

APPENDIX E –Plan to Develop the Ability to Utilize Interpreter Services

Beginning Skills

Long Term Goal: Student will demonstrate beginning utilization of an interpreter for educational placement

- a. Will be able to attend to the interpreter for ___ minutes
- b. Will know when to attend to the interpreter by utilizing “attention getting markers.”
- c. Will have appropriate receptive sign vocabulary for instructional situations: i.e., age appropriate command of vocabulary.
- d. Will have a working knowledge of interpreter-related vocabulary: i.e., ‘sign to voice,’ ‘transliterate.’
- e. Will maintain appropriate eye contact with the interpreter for ____ amount of the class period.
- f. Will demonstrate the ability to attend to facial expressions, signs, and body language simultaneously during an interpreted text.
- g. Will demonstrate through role-play or discussion the ability to separate the variety of roles the interpreter/assistant may have in different situations.
- h. Will explore through role-play options for maintaining visibility of the interpreter.
- i. Will give proper eye contact to the person with whom he/she is speaking/signing when the interpreter is reversing.
- j. Will demonstrate the ability to refrain from non-school related conversation with the interpreter during class time.
- k. Will be aware that there are guidelines relating to school policies that school staff must report to administration any mention of abuse, any mention of inflicting self-harm, or any mention of inflicting harm to others.
- l. Will possess a basic working knowledge of Idaho Relay services.
- m. Will know that he/she can utilize interpreter services for making telephone calls following school policy.
- n. Will learn how to utilize interpreter services correctly to place non-TDD telephone calls.

Intermediate Skills

Long Term Student will become increasingly skilled utilizing an interpreter in the school setting.

- a. Will access an interpreter for peer interactions as appropriate.
- b. Will follow procedures for requesting interpreter services for extracurricular activities: i.e., football, after school meetings, etc.
- c. Will know when and how to access interpreter services for school support services: i.e., nurse, counselor, etc.
- d. Will explore through role-play and group discussion a variety of feelings/attitudes regarding interpreting and interpreters: i.e., acceptance of interpreter.
- e. Will be able to explain to peers the function of an interpreter in the classroom.
- f. Will be responsible for giving a copy of an oral report to the interpreter in a timely manner prior to the actual report in class.
- g. Will explore the appropriate options for getting the attention of the interpreter so that a discussion can be interpreted.
- h. Will demonstrate the ability to choose seating or to request a seating change correctly when the view of the interpreter is encumbered: i.e., classroom, auditorium settings, etc.
- i. Will demonstrate student responsibility by asking appropriate classroom teaching staff for content clarification and assignments.
- j. Will demonstrate the ability to utilize the interpreter correctly for asking questions during class lectures and discussions.
- k. Will demonstrate the appropriate prompting of interpreter: i.e., timing, language and facial expression when requesting clarification of specific signs during a lecture by hunching shoulders, questioning expression, etc.
- l. Will demonstrate appropriate non-manual feedback to the interpreter when a lecture/demonstration is being interpreted: i.e., nod the head, quizzical expression, etc.
- m. Will gain an understanding of when an interpreter may or may not voice what the student is signing: i.e., signing/talking to oneself, eye contact, etc.
- n. Will explore through interview, reading, or discussion the processes required for training/certification of an interpreter.
- o. Will explain on interpreter-related vocabulary to include community terminology: i.e., “service provider,” freelance,” etc.

- p. Will demonstrate ability to modify technical equipment or location of interpreter when there is significant delayed auditory feedback in situations like large auditoriums.
- q. Will know the appropriate channels for discussing concerns regarding interpreter-related issues in a school situation.
- r. Will understand the consequences resulting from student exercising choice to not attend to the interpreter during lectures.
- s. Will utilize interpreter services for telephone calls following school procedures only when language or skills will not allow TDD/Relay use.

Other: _____

Advanced Skills

Long Term Goal: Student will demonstrate knowledge of advanced skills and independence needed to utilize interpreter services.

- a. Will be able to give an in-depth explanation, to peers and other adults, of the function of an interpreter in a variety of settings.
- b. Will assume all responsibility for school assignments.
- c. Will assume all responsibility for understanding the material being interpreted.
- d. Will choose the optimal seating location for himself/herself.
- e. Will be responsible for arriving early enough to get seating that will allow him/her to see the interpreter clearly in a non-classroom setting: i.e., auditorium, pep rally, etc.
- f. Will demonstrate a variety of communication options for bringing an interpreter into an ongoing conversation.
- g. Will demonstrate the ability to communicate directly with the interpreter, regarding appropriate issues such as sign modality, interpreter placement, etc.
- h. Will know and understand the Standards of Ethical Behavior for certified interpreters.

- i. Will be able to explain the certification process for interpreters and relate how it applies in an educational setting.
- j. Will have knowledge of the Americans With Disabilities Act (ADA) and its implications as it pertains to persons who are deaf or hard of hearing.
- k. Will be aware of the various government agencies or consumer groups to whom complaints, suggestions, etc., can be directed concerning interpreter services or businesses that do not adhere to the ADA.
- l. Will be able to give rationale for using professional interpreters instead of friends or family.
- m. Will identify own feelings/attitudes regarding interpreters and interpreting in a school setting.
- n. Will identify through role play emergency situations in which placing a TDD call is not possible: i.e., no interpreter available, no TDD, language skills will not allow use of Relay, etc., and demonstrate possible responses in these emergencies. (Example: use a communication book, written messages, etc.).

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