

Interpreting Internship Handbook



**Interpreting & Sign Language Resources
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Ohio School for the Deaf**

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Interpreting Internship Handbook
Ohio School for the Deaf

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I. Introduction and Philosophy

The Ohio School for the Deaf is a unique environment where interpreting interns are exposed to the entire language continuum and gain valuable experience with interpreting in a wide range of settings from formal business meetings to field trips.

Interns benefit from working with the skilled staff and contract interpreters that comprise the OSD interpreting team. We strive to ensure that each intern's experience is conducted in an atmosphere of support and collaboration working with colleagues who are committed to the growth and development of professionals in the field of interpreting.

All interpreting interns bring their own unique competencies and talents to the internship experience. Our goal is to enhance existing skills and foster development in new areas. An intern and their lead mentor develop specific learning objectives and strategies for improvement that will enable the intern to maximize their experience.

Interpreting interns are expected to take charge of their learning experience in on-going dialogues with their mentors and the internship coordinator to create an internship that meets their individual needs. Interns are able to design their internships to include educational opportunities outside the domain of interpreting, including language exposure and Deaf culture experiences.

The OSD interpreting internship is a gateway into a world rich with potential to develop professionally and personally.

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II. Interpreting & Sign Language Resources

[Interpreting & Sign Language Resources](#) (ISLR) is an outreach program in the Center for Outreach Services at the Ohio School for the Deaf. ISLR serves Ohio pre-K to 12 schools, public school interpreters, and interpreting students. ISLR provides professional development for educational interpreters, including [consultation](#), [workshops](#), [mentoring](#) and [internships](#). ISLR offers an assessment of ASL skills, the [Sign Language Proficiency Interview](#) (SLPI), and proctors the [Educational Interpreter Performance Assessment](#) (EIPA) performance test.

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III. Staff Interpreter Contact Information

Interns can contact staff interpreters via phone, pager or email:

Name	Office Phone	Cell/Text	Email
Sara Paullin Casto	614. 995.1563	614.260.7748	casto@osd.oh.gov
Trudy Halker	614.728.4040	614.806.2694	halker@osd.oh.gov
Kelly Huff	614.387.1252	614.599.3588	huff@osd.oh.gov

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IV. Roles and Responsibilities

OSD Responsibilities

While at the Ohio School for the Deaf, interns will work with staff and contract interpreters. One interpreter is assigned as the Lead Mentor for each intern.

Internship Coordinator's Responsibilities

- Arrange the details of the internship with the intern and/or the training program
- Assign the intern to a lead mentor
- Communicate with the lead mentor and other mentors regarding the intern's experience and needs
- Schedule the intern to observe and interpret assignments as appropriate
- Communicate with the interpreter training program about the intern's progress (if applicable)

Lead Mentor's Responsibilities

- Orient the intern to the Ohio School for the Deaf
- Inform the intern about the resources available to them at the Ohio School for the Deaf
- Discuss goals for the internship and activities for working towards those goals with the intern
- Meet with the intern on a regular basis to discuss progress, ideas and concerns
- Communicate with the internship coordinator and other mentors about observations, ideas and concerns regarding the intern

Mentors' Responsibilities (OSD interpreters working with interns during assignments)

- Introduce the intern to individuals involved in the assignment
- Discuss the assignment with the intern afterwards, including discussing the intern's observations
- Provide feedback after observing the intern work
- Discuss observations, ideas and concerns regarding the intern with the lead mentor

Intern Responsibilities

By agreeing to an internship at the Ohio School for the Deaf, interns agree to the following responsibilities:

