Iowa Guidelines for Educational Sign Language Interpreters/Transliterators

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Iowa Department of Education

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Purpose

According to the Individuals with Disabilities Education Act (IDEA, 2004), all students with disabilities, from birth through 21 are afforded the right to a free appropriate public education. To access the general curriculum, students with a hearing loss may require the services of an educational interpreter.

The purpose of these guidelines is to provide general information for and about the use of educational interpreters in a school setting. These guidelines are designed to assist school districts and IEP teams in providing appropriate educational interpreting services to students who are deaf or hard of hearing. This document is intended to provide support for the local school district, educational interpreters, parents, the deaf or hard of hearing student, and other members of the educational team by serving as a resource for understanding qualifications, roles and responsibilities, and ethical conduct.

Special Note

There are many terms used to refer to people who are deaf and also those who are hard of hearing. State and federal statutes may use "hearing impairment" to describe students who are eligible for special education services because of hearing status. The terms "deaf" or "hard of hearing" may reflect an individual's cultural or personal identity, so there may be individuals who prefer to identify themselves by one or the other of these terms.

The following terms will be used in this publication:

- D/HH – Deaf or Hard of Hearing
- TDHH – Teacher of students who are deaf or hard of hearing
- ITP – Interpreter Training Program
- Interpreter – a person who provides interpretation services, which is the process of conveying information between American Sign Language (ASL) and English
- Transliterator – conveys information from one mode, spoken or signed, of English to another mode of English

Henceforth, the term “interpreter” shall encompass both an interpreter and transliterator.

Licensure Requirements

Iowa requires all sign language interpreters and transliterators to hold an active license. It is the responsibility of the educational interpreter to stay current on licensure requirements and maintain licensure. Interpreters are licensed by the Board of Sign Language Interpreters and Transliterators, Board of Professional Licensure at the Iowa Department of Public Health. Specific information concerning licensure for interpreters can be found at the Board of Sign Language Interpreters and Transliterators website www.idph.state.ia.us/licensure/board_home.asp?board=ihi or you may contact the professional licensure office at 515-281-0254.

Schools should verify that interpreter candidates hold a current, active license. Licenses can be verified electronically at www.licensediniowa.gov, select 'License Search.' Insert a name or license number. Select 'Sign Language Interpreters and Transliterators' from the dropdown list. Verify that the status is 'active.' The phrase 'licensed by' will be followed by either 'exam or 'other.' A person licensed by 'exam' has passed one of the exams required for licensing. A person licensed by 'other' has not passed an exam and has a temporary license.

A licensee who practices as an interpreter in the state of Iowa with no license or an inactive license may be subject to disciplinary action by the board, injunctive action pursuant to Iowa Code section 147.83, criminal sanctions pursuant to Iowa Code section 147.86, and other available legal remedies.

School Role and Responsibilities

Job Application

Because of the low incidence nature of deafness, a school district may not have knowledge about hearing loss and interpreting. Therefore, when a student who is D/HH enters the school system for the first time, the school may need guidance from outside sources to assess the communication needs of the student and to assess the credentials of a candidate for an interpreting position. Strong consideration should be given to placement of the highest qualified interpreters in the elementary setting in order to establish a strong language model for younger students who are D/HH with language deficits. For assistance contact the Area Education Agency, Deaf Services Commission of Iowa, or Iowa School for the Deaf.

