Homecoming

February 4 in Columbus, Ohio  
Contact OSD 614.728.4030 v/tty info@osd.oh.gov

**ASL Linguistics 101** Presented by Kristina Riley  
February 4 in Indianapolis, Indiana  
Contact Amy Evans 317.479.3240  
dcsterps@eastersealscrossroads.org

**Advanced ASL 4** Presented by Jeff Carroll  
Saturdays, February 6 – April 10 in Cincinnati, Ohio  
Contact Beth Hollis 513.569.1829  
beth.hollis@cincinnatiastate.edu

#### Silent Dinner

February 10 in Miamisburg, Ohio  
Contact Adrienne Taylor LC5@ocrid.org 937.216.2129



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@yahoogroups.com](mailto:OCRID-subscribe@yahoogroups.com).

#### Preparing for the NIC Written Test—Part II

February 13 in Akron area of Ohio  
Contact Jamie McCartney LC2@ocrid.org 330.492.0584

### March 2006

#### Discourse: Use of Space & Identifiers

Presented by MJ Bienvenu  
March 4 in Columbus, Ohio  
Contact Dawn Watts WattsD@osd.oh.gov 614.995.1563

#### Silent Dinner

March 10 in Beavercreek, Ohio  
Contact Adrienne Taylor LC5@ocrid.org 937.216.2129

#### Preparing for the NIC Written Test—Part III

March 14 in Akron area of Ohio  
Contact Jamie McCartney LC2@ocrid.org 330.492.0584

#### Family Learning Experience

March 17–19 in Columbus, Ohio  
Contact Julia Thompson TheDeafFund@aol.com

#### Talking Culture or Culture Talking

Presented by Tom Humphries  
March 18 in Goshen, Indiana  
Contact Myron Yoder myronry@goshen.edu

#### Indiana RID Spring Retreat

March 24–25 in Indianapolis, Indiana  
Contact ayannamarie1221@yahoo.com

### April 2006 & Beyond

#### PEPNet Conference

April 5–8, 2006 in Louisville, Kentucky  
[www.pepnet.org](http://www.pepnet.org)

#### Fingerspelling with Children

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

#### 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

#### RID Region III Conference

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

# Interpreting & Sign Language Resources

Ohio School for the Deaf

500 Morse Road  
Columbus, OH 43214



614.995.1566 v/tty

614.995.1567 fax

EduTerp@osd.oh.gov

Visit our website!

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



## **ISLR Advisory Committee**

### **Northwest Representatives:**

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**

614.728.1401 v/tty

614.728.1408 v/tty

**Pam Brodie** *Director of Outreach*  
Brodie@osd.oh.gov

**Jean Parmir** *ISLR Administrator*  
Parmir@osd.oh.gov

**Margaret DiMaria Murphy**  
*Lead Interpreter Educator*  
Murphy@osd.oh.gov

**Dawn Watts** *Interpreter Educator*  
WattsD@osd.oh.gov

**Sara Paullin Casto**  
*Interpreter & Internship Coordinator*  
Casto@osd.oh.gov

**Yveetes Dorton** *ISLR Secretary*  
Dorton@osd.oh.gov

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

*Signals* is published quarterly by ISLR. The editor is Sara Paullin Casto. 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.