- Honor commitments made to the Ohio School for the Deaf
- Adhere to the [Code of Professional Conduct of the Registry of Interpreters for the Deaf](#)
- Meet with the lead mentor on a regular basis to discuss progress, ideas and concerns
- Develop goals for the internship with the lead mentor and write a plan for working towards those goals (See [Internship Plan and Goals](#))
- Be responsible for maximizing learning via observation, interpreting and meaningful downtime activities
- Prepare for assignments
- Inform mentors at assignments about the goals established for the internship experience
- Discuss observations on assignments with mentors
- Complete all requested paperwork, including online internship log and evaluation
- Communicate ideas, concerns and needs to the lead mentor and/or the internship coordinator
- Communicate expectations of their training program, if applicable, including observations, paperwork and site supervisor responsibilities
- Interact in a professional manner with interpreters, staff, students and visitors

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V. Internship Logistics

Internship Log

Interns are required to log their hours in an online spreadsheet using the computer in the interpreter coordinator's office. Interns log their total hours per day and how much time they spend on various activities, specifically:

- Observing interpreting
- Interpreting in a team
- Interpreting Independently
- Mentoring
- Language exposure (e.g. observing in classrooms, participating in recreation activities with students, attending OSD events, meals in the cafeteria with Deaf people,)
- Professional development (e.g. preparing for assignments, completing activities on the internship plan, attending workshops)

While every minute does not need to be logged, interns are expected to keep track of how they are spending their time as best they can. This information helps us quantify the experiences in an OSD internship and is used for reports.

Because the information we collect is more detailed, a copy of the log interns keep for interpreter training programs is not an acceptable substitution.

Dress

In general, business casual is appropriate dress for an internship at OSD (e.g. neat shirt, khaki pants). There are some occasions that require more formal business attire and some where more casual clothes are appropriate (e.g. field trips). Interns who are staying on campus might want to bring mostly business casual clothes with one or two formal outfits and one or two casual outfits.

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VI. Internship Plan

At the beginning of the internship, each intern develops goals to guide their internship and a written plan describing how the intern will work towards their goals. Goals should be specific enough that progress can be measured during the internship. The lead mentor for the intern will help the intern work through what they need to improve, what activities might be beneficial, and what resources are available.

For interns not in an interpreter training program, the lead mentor can also arrange for an assessment of the intern's skill to establish goals for the internship, to measure progress, or for general purposes (see the sectioned entitled [Feedback and Assessments](#)).

Possible activities for an internship plan could include:

- Focusing on particular elements of language or interpretation when the intern is observing or interpreting at assignments
- Reading and/or viewing specific videos, books, websites, articles or other resources
- Practicing specific skills
- Discussing specific elements of language or interpretation with interpreters and/or Deaf consumers



The plan may include activities that the intern and a mentor do together. It is important that the plan also include activities that the intern can do alone during their downtime as the lead mentor has other responsibilities they will need to attend to as well.

After discussing possible goals and activities with their lead mentor, the intern is responsible for putting their plan into writing. There is no required format for this plan; interns should put their intentions down on paper in a way that is meaningful and helpful to them. Depending on the length of the internship and the intern's preferences, the plan could be anything from short phrases describing a couple of need areas and activities to a more comprehensive plan with detailed descriptions of needs and activities. [A possible format](#) interns can use to document this plan is available on the OSD Center for Outreach Services website (see "Sample Form for a Written Professional Development Plan"). Interns need to give a copy of their written plan to their lead mentor. The lead mentor will refer to this document to discuss the intern's progress towards goals at regular meetings.

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VII. Learning Experiences for OSD Interns

Interpreting interns at the Ohio School for the Deaf have a variety of learning opportunities available to them, including mentoring, observing interpreting, interpreting in team settings or independently, and a number of alternate activities. Interns are expected to log the time spent on each type of experience.

Observation

Observation is a powerful tool for learning, especially when done intentionally and actively. It can be the basis of dialogues that help the intern process what they have seen and apply it in their own work. A number of tools are available to help interns maximize their learning with observations.