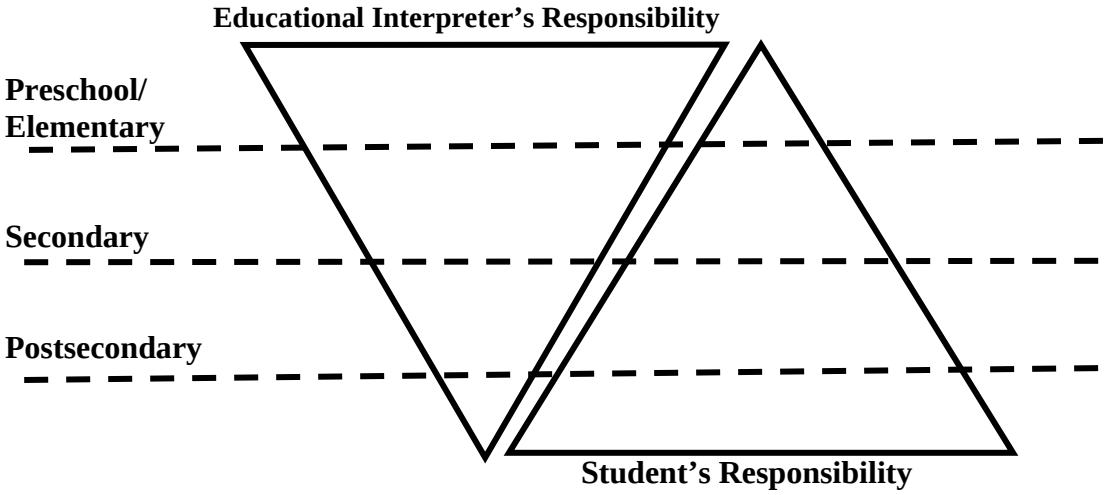
Job Description

A written job description is of major importance to both the interpreter and the employing school system and should be shared with all staff who will be involved with the student who is D/HH. Job descriptions may vary according to the specific needs of the individual school district and should be developed by local school administrators to meet local needs and specifications. The duties of an educational interpreter in a district with one student may be different than those in another district which has numerous students who are D/HH. Further, duties at different educational levels should be differentiated. An educational interpreter's first responsibility is to facilitate communication for the student who is D/HH. During times when the interpreter is not in the role of interpreting for the student, there may be other expectations or duties mandated by their supervisor not unlike expectations of teachers and other staff (i.e., supervision of students, lunch duty, office duty, and/or library duty.)

Reflecting the principle of gradually leading a student toward more responsibility for his/her own education, the range of duties and breadth of responsibilities of an educational interpreter need to be considered. Expectations for interpreters at the elementary school level for students who are D/HH would tend to be more comprehensive than at the high school level, where an interpreter would fit more closely the community interpreter model, (i.e., providing interpreting services only). Thus, the job description needs to meet the needs of the school system, the individual or group of interpreters, the grade level, and additionally the identified individual students' needs.

Inverted Pyramids of Responsibilities

(Dennis M. Davino, MA, LMFT Orange County Department of Education 1998)



This model provides a visual representation of the student's increasing independence. As the student learns to be a good consumer of support services, the responsibilities of the educational interpreter change. For example, the interpreter in kindergarten should sit approximately three feet from the student and may share responsibilities with the teacher for keeping the student on task. Conversely, the interpreter in the high school setting sits or stands close to the teacher and assumes no responsibility for the student staying on task. This is most smoothly accomplished if the process is gradual, consistent and powered by the team approach.

Although specific duties will vary depending on the factors noted above, in general, educational interpreters should be able to function in, at least, the following situations: classroom; student/teacher meetings or other meetings involving the student and other school personnel; extracurricular activities; parent conferences; supported work situations; and tutoring. Non-classroom interpreting duties (field trips, school assemblies and counseling), can be expected as part of the educational interpreter's duties when within regular working hours. It is recommended that the school system develop a plan or protocol to request interpreting services when not held within the regular school day. The specific communication needs of the particular student should be considered when securing interpreting services or in selecting which interpreter on staff would be appropriate to provide the interpretation.

The job description should be detailed, ensuring that all members of the educational team understand clearly the educational interpreter's duties. Each interpreter's job description should include the job title, (Educational Interpreter is recommended), general description, responsibilities, qualifications, skills required, and language expertise. Specific reference should be made to language and/or communication modes to be practiced in the school setting. If a specific communication methodology is encouraged or required by the school district, it should be clearly stated and defined. The interpreter's hours of work and immediate supervisor should also be included, if known.

What Are the Differences Between a Signer and an Interpreter?
Adapted from: Registry of Interpreters for the Deaf www.rid.org

Signer

- Does not have an Iowa license for interpreting or transliterating
- Knows sign language but may not be fluent
- Is able to communicate his/her own thoughts
- May not be aware of the Code of Professional Conduct for interpreters and is not bound by them
- May have taken sign language classes or learned from a book
- May know one or two Deaf people
- Is unlikely to be knowledgeable about the professional interpreter's role
- Views his/her role as a "helper"
- Is not ready or qualified to be an interpreter

Interpreter

- Has an active Iowa license for interpreting/transliterating
- Is fluent in the language or mode that he/she interprets
- Can interpret someone else's thoughts effectively
- Is knowledgeable of and committed to following the Code of Professional Conduct
- Is formally trained in language systems, interpreting theory, cross-cultural communication, and ethical decision making
- Is highly knowledgeable about the professional role of the interpreter
- Is qualified and able to interpret in most settings
- Is a professional and active in professional organizations

Recruiting

For assistance in recruitment, contacts might be made with interpreter preparation programs and interpreter service agencies in the state. Interpreters can post their résumés free, on-line and districts may post job openings at www.deafed.net. Districts may also post job openings at the Iowa State Registry of Interpreters for the Deaf website under 'employment postings' (www.iowastaterid.org). Contact the Department of Education, Registry of Interpreters for the Deaf or the Consultant for Audiology and Deaf and Hard of Hearing Education Services for interpreter training programs in Iowa and surrounding states.

