

EDUCATIONAL INTERPRETING

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HEARING

LAW RELATED TO SPECIAL EDUCATION

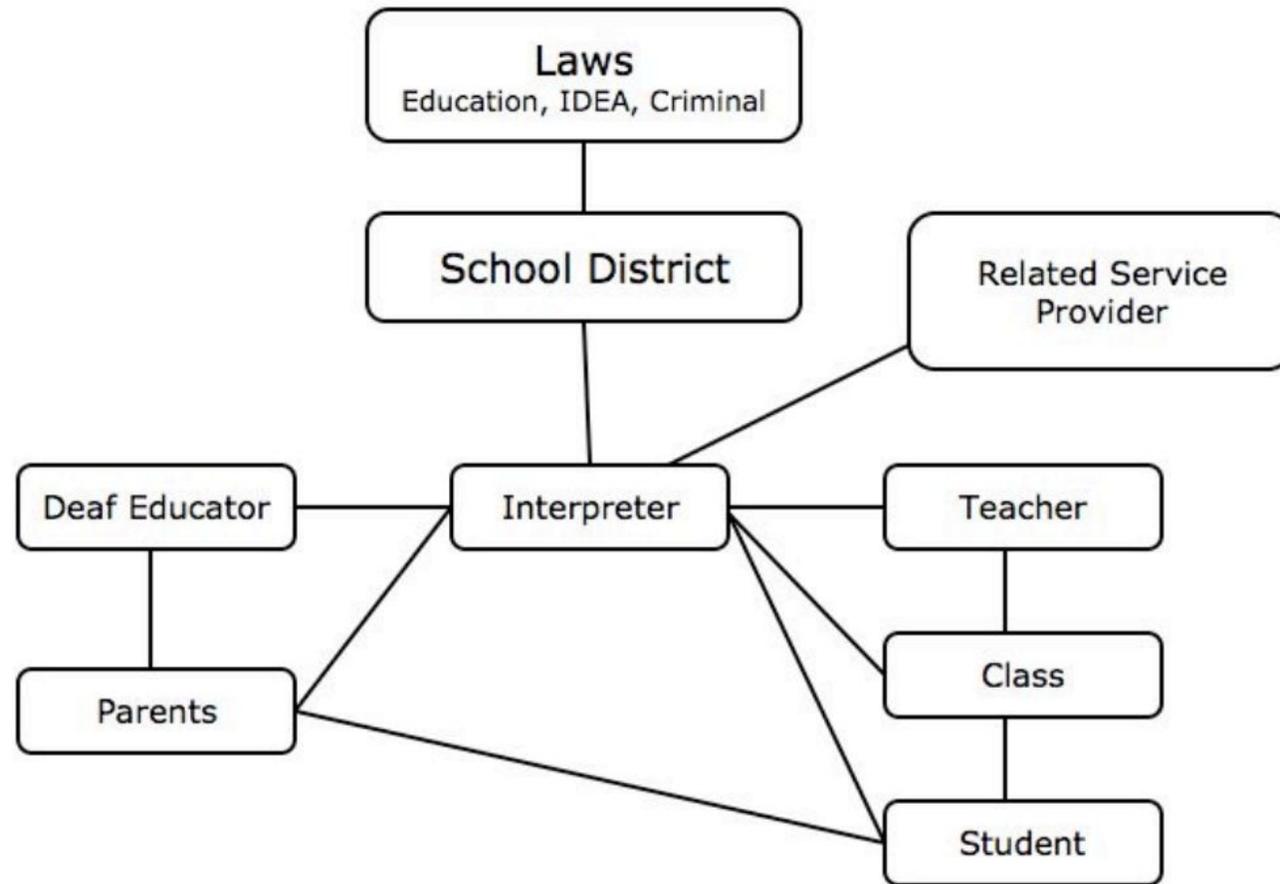
The Individuals with Disabilities Education Act (IDEA PL 108-446) is the federal law that mandates special education services for qualified individuals with disabilities. In order to qualify for special education, the individual must have a qualifying disability and need specialized instruction. The purpose of special education is to “ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living” (IDEA Sec.1400 (d)). Eligible students receive special education services at no cost to them or their families.