Demand-Control Schema (DC-S), as developed by Robyn Dean and Robert Pollard, is an approach we also use to discuss interpreting work. Dean and Pollard's Demand-Control Schema (DC-S) is based on a study of occupational stress and job satisfaction by researchers Karasek and Theorell. They looked at the relationship between resources available to workers (controls, or decision latitude) and the challenges (demands) of the job tasks. Dean and Pollard's schema categorizes interpreting demands as Environmental, Interpersonal, Paralinguistic, and Intrapersonal. Accurate identification of demands allows interpreters to select more effective controls. Control opportunities are considered within the time periods that they can be applied: pre-assignment, during the assignment, and post-assignment. Looking at the interaction between demands and controls helps determine whether decisions made by an interpreter were effective and ethical. DC-S analysis of an interpreting assignment allows the intern and mentor to discuss aspects of interpretation beyond translation decisions (sign/word choices). You can [learn more about DC-S online](#) and read the [original article on DC-S from 2001](#).

A tool to focus observations that interns may want to use is the "[Guided Observation Questions for Interpreters](#)" found on the ISLR website. Before an assignment, an intern can select questions that may be relevant to their internship goals and observable during the given assignment. During the observation, the intern looks for specific areas addressed by the questions and takes notes on their observations. The intern can also take note of other elements of the work that they would like to discuss with the interpreter. Afterwards, the intern discusses what they noticed with the interpreter(s) they observed. After experimenting with this approach, interns may find it useful to write their own questions based on their internship goals to guide future observations.



Interns are encouraged to take clear and specific notes while observing. Sometimes interns are so concerned that they will “miss something” while observing that they do not take the time to make clear notes about elements of the interpretation they are observing, whether it is a sign, a team interpreting set-up, a linguistic expansion, or an ethical question. When interns take notes on the details and context, they are able to have a more productive discussion with the interpreter afterwards.

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Interpreting

Interns have opportunities at the Ohio School for the Deaf to interpret for assignments, either with a team interpreter or independently. Interns who want to interpret at OSD must provide video sample of their unprepared, simultaneous voice-to-sign and sign-to-voice work so that the interpreter coordinator can match them to assignments appropriately. If an intern does not already have a video sample, they can create one at OSD.

While we want to provide as many interpreting experiences for interns as possible, the first priority of the Interpreting Services department is to meet the communication needs of our consumers. The interpreter coordinator will determine if a particular assignment is appropriate for an intern to interpret based on the skill the intern has demonstrated and the needs expressed by the consumers.

Interns are expected to take responsibility for preparing for assignments they will be interpreting. Resources for preparing for OSD assignments include:

- OSD website
Visit www.ohioschoolforthe deaf.org to reading about OSD programs and services. This is helpful background knowledge for assignments.
- Understanding the IEP Process and Interpreting for IEP Meetings
These independent study modules created by ISLR are helpful for preparing for IEP meetings, a common assignment at OSD. A copy of these modules is available in the interpreting office and they can also be [downloaded via ISLR's website](#).
- Researching expected topics of discussion using internet sites, books, and videos

Interns can also ask OSD interpreters and other OSD staff members for information. If an intern needs assistance with preparation, they can discuss this with their lead mentor or the internship coordinator.

Interpreters work in teams for many assignments at OSD. Team interpreters are expected to be actively involved in the interpreting process whether they are on the “hot seat” or not. Interns are expected to discuss with the interpreter(s) what their role will be and what will be expected of them as a team member.

For the internship log, team interpreting is defined as interpreting in an active team, sharing responsibilities on an assignment with a staff or contract interpreter. Independent interpreting is when the intern is interpreting without assistance from an OSD interpreter, even if an interpreter is present to observe the intern’s work.

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Working with a Mentor

Each intern at the Ohio School for the Deaf is assigned an interpreter to be their lead mentor for the internship. The lead mentor is the intern’s primary “go to” person at OSD, orients the intern to OSD,



provides mentoring, and assists with any challenges that arise. The lead mentor will also assist as the intern develops goals and activities at the beginning of their internship and review the intern's progress with the goals on their plan.