Elementary, secondary, and post-secondary programs already serving students who are D/HH in your region may also be helpful in identifying possible recruitment sources.

The Iowa State Registry of Interpreters for the Deaf (ISRID) website has a searchable listing of Iowa licensed interpreters at www.iowastaterid.org click on 'Interpreter Search.' The data for this listing is based on the public data file provided by the Iowa Board of Sign Language Interpreters and Transliterators. You can search for licensed interpreters within a certain radius of your district.

Interview Committee

Ideally, the interview committee should be comprised of a superintendent or designee (i.e., Human Resources director or principal), district interpreters, teachers, and individuals who possess knowledge about deafness and the process of educational interpreting (i.e., teacher for the D/HH and/or audiologist).

All aspects of hiring should follow the district's posting and advertising procedures. The district's procedures for the interview process should also be followed when hiring an interpreter.

The candidate's job application may include information regarding:

- State interpreting license
- Educational background
- Formal preparation as an interpreter
- Other certification/licensure
- Experience
- Special skills (deaf-blind interpreting, cued speech, oral transliterating)
- Resume

Employing districts might also consider the following primary areas of experience when interviewing job applicants:

- Interpreting for adults and/or students who are D/HH
- Work experience with students who are D/HH in an educational setting
- Work or volunteer experiences with students
- English language skills of the applicant
- Ability to work in a team situation

Supervision and Evaluation

Supervision

School districts are responsible for assuring that educational interpreters have appropriate supervision. A member of the educational administration staff could provide such supervision.

Supervisors must have sufficient knowledge of educational interpreting services to assist with areas such as role differentiation, ethical issues, scheduling, conflict resolution, professional development and mentoring.

The individual designated to be responsible for supervising educational interpreters should be available to meet with the interpreter periodically throughout the school year. Personnel readily available within the school district can evaluate the non-interpreting aspects of fulfilling the job description such as tutoring and team input.

As part of the overall job evaluation, it is necessary that supervisors make provisions for performance-based assessments conducted by qualified interpreter evaluators. These assessments should be reflected in the supervisor's overall evaluation of interpreters. To accurately assess interpreting skills, it is recommended that the district utilize the services of an interpreter educator or a licensed interpreter with evaluation skills and experiences. It is recommended that an evaluator hold appropriate credentials to evaluate interpreting. This may include but may not be limited to a degree in interpreting or an Iowa Department of Public Health license by examination. Educational interpreters must receive periodic evaluation as dictated by the employing district's policies and procedures. The evaluation components should be shared with interpreters at the time they are hired. Such components should include:

- Interpreting competencies in language and processing
- Overall job performance

Consult with your Area Education Agency, Department of Education, Consultant for Audiology and Deaf and Hard of Hearing Education Services, or Deaf Services Commission of Iowa for assistance in locating qualified evaluators.

Evaluation

Comprehensive evaluation of interpreting competencies and the interpreter's overall job performance provides information that should be used to (a) identify individual areas of strength and weakness, (b) chart progress and improvements, and (c) target areas for staff development. Evaluation results and recommendations must be shared with the educational interpreter in a timely manner. Educational interpreters should also maintain a professional portfolio of workshops they have attended to developing their interpreting skills.

Working Conditions

Compensation and Benefits

It is recommended that educational interpreters employed as members of the school staff are given a contract based on the district's policies and procedures. Permanent full- and part-time interpreters would be entitled to the same benefits program available to other employees in the district. Educational interpreters should be accepted members of the educational staff at the school. Advancement opportunities foster job satisfaction and motivation for continuing professional development and longevity of employment.

Opportunities should be present for professional advancement for educational interpreters through salary and wage increments that are based on local personnel policies. Compensation or other rewards could also be offered based on academic degree, national interpreter certification, membership in interpreter organizations, and seniority.

Resources available to assist in salary schedules include:

- Other school districts in Iowa with interpreters
- Deaf Services Commission of Iowa
- Iowa School for the Deaf
- Midwest Center for Postsecondary Outcomes (MCPO)

Additional activities should be considered in the salary schedule; for example, extra curricular activities, meetings or activities outside of the school day and additional interpreting assignments not specific to individual students (i.e., additional parent teacher conferences.)