SPECIAL CONSIDERATIONS FOR DEAF OR HARD OF HEARING STUDENTS

Consider the communication needs of the child, and in the case of the child who is deaf or hard of hearing, consider the language and communication needs, opportunities for direct communication with peers and professionals in the child's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode, and (v) Consider whether the child requires assistive communication devices and services." IDEA Sec. 1414 (d) (3) (B)

INTERPRETING SERVICES ARE ADDRESSED UNDER RELATED SERVICES §300.34(C)(4) OF THE CURRENT IDEA PART B FINAL REGULATIONS, RELEASED IN 2006.

- Interpreting services, as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, and sign language interpreting services.
- If the student is an ASL communicator, then the educational interpreter will need to be proficient in American Sign Language. If the student uses Signed Exact English (SEE), then the interpreter must be qualified in SEE. If the child is not a signer but relies on oral communication, it is appropriate to request an oral interpreter. Cued Speech transliterators are appropriate for students using Cued Speech, and so on.



EDUCATIONAL INTERPRETERS AS RELATED SERVICE PROVIDERS

- Educational interpreting is considered a Related Service in the IDEA, which means it's a support required to assist a child with a disability to benefit from special education.
- When the IEP team (parents included) determines that the student will need an educational interpreter, this accommodation will be recorded on the IEP as a Related Service.
- The number of interpreting hours per day must be specified in writing. As with all IEP supports and services, there is no charge for Related Services.
- Because educational interpreting is a Related Service, an educational interpreter is a member of the IEP team for any deaf or hard of hearing student receiving this service. As such, an interpreter can provide important information about the student's communication style, needs, and access issues in the classroom.

ROLE OF INTERPRETER IN SCHOOLS



- Educational interpreters facilitate communication between deaf students and others, including teachers, service providers, and peers within the educational environment. Many educational environments have a communication policy which should be clearly defined to the interpreter applicant.
- The educational team may be composed of school personnel such as parents and may be more structured in some school districts than others. The educational interpreter is a member of the educational team and should be afforded every opportunity to attend meetings where educational guidelines are discussed concerning students who are provided services by that interpreter
- RID (2014). Interpreting in Educational Settings (k-12) Standards Practice Paper. Retrieved from <http://www.rid.org>

POLICIES AND PROCEDURES

- Know the hierarchy of the district
- Know your job description well (what are you expected to do)
- Practice ways to be polite/civil without compromising ethics
- Know swiping/payroll procedures especially for extra duty/overtime
- Understanding confidentiality as it related to a school

LEGAL REQUIREMENTS FOR ALL INDIVIDUALS WORKING IN PUBLIC SCHOOLS

- All individuals who work in a public school must report any suspicions of child abuse, self harm, or neglect to the proper authorities.
- Interpreters should inform students that they must report any conversations where the student admits to unlawful activity, such as drug and alcohol abuse, bringing weapons to school, etc. This is especially important related to threats to the school or other students.
- The student should understand that communications with the interpreter outside of class are no different than communications with teachers and other school personnel. Any communication that occurs outside of the interpreted classroom activity is not confidential.

ROLE OF INTERPRETER IN THE CLASSROOM

- Schedule Time to Prepare for Interpreting
- Determine who will explain your role (you, the student, or someone else)
- Review and Understand the IEP
- Review the Teacher's Goals and Materials to Be Presented in Class
- Analyze the Discourse and Vocabulary
- Take time for self care
- Balance teaching advocacy, providing support, and learned helplessness
- <https://www.classroominterpreting.org/Interpreters/effective/index.asp>

INDIVIDUAL EDUCATIONAL PLAN (IEP)

The IEP is required to have goals and objectives related to the use of the interpreter in the classroom and/or school environment as well as the transition plan. This plan must include the following:

- Present level of performance (how is the student doing now?)
- Areas of need or improvement
- The person responsible for monitoring the goal and reporting progress - interpreter, teacher, both?)
- The timeline for monitoring - typically every marking period and at the end of the school year)
- How it will be measured - such as observations, checklists, class assignments
- Mastery Criteria - How the team will know when the goal is met?

QUESTIONS INTERPRETERS MAY BE ASKED BY THE EDUCATIONAL TEAM

- How does the Deaf or hard of hearing student communicate with the teacher, other school personnel and his peers?
- What are the interpreter's observations concerning the student's language and preference for communication mode?
- How well does the Deaf or hard of hearing student attend to the educational interpreter?
- What interferes with being able to interpret the classroom? Are there aspects of classroom management and interactions that mediate or moderate learning?
- What modifications to the teacher's message does the interpreter routinely make? Is the interpreter making decisions to simplify the teacher's language and concepts, and for what reasons? Is the interpreter fingerspelling as is appropriate or using general signs due to a belief that the student would not comprehend fingerspelling?
- Or anything that may impact a student's performance or learning, such as tardiness, effects of medication, fights with peers, or inattentiveness in class.