Interns also work with a variety of staff and contract interpreters at the Ohio School for the Deaf who serve as mentors for assignments where the intern is observing or interpreting. Interns are encouraged to discuss their observations, challenges and questions with the interpreter(s) after each assignment as time allows.

One of the benefits of an internship is the opportunity to develop relationships with colleagues in the interpreting field. Interns who develop relationships with interpreters during their internship can continue to experience benefits from the internship long after it is over. For many interns these relationships have resulted in referrals for work, professional support and friendship. Interns are encouraged to take the time to get to know the mentors they work with as these individuals are or will be their peers.

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Language Exposure

An internship at the Ohio School for the Deaf inherently includes many opportunities for language exposure. The value of these experiences cannot be underestimated. Interns are encouraged to interact with Deaf staff and students, in appropriate situations, as much as possible.

Language exposure opportunities at OSD include:

- **Attending OSD events**
Interns can expose themselves further to a variety of uses of ASL by attending OSD events such as assemblies, sports events, performances, and alumni events.
- **Observing Deaf teachers and students in classrooms**
Interns can observe classroom communication and how teachers and students discuss different academic subjects in sign language. Interns can also observe ASL story time in the ACC and library.
- **Volunteering to assist with activities**
The librarian and classroom teachers are often looking for individuals with signing skills to read books with students in the library. There are also events such as Pi Day, field day and the like where volunteers are needed to assist with events. These are great opportunities for interns to give back to the OSD community. If an intern has particular skills they would like to offer, it may be possible for arrangements to be made for the intern to share these talents.
- **Interacting with Deaf staff and students in casual settings**
Interns can interact with Deaf staff and students in casual settings in the cafeteria at meal times, at sports events, in the recreation area, etc.

Interns can discuss their interest in language exposure opportunities and upcoming opportunities with the staff interpreters. Interns are expected to log time spent on language exposure.

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Professional Development

The interpreting schedule varies each day. As a result, there will be times when an intern is on campus, yet there are no assignments to observe or interpret and there are no language exposure opportunities. However, there are still many alternate learning activities that interns can take advantage of at OSD.



Interns can use their “down time” for professional development. Possibilities include:

- **Preparing for interpreting assignments**
See the section above on [Interpreting](#) as a learning experience for suggested resources for preparing for OSD assignments
- **Working towards internship goals**
Interns can work on the goals and activities identified in their plan. Depending on the plan, this may include practicing interpreting skills, reading articles, viewing videos, working with a mentor, or discussing particular topics with interpreters and/or Deaf consumers.
- **Reading books or articles, viewing videos, or using CD-ROMs** regarding Deafness and interpreting
Interns can borrow materials from the ISLR library, OSD library or Captioned Media Program (CMP) (see [Resources for Interns](#) section) to increase their knowledge about the interpreting field.
- **Preparing for ITP classes**
Interns who are Interpreter Training Program (ITP) students can prepare for their classes during unscheduled time at OSD, including preparing reports on the computer in the interpreter coordinator’s office, watching videos, writing in journals, etc.
- **Attending workshops**
Interns may be invited to attend OSD-sponsored workshops at no charge in exchange for assisting with registration and logistics as needed.

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VIII. Resources for Interns

The Ohio School for the Deaf has a number of resources which are available to interns including:

- **Center for Outreach Services Staff Library**
The Center for Outreach Services has an extensive library of video, book and CD-ROM resources related to interpreting that can be borrowed by interns to use on campus. This library is located in the Center for Outreach Services offices in the Staff Building.
- **Ohio School for the Deaf Library**
The OSD Library in the school has a large collection of materials for professionals in the field of Deafness, including books and videos on Deaf culture, ASL, linguistics and much more. An Ohio driver’s license or state ID card is all that is required to register to borrow library books. You can [search the collection online](#) from the OSD website.
- **Described & Captioned Media Program (DCMP)**
OSD also houses a portion of the Described & Captioned Media Program’s collection of ASL and other captioned videos which interns can borrow. Search the collection online at www.dcmp.org.
- **Video equipment**
The Center for Outreach Services has TVs, VCRs and DVD players that can be used to watch videos for practice or analysis. A video camera is also available for interns who are interested in taping interpreting practice to review. The Center for Outreach Services staff library includes this equipment and can be reserved for intern use on campus.
- **Computer access**
Interns can use the intern computer in the interpreter coordinators’ office to view the interpreter calendar, do research on the internet, view CD-Roms, do coursework, check email, etc.
- **OSD & Center for Outreach Services website**
OSD’s website at www.ohioschoolforthe deaf.org includes information about OSD programs and services. The Outreach section of the website includes many resources related to interpreting.