Workspace

The educational interpreter should have the same conditions of employment as other personnel employed by the district. Interpreters should be provided with a workspace, access to a phone, fax, computer with an Internet connection, and a copy machine. Interpreters often use video recorders and TV/VCR/DVD equipment for preparation, evaluation, and professional development.

Work Schedule

The educational interpreter's work schedule will vary depending upon the needs of the student who is D/HH as stated in the IEP**.** Additional factors to be considered include educational levels, full- or part-time positions, and travel time between assignments. Qualified persons familiar with educational interpreting and program goals should establish the educational interpreter's schedule. These individuals must be aware of student needs and be able to make the necessary accommodations. It is also strongly suggested that a plan be made in advance for substitutes when the staff interpreter is absent. Students who utilize interpreters must have full educational access during all classroom time; therefore, it is

imperative that students who are D/HH not be deprived of interpreting services as a result of scheduling conflicts. The expectation is that the interpreter will remain in the classroom even during test taking therefore insuring access to questions other students may have.

Duration of Interpreting Periods

Cumulative Trauma Disorder (CTD) and Repetitive Motion Injury (RMI) are increasingly common occurrences among sign language interpreters. These refer to a variety of symptoms resulting from cumulative traumas associated with nerves, muscles, tendons, bones, or the neurovascular system. CTD and RMI are the result of exposure over time to one or more of the following:

- Repetitive performance of a physical task
- A task done repeatedly with force, speed, or with extremities placed in awkward positions
- Inadequate recovery time and insufficient rest at appropriate intervals.

Given the risk of injury posed by Cumulative Trauma Disorder (CTD) and Repetitive Motion Injury (RMI) as well as the mental processing demands of interpreting, thoughtful consideration must be given to the number of hours interpreting each day. Time for preparation and appropriate intervals for breaks from interpreting should be reviewed and addressed before the schedule is assigned.

Interpreting continuously for an hour or longer results in mental and physical fatigue. This reduces the quality and effectiveness of the interpreting process and the quality of interpretation received by the student. In a lecture or classroom situation, the teacher should be cognizant of this need and provide at least a 10-minute break each hour during which the students may complete deskwork or other activities that do not require the services of an interpreter.

Number of Working Days and Student Absence

The number of working days per year should be designated according to the student attendance schedule and any additional identified district needs for services (e.g., 183 days). The educational interpreter should be paid regardless of student attendance. A plan should be developed that outlines an interpreter's responsibilities should the student be absent.

Distribution of Work

At the elementary level, and particularly in self-contained classes, there is more seatwork and one-on-one interaction between teachers and students. However, at the secondary level, assignments should be distributed so interpreters have a limited number of back-to-back assignments involving uninterrupted lectures.

The use of interpreting teams (more than one interpreter for an assignment) can provide several advantages, which include:

- Alleviating back-to-back assignments

- Decreasing interpreter fatigue
- Distributing all interpreter assignments equally

Educational Planning Time

To effectively fulfill his/her primary role of providing interpretation in the educational setting, the educational interpreter's work schedule should include preparation time. The interpreter, teacher, and other individuals involved in the student's educational program need to be able to consult regularly (perhaps daily) about lesson plans, upcoming activities, tests, new vocabulary, as well as the goals and objectives of the lesson and special nuances that may be targeted. Interpreters need time to review all pertinent instructional materials to be interpreted (i.e., course and/or lecture outlines, class notes, required readings, and tests or quizzes; preview films, videotapes, and other media). Interpreters will need access to materials, equipment, and a workspace. Educational planning will improve the quality of interpreting. When possible, interpreters also need to know ahead of time about special activities, such as changes in the day's schedule, a movie or a field trip. The IEP may also identify the need for the interpreter to instruct all students, including D/HH and hearing, on how to best communicate with a peer who is D/HH or how to work with an interpreter. Planning would also be required for this need.

Extracurricular Activities

The Local Education Agency (LEA) is responsible for providing interpreting services for students who are D/HH who participate in school sponsored extracurricular and other nonacademic activities.

The educational interpreter's responsibilities may include interpreting during out-of-class and extracurricular activities. These responsibilities should be distinguished from extra duties as assigned. Out-of-class activities are those in which the educational interpreter is involved primarily to interpret for the student who is D/HH and facilitate communication between students outside the classroom, for example: lunch, recess, assemblies, field trips, meetings involving disciplinary issues, parent or IEP conferences, and meetings with school personnel. If the educational interpreter is participating in a conference or IEP meeting regarding a student for whom he/she interprets, a different interpreter should be obtained for that meeting. This will provide the educational interpreter the opportunity to be a meaningful participant in the meeting.