YOU MUST MEET YOUR STUDENT'S NEEDS

As an adult in a student's educational life, the interpreter cannot avoid fostering or hindering development. Because of this, adults who work with children and youth often adapt their behavior and interaction to the maturity level of the student.

- Know the reading and language level of your students
- Know if there are any retention (memory) or vision issues
- Learn if the student uses home signs or has preferred signs for content

SETTING UP THE PHYSICAL ENVIRONMENT

- It is important for educational interpreters to assume the responsibility for ensuring a suitable physical environment for classroom interpreting as well as for interpreting in other situations.
- Such factors as lighting and seating as well as the appropriate distance and positioning for a comfortable and unobstructed view need particularly to be addressed.
- Educational interpreters also need to ensure that any modification of the physical environment is mutually agreeable to the teacher, the interpreter, and, as appropriate, the student.



PREPARING FOR A SUBSTITUTE

Maintaining a substitute interpreter folder that includes, but is not limited to:

- class schedule,
- emergency information,
- placement positions,
- special assignments,
- map of the school,
- mode of communication,
- sign choices for vocabulary agreed upon by the student and educational interpreter, and
- summary sheet for substitute interpreter's feedback about the day

SOFT SKILLS VERSUS HARD SKILLS

Many employers will hire employees for their “hard” skills, but will fire them for their ”soft” skills.



SOFT SKILLS DESIRED BY SCHOOLS

- The most common traits, mentioned by virtually every employer, were:
- Positive work ethic
- Good attitude
- Flexibility
- Desire to learn and be trained
- Adaptability

PITFALLS TO AVOID

- Boundaries
- Workplace conflicts
- Social Media
- Register
- Professionalism
- Dress code
- FERPA/Code of Conduct

INTERPRETING FOR ARD MEETINGS

- Your Role
- Agenda (Purpose of the ARD)
- Vocabulary (Acronyms)
- Content (evaluation information, MDR, safety plan, etc.)

[Agenda - http://www.texasprojectfirst.org/node/8](http://www.texasprojectfirst.org/node/8)

[Acronyms - http://www.texasprojectfirst.org/node/45](http://www.texasprojectfirst.org/node/45)

[Glossary - http://www.texasprojectfirst.org/node/54](http://www.texasprojectfirst.org/node/54)



KNOW YOUR LIMITS

- Child Protective Services
- Police Investigations
- Suicide and Self Harm Screenings
- Behavior/Discipline
- Teaming/Repetitive Motion Injury
- STAAR and EOC testing



1251.2 SIGN LANGUAGE INTERPRETER REQUIREMENTS DURING CPS INTERVENTIONS

When possible, CPS must staff arrange to use an interpreter at the highest appropriate level available certified by:

- the Board for Evaluation of Interpreters (BEI); or
- the Registry of Interpreters for the Deaf (RID).

BEI recommends that CPS provide clients who are deaf or hard of hearing with interpreters certified at Level III, IV, or V. Using one of the recommended levels of interpreter services helps to ensure that the ADA definition of a qualified interpreter is met.

Exception: When emergency circumstances require immediate action to protect a child from harm or risk of harm, CPS staff must not hesitate to protect the child while attempting to provide the preferred method of communication.

https://www.dfps.state.tx.us/handbooks/CPS/Files/CPS_pg_1200.asp#CPS_1251_2

REQUESTING INTERPRETERS FOR DFPS/CPS

When a client requests an interpreter or other auxiliary aid or service, CPS staff must document the request clearly and conspicuously in IMPACT and the client's case record and include the need in any service plan throughout the life of the case.

Instances requiring interpreter services include, but are not limited to the following:

- Interviews
- Supervised visitation
- Permanent Planning Team meetings and other staffings
- Family Group Conferences
- Trainings and meetings involving adults who are deaf and are interested in becoming foster parents

CHECK YOUR KNOWLEDGE AND SKILLS



QUESTIONS?



Thank you for making a difference in the life of a child!