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IX. Feedback & Assessments

Different kinds of feedback and skill assessments are available for interpreting interns at OSD.

Before interpreting assignments, interns should remind the mentors at the assignment of the goals they have developed with their lead mentor. Mentors can give feedback regarding the intern's progress towards these goals based on the work observed.

In addition to on-going dialogue about the intern's progress, the lead mentor can also provide an assessment of the intern's skills, if needed, by analyzing a video sample of the intern's work. This assessment could be an analysis of the conceptual equivalence of the work or be more focused on the intern's goals. The lead mentor can also provide a general assessment of the intern's work after observing their interpreting over time.

Interns can also take the [Sign Language Proficiency Interview](#) (SLPI), an evaluation of conversational ASL skills provided by OSD.

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X. Advice from Past Interns

One of the questions we ask interns on the evaluation they complete at the end of their experience is, "What would you want to share with future interns to help them maximize their experience as an intern at OSD?" This is a collection of some of their responses for you to consider as you begin your internship.

"Ask as many questions as your can, take detailed notes, and use the resources available to you."

"Use your downtime effectively. If you know you have a big block of time between assignments have a plan of what you want to work on."

"Take advantage of resources in ISLR, observe Deaf teachers in classroom setting, eat with students."

"Socialize as much as possible. Go to the cafeteria and eat with the kids. Go to every event possible on campus. That will improve your receptive skills."

"Even if you feel you don't have any questions for the interpreter after an observation, sit down and talk with them. They can give you valuable information you didn't even realize you missed."

"Take what you can get – if something is offered, take it. Socialize, talk with everyone, and if there aren't opportunities, make them."

"Do research on how IEPs work to understand the basics of how the process works."

"Come to OSD open-minded and be ready for anything."

"Try to soak in as much as you can. Ask questions."

"Work diligently on your goals. Use the down time, take lots of notes and ask lots of questions."

"Carry a notebook and pencil everywhere. Put nerves aside and enjoy the [time] and the people."

"The people here at OSD are the most valuable resource. Be brave, ask questions, enjoy and allow yourself to be enriched."

"Don't be afraid to ask for help."

"Take advantage of the opportunities to interpret and take notes during observation times."

"Complete the time sheets as you go along, perhaps at the end of each day."

"Utilize the wealth of resources, that being the interpreters' knowledge, ISLR, the staff and the students."

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XI. OSD Jargon

Shaded items are those most commonly used. Unless indicated otherwise these terms are fingerspelled as listed in the acronym/word column. As available, links are provided to web pages with additional information.