Strong consideration should be given to interpreting social conversations occurring during the extracurricular activity or the classroom interpreting setting, as this is where valuable incidental learning opportunities occur.

Interpreting assignments involving time beyond the regular working hours will be compensated in some form per local policy (e.g., stipend, compensatory time off, or overtime pay). These assignments may include interpreting services at a meeting or event where a

parent or a community member may request access at a school sponsored event. School systems are recommended to include a notification in their handbook requesting appropriate time notification for such requests.

Dress Code

Educational interpreters should follow the dress code of the school district in which they are employed. Interpreters should wear solid colored shirts contrasting to their skin tone. Excessive jewelry should not be worn in order to not distract the students. Fingernails should not be a distraction.

Roles and Responsibilities of the Educational Interpreter

If an individual is facilitating communication between D/HH and hearing individuals, by definition, that individual is interpreting and must meet the state licensure requirements for the position of interpreter/transliterator. The educational interpreter facilitates communication and understanding among a variety of persons including: students with a hearing loss, hearing students, the teachers, and any others involved in the education of the student who is D/HH. Regardless of the job title, anyone who facilitates communication between D/HH and hearing individuals is considered an interpreter.

Interpreters use varied modes of communication, depending upon the communication needs of students with a hearing loss and the decision of the Individualized Education Plan (IEP) team.

Depending on the communication needs of the students who are D/HH, there are different types of interpreters.

- There are **oral interpreters** who work with individuals who are D/HH who use speech and speechreading to communicate. The individual reads the lips of the interpreter who is specially trained to silently and clearly articulate speech.
- In addition to the auditory information and speechreading, a **cued speech transliterator** uses a hand code system or cues to represent speech sounds. The transliterator may or may not voice for the D/HH individual.
- Those who have both limited sight and hearing may receive services from a **deaf-blind interpreter.** There are several different deaf-blind interpreting techniques, but most frequently the deaf-blind individual receives the message by placing his/her hands on top of the interpreter's hands.
- The most common interpreter is a **sign language interpreter**. The interpreter listens to spoken messages and interprets them into sign, and may interpret signed communication into spoken language, while being sensitive to the environmental and cultural factors which impact the message.

While all of these different types of interpreters communicate information to the student, the interpreter may or may not speak for the student (voice interpret). The decision is made by the student and the IEP team.

The interpreter shares responsibility with the school administration and others, providing clarification regarding an accurate understanding of his/her role with students who are D/HH, hearing students, school personnel, and parents. This is especially important in a school setting where there has been little or no experience with students who are D/HH or with educational interpreters.

Educational interpreter responsibilities include:

- Facilitating all communication in a variety of environments (including announcements, discussions, assemblies etc.)
- Participating as a member of the educational team
- Participating as a team member in the Individualized Educational Program (IEP) process
- Participating in educational-related activities
- Collaborating with educational staff (includes reporting concerns to the appropriate individual)
- Explaining the role of an educational interpreter
- Abiding by and supporting the IEP document and related recommendations
- Demonstrating an interest in self improvement in interpreting by attending appropriate workshops, seminars and staff development sessions when available.

Clarification of the interpreter's role will do much to prevent uncertainty regarding how he or she contributes to the educational process. In-service training on the role of an interpreter should be provided to appropriate school personnel by the teacher of the D/HH, audiologist and/or interpreter. This may assist staff in accepting the interpreter as part of the educational team and promote the integration of the interpreter into the school community. Information on the role of the interpreter may be provided during staff meetings, special announcements, one-on-one meetings, or with simple printed handouts explaining how best to utilize the service of an educational interpreter. It is important to emphasize that the interpreter is there for everyone, not just the individual who is D/HH. This point may need to be reiterated periodically during the school year.

Professional Conduct

Educational interpreters work in a totally different context than interpreters who work in the adult community. IDEA defines the educational interpreter as a "related service provider", a legally-defined member of the educational team. That legal definition provides the framework for describing professional practices in an educational setting.

Educational interpreting is based on a different set of principles that guide professional practice. Educational interpreters work in public schools and are legally responsible for assisting in the implementation of the student's Individual Education Plan.

The author of the Educational Interpreter Performance Assessment (EIPA) developed EIPA Professional Guidelines. The August 1, 2007 version, "EIPA Guidelines of Professional Conduct for Educational Interpreters," is located in the Appendix. These guidelines provide direction and guidance to educational interpreters, colleagues, and supervisors.

Knowledge and Skills Needed by Educational Interpreters

Knowledge

- General background in liberal arts, science, and mathematics to allow understanding of content and vocabulary in major curriculum areas throughout the elementary and secondary levels, including knowledge of signs for specialized terminology
- Awareness of current events and issues, including knowledge of signs for specialized terminology and slang expressions
- Proficiency in English
- Proficiency in the communication modes used by students as directed by the IEP team and or communication policy of the school district
- Knowledge of research and best practices in interpreting
- General background in philosophies and techniques for educating students with a hearing loss, and legislation, regulations, and practices affecting the education of individuals who are D/HH
- Knowledge of IEPs and the implication of interpreting services within the IEP
- Knowledge of environmental factors that affect the interpreting situation (e.g., lighting, positioning in relation to media, auditory, or visual distractions)
- Knowledge of techniques and materials to explain the interpreting process and appropriate use of interpreting services to students, staff, faculty, and administrators
- Awareness of political and social events and issues important to members of the deaf community
- Awareness of organizations within the deaf community
- Knowledge of factors leading to CTD/RMI and techniques for reducing fatigue and physical stress
- Understanding of and ability to articulate roles and responsibilities of an educational interpreter
- Knowledge and awareness of empowering the student who is D/HH when possible
- Basic understanding of hearing aids / CI's / FM Systems

Interpreting Skills

- Ability to reflect the affect of the speaker or signer
- Application of interpreting skills to a variety of educational situations (e.g., classrooms, staff meetings, field trips, assemblies, sports)
- Ability to interpret in a variety of situations (one-on-one, small groups, large groups)
- Based on students' communication needs as identified on IEPs, one or more of the following:
    - Ability to interpret/transliterate from spoken English into ASL, MCE, or PSE while maintaining the affect of the speaker
    - Ability to interpret from ASL, MCE, or PSE into spoken English while maintaining the affect of the speaker
    - Ability to transliterate orally or using Cued Speech
    - Ability to accommodate students with multiple disabilities, including those with visual impairments

Overall Skills

- Ability to work with students of various levels of ages, maturation, communication, and education
- Flexibility
- Sensitivity to students' needs for independence and direct communication
- Diplomacy with families, administration, faculty, fellow interpreters, and other staff
- Ability to understand and follow instructions conveyed by the supervisor; reliability in meeting responsibilities
- Supportive attitude toward the program where employed; constructive in his or her advocacy for quality
- Good interpersonal relationships with staff, particularly with those providing services to students with a hearing loss
- Professional dress appropriate for the situation (e.g., classroom, field trip, IEP meeting, sports)

Allied Skills

Allied skills may be acquired with special training beyond that provided in Interpreter Training Programs (ITPs). Such skills include:

- Appraisal of students' ability to acquire information through signs or through speechreading
- Under the direction of a classroom teacher, the ability to provide tutoring in one or more subjects
- Ability to teach sign language to students and staff

Testing Situations

Federal and state regulations have placed increased emphasis on measurement, assessment, and validation of students' performance. Measurements may include curriculum-based evaluation, proficiency testing, and other forms of evaluation.

The degree to which a student with a hearing loss participates in proficiency testing must be determined by the student's IEP team after consideration of the student's individual needs. The student's IEP must document participation in the district-wide assessment and whether or not any accommodations, such as interpreting, will be provided to the student. Please note that accommodations shall not change the content or structure of the test, shall not change what the test is intended to measure, and shall not change or enhance the student's response.

Interpretation is a valid accommodation for some students taking proficiency tests. Individuals who provide this interpretation must follow all applicable laws and procedures.

In no case should accommodations be provided beyond regular classroom practice. For example, when the student's IEP stipulates interpretation, it generally includes interpreting such things as directions, prompts for the writing test, questions and multiple-choice answers. Interpretation of reading passages is not permitted since the purpose of the test is to assess the student's ability to comprehend text.

If all items are interpreted, test administration will take longer than the prescribed time. Waiving time limits is a reasonable accommodation. If the student with a hearing loss will take longer than other students, or if the interpretation is likely to be distracting to other students, the test may be given in another room with the interpreter and a proctor or test administrator.

Effective interpretation requires the interpreter to be familiar with the material being interpreted. For this reason, an interpreter may want to look over the proficiency test ahead of time. While the local test administrator may permit this type of review, he or she may require the interpreter to preview the test materials in a secure office. Test materials should always be locked up when not in use.

Tutoring

Interpreters may be asked to tutor under the supervision of the regular classroom teacher or the teacher of the D/HH. Since interpreters must, by definition, be able to communicate well with the student, tutoring and reviewing assignments may be an appropriate job responsibility. However, it must be clear that these additional responsibilities will not take the place of interpreting. The subject area in which interpreters are expected to tutor should be one with which they are familiar.