Acronym/ Word	Meaning	Usage
A, B & C Rules		Level of severity of rule infractions, with A being the most serious
ACC	Alice Cogswell Center	The child development program for ages 0 - 5
AD	Athletic Director	Individual who oversees OSD's athletics program
AFSCME/OCSEA	Ohio Civil Service Employees Association	Union for some employees including maintenance, food service, teacher aides, account clerks, security and youth leaders. AFSCME is pronounced "af smee."
AG	Attorney General's Office	
AIM	Alternative Intervention & Mentoring	After-school disciplinary program
Alumni		Signed like YEAR with an a-hand
B3, B4, B5, B6	Boys' dorms	Located east of the administration building
Bovis	Bovis Lend Lease	New School construction managers
BR	Buckeye Ranch	Program for teens with emotional and behavior problems. Buckeye Ranch has an outreach program at OSD.
BU	Bargaining Unit	Category of union jobs
Capital Improvements	Improvements on buildings and grounds	Budget for renovations and repairs for significant projects approved by the state. Capital is signed similarly to BOSS.
CD	Construction Design/Development	Architectural term used in new school planning meetings
CEASD	Conference of Educational Administrators in Schools and Programs for the Deaf	National organization which accredits schools
CI Team	Crisis Intervention Team	Group of staff available to come into a classroom or dorm to help a student during a crisis
C & I	Curriculum & Instruction	The Center for Curriculum & Instruction includes the school and athletic programs at OSD. Sometimes also abbreviated CCI for the Center for Curriculum & Instruction
Classified positions		Jobs at OSD which require a state certified employee
Conference Center	Room for special events and meetings in the staff building	
CSSD	Central States Schools for the Deaf	Organization that sponsors sports tournaments
CTE	Career Technical Education	Vocational department at OSD
DACC	Delaware Area Career Center	Vocational program that has a partnership with OSD where several of our students attend.



Acronym/ Word	Meaning	Usage
DAS	Department of Administration Services	State department
DD	Developmental Design	Architectural term used in new school planning meetings
DIP	Dorm Intervention Program	Potential consequence for inappropriate behaviors
District 1199	SEIU District 1199	Health care union which includes OSD nurses
ESY	Extended School Year	Additional services provided to students outside the regular school year
4 Plus	4 Plus Program	Transition program for high school seniors interested in additional career exploration and independent living skills after completing their graduation requirements
FSWC	Franklin Soil and Water Conservation	County department responsible for the Bill Moose Ravine between OSD and OSSB
GG	Garden Gallery	Room off of the administration lounge for special events and meals
GRF	General Revenue Fund	The money from the state that pays for most of OSD's expenses and employees
HC	Homecoming	
IEP	Individualized Education Plan	Plan written for each student with a disability, reviewed at an annual IEP meeting
IFSP	Individualized Family Service Plan	Plan written for each child with a disability from birth to three
ISLR	Interpreting & Sign Language Resources	Interpreting department, including interpreter educators and interpreting services
ISS	In School Suspension	
ITP	Individualized Transition Plan	Portion of an IEP addressing preparing the student to transition from high school to college or work
IVDL	Interactive Video Distance Learning	Technology to communicate sound and visuals in real time over distances
LEA	Local Educational Agency	Home school district for students
LG	Low Grade	A report sent home and to the dorm indicating that a student has failing marks for the week in a class
MFE	Multi-Factored Evaluation	Variety of tests administered every three years for special education students
OAKS	Ohio Administrative Knowledge System	Computer system to automate a number of administrative functions for the State of Ohio
OAT	Ohio Achievement Test	High-stakes statewide testing
OBM	Office of Budget & Management	State department
ODE	Ohio Department of Education	State department which oversees the work of OSD
OEC	Office for Exceptional Children	Special education section of ODE
OGT	Ohio Graduation Test	High-stakes statewide testing