It may be appropriate for interpreters to also receive ongoing in-service training in instructional strategies to be used during the tutoring sessions. It is recommended that educational interpreters who tutor should receive instruction in behavior management techniques before they begin tutoring. This skill is important in order to know how to keep students focused and on task. It may be advantageous for the tutoring to take place outside the classroom setting in order to clearly discriminate when the interpreter is functioning as an interpreter and/or the tutor.

Special Considerations for the Physical Environment

Teachers, administrators, and other personnel need to be aware of adaptations that can be made to the physical environment so that it is more conducive to learning for the student with a hearing loss. Such factors will vary depending upon the setting (e.g., classroom, outside the classroom or school building). Interpreters can be one of the best resources in providing the information needed to make adjustments in the physical environment. Examples of adaptations, which should be made to meet an individual student's needs, include:

- Preferential/flexible seating
- Lighting
- Unobstructed visual or tactile access for the student
- Technology and multimedia accessibility
- Closed- and open-captioned films and videos
- Positioning of the interpreter and seating for the D/HH student when attending special activities, such as
    - Assemblies

- Field trips
- Sporting events
- Driver’s education

Interpreter as IEP Team Member

IDEA requires that, in developing each student's IEP, the IEP team shall consider the communication needs of the student. In the case of a student who is D/HH, consider the student's language and communication needs, opportunities for and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The educational interpreter is a related service provider and can provide critical information regarding the student's opportunities to communicate with peers, how the student understands others, and the student's understanding of subject material. As the interpreter for the student and as a provider of special education services for the student, the interpreter **must** be part of the IEP team. If an IEP team member needs interpreting services, a different interpreter should be provided so that the student's interpreter can participate in the meeting without a role conflict.

The educational interpreter serves an important role on the IEP team with regard to language and communication. Educational interpreters should participate in the development of goals and objectives related to language, communication, and interpreting services. Educational interpreters require access to information and student files regarding special instructional needs in order to effectively provide interpreting services that match the student's communication and cognitive abilities. Educational interpreters will assist in implementing goals on the IEP by focusing on communication, language, and interpreting services.

Substitute Folders

Educational interpreters are encouraged to develop a substitute folder to be kept on file in the school office in case of absences. The folder should contain the following information:

- Daily Schedule
  - Beginning and ending times
  - Class periods or times and room numbers
  - Lunch and break times
  - Subjects
  - Location of materials and resources
  - Other assigned duties, responsibilities, or expectations
- Additional Information
  - Names of Teachers and Students
  - The names of other interpreters in the building
- School Layout or Map
  - Classrooms
  - Office and teacher's lounge
  - Restrooms
- Special Considerations and Accommodations

Roles and Responsibilities of Teachers and Staff

Educational Interpreter and the Teacher

The relationship between the D/HH student's teacher and educational interpreter is an important one. Both are professionals working as part of a team to ensure an appropriate education for the student.

In order to coordinate communication and educational planning for students who are D/HH, time must be allotted for educational interpreters and teachers to meet and discuss course content, lesson plans, upcoming tests, student learning styles, and special classroom environment considerations. These meetings should be scheduled on a regular basis.

Responsibilities of General Education Teachers

- Introduce the interpreter to the entire class at the beginning of the year and allow class time for the interpreter to explain his or her role.
- Discuss the expectations related to class formats (lecture, discussion, and film/media to be used) with the interpreter.
- Provide the interpreter with all textbooks and other related materials used in the class.
- Provide an overview of upcoming instruction. Ensure that lesson plans are made available to the interpreter. Apprise the interpreter of specific or new vocabulary used in class.
- Learn to use Closed Captioning and other technology the student may be using in the classroom.
- Promote the use of films and videos that are captioned to ensure access for students who are D/HH as available.
- Support the role of the interpreter as a service for everyone in class (i.e., he or she is not there just for the student who is D/HH, but rather to facilitate communication for everyone).
- Consult regularly with the interpreter.
- Retain all responsibility for classroom management. Interpreters are not expected to have any responsibilities for management, nor are they to take any actions that impinge on the teacher's authority in the classroom.
- Directly communicate to the student with a hearing loss by maintaining direct eye contact. Although the interpreter will be signing what you are saying, watching the student's facial expression can assist you with communication. Face and talk directly to the student. "My name is Ms. Smith" is more empowering and inclusive. Avoid phrases such as "Tell him my name is..." This practice inhibits direct communication.
- Expect the student to address the teacher/speaker directly. All questions and clarifications should be directed to the teacher/speaker not the interpreter.