Acronym/ Word	Meaning	Usage
OSDAA	Ohio School for the Deaf Alumni Association	
OSDABC	Ohio School for the Deaf Athletic Booster Club	
OSFC	Ohio School Facilities Commission	State department involved in the new school planning
OSHP	Ohio State Highway Patrol	State department that provides police services to OSD
OSSB	Ohio State School for the Blind	
Progress Book		Online software that teachers use to record grades which parents can access
PSA	Parent Staff Association	
Rec	Recreation Program	Part of Student Life
Rec Lounge		Room off the gym with TV, games, etc.
SD	Schematic Design	Architectural term used in new school planning meetings
Signfest		Annual holiday celebration before winter break. Signed as SIGN + CELEBRATE
Spartans	OSD mascot	Signed like ROME with h-hand
SBG	Student Body Government	
SCOPE/OEA	State Council Of Professional Educators/Ohio Education Association	Teachers' Union (SCOPE is pronounced like the word "scope")
SHP	Steed Hammond and Paul	New School leading design architects
SLPI	Sign Language Proficiency Interview	Evaluation of conversational sign skills used in the hiring process at OSD
VI B	Title VI B Grant	Grant money from the federal government used to pay for outreach and other programs at OSD. This is a roman numeral 6, not the letters VI, and is spoken of and signed as "6 B"
SL	Student Life	After-school program
SHS	Student Health Services	Signed as SHS or CLINIC (HOSPITAL with C-hand)
TO	Table of Organization	
Transition	Transition Services	Department at OSD that helps students "transition" from OSD to what is next in their lives
YL	Youth Leader	"House parent" in a dorm

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XII. OSD Name Signs

Name signs are a fact of life at OSD. There are 300+ staff and students at OSD; most of these individuals have name signs. This listing includes the name signs for the people whose names come up most often in interpreting situations.

If you do not know the name sign of the person the rule of etiquette at OSD with adults is:

- Fingerspell the name.
- Indicate what department the person works in (if you know).
- Provide a physical description (if you know the person).

Students (especially younger ones) may not recognize the spelled name of another student/staff member without a physical description or an indication of the person's job. Most students know name signs.

Unit	Name	Title	Name Sign
Superintendency	Dr. Edward E. Corbett, Jr.	Superintendent	"E" on non-dominant shoulder
	Bobbie Huebner	Dr. Corbett's Administrative Assistant	"B" in center of chest
	Janet Dobecki	Assistant to the Superintendent	"J" in neutral space
Operations	Scott Schaller	Chief Operations Officer	"S" hits palm like MONEY
	Martha Dineen	Business Manager	"M" in center of chest
	David Wojnowski	Assistant to the Superintendent	"DW" on back of hand
	Diane Geisler	Director of Safety & Security	"D" on non-dominant shoulder
	Carl Brown	Maintenance Superintendent	"C" on side of chin + BROWN
	Pam Estes	Technology Coordinator	"PJ" in neutral space
	Charles Rudolf	Human Resources	"CR" on non-dominant shoulder
	Jody Daulton	Head Nurse	"JD" on back of non-dominant hand
Curriculum & Instruction	Juli Carvi	Food Service Manager	"J" on chin
	Tamara Burnett-Penny	Principal	"T" on chin
	Jan Donnell	IEP Coordinator	"JD" by temple
	Janet Lineberry	ACC Coordinator	"JL" inside of elbow
Student Life	Kim Sutton	Athletic Director	"K" tapping first upper chest then mid chest
	Cheryl Prusinski	Director of Student Life	"C" in neutral sign space
	Lonnie Pitt	Student Life Supervisor	"L" on non-dominant shoulder
Outreach Services	Joe DeFalco	Youth Leader Supervisor	Fingerspell #JOE
	Pam Brodie	Director of Outreach Services	"P" on chin
Evaluation Team	Jean Parmir	ISLR Administrator	"J" in center of chest
	Barb Stahl	MFE Coordinator	"BS" on side of chin
	Molly Estes	ASL Specialist	Fingerspell #MOLLY
	Karen lamele	Speech Language Pathologist	"K" circles in front of mouth like SPEECH
	Dr. Susan McTyiere	Audiologist	"MT" moving down on cheek
	Chris Sanders	Teacher	"CS" on non-dominant shoulder
	Dr. Bob Stinson	Psychologist	Fingerspell #BOB



XIII. Internship Agreement

Return this form to the internship coordinator before internship begins.

I acknowledge that I received the *Interpreting Internship Handbook* from the Ohio School for the Deaf which delineates my responsibilities as an intern. I understand and agree to the responsibilities and expectations for interns at the Ohio School for the Deaf for the duration of my internship.

Name (please print): _____

Signature: _____ Date: _____

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