- Be flexible with classroom seating arrangements. Preferential/flexible seating is important so the student can have visual access to the teacher, interpreter, and student who are participating in classroom discussions.
- Speak at a reasonable rate so that your speech is clear and undistorted. The interpreter will ask for clarification if needed. During oral reading, it is important to realize that speed tends to increase. Please be aware that the student may be trying to watch the interpreter and follow the text. Modifications/adaptations may need to be devised and documented.
- Be aware that the interpreter is responsible for providing communication and educational access for the D/HH student by:
    - signing all the information heard from teachers and other students, and environmental conditions
    - voicing all the information from the student who is D/HH, and
    - not editing, interjecting personal comments, or deleting information that other students can hear.
- To promote independence and inclusion, hand all materials directly to the student, rather than the interpreter. If copies are to be provided for the interpreter for reference, provide individual copies.
- It is impossible for the student to read and watch the interpreter simultaneously. Provide vocabulary and study guides prior to the introduction of new material.
- Be aware that, due to the time required to process the information, the interpreter is usually several sentences behind the speaker. During classroom discussion, establish a rule that one person speaks at a time. When students raise their hands and teachers point to the next speaker, it allows the student who is D/HH to more fully participate in fast-paced lively conversations. If asking a question, wait until the interpreter has finished signing so that the D/HH student has an opportunity to comprehend and respond to the question. Realize there may be times when the interpreter is still signing information in order to clarify communication-even after the teacher/classmate has finished speaking.
- Understand that private conversations between teacher and interpreter, or between interpreter and students who are D/HH peers, are not appropriate during instructional times. Understand that if a conversation the teacher is having can be heard by peers, it will be interpreted for the student who is D/HH.

Educational Support

Educational support might be included as an educational interpreter's responsibility, however, the teacher is charged with the main responsibility for teaching and assessing student progress. Educational interpreters **do not** provide primary instruction. If the educational interpreter is not providing the tutoring under the direction of a teacher, the interpreter should be available to interpret tutoring sessions between teachers and students and to reinforce curriculum-based vocabulary.

The responsibilities for management of the classroom should never be placed on the interpreter. The educational interpreter should not be asked to assume duties such as covering a classroom or teaching a lesson, with the exception of teaching sign language to the student's peers.

Educational Interpreter and the Teacher of Students Who Are Deaf and Hard of Hearing

Regular ongoing interaction between the interpreter and teacher of students who are deaf or hard of hearing (TDHH) is essential. TDHH often coordinate support services. These services may include support for school systems regarding interpreter services for students who are D/HH. The success of this coordination depends, in part, on constant feedback from the interpreter. It is crucial that the educational interpreter, TDHH, and audiologist respect the skills, responsibilities, and demands of each other. All must draw upon their collective expertise in order to provide in-service training for staff and students as well as instructional strategies and delivery systems for students who are D/HH.

Interpreters can provide essential information to the TDHH because they are present with the student throughout the school day. They may provide input on the student's use of language skills, strengths, and weaknesses. At the secondary level, the input from the interpreter should be less because the student should be more capable of communicating his or her own needs.

Roles and Responsibilities of the Student

The following responsibilities are targeted to the older student; however, the educational interpreter may assist the younger student in advocacy related to their own needs.

1. Before the first day of school, meet the teachers and interpreter to discuss your own needs related to accommodations and communication.
2. Sit where the interpreter, the teacher, and the board or the overhead can easily be seen.
3. Check the lighting and make sure the interpreting distance is comfortable.
4. Pay attention to the interpreter and the teacher.
5. Participate in class discussions/presentations and complete assignments/homework.
6. Directly ask the teacher questions about the lesson.
7. Ask the interpreter for clarification on signs or cues.
8. Write down homework, remember test dates, and be prepared for class.
9. Discuss any problems with the teacher.
10. Request a peer note taker, if needed, and provide rationale why one is needed. The classroom teacher may assign a notetaker.

Professional Development

Continuing Education

According to law, the continuing education compliance period shall extend for a two-year period beginning on July 1 of each odd-numbered year and ending on June 30 of the next odd-numbered year. Each person who is licensed to practice as an interpreter for the D/HH in Iowa shall be required to complete continuing education. A licensee who provides proof of a current National Interpreter Certification or current Registry of Interpreters for the Deaf Certification meets continuing education requirements for that biennium renewal cycle. Continuing education units acquired anytime from the initial licensing until the second license renewal may be used.

Refer to the Iowa Department of Public Health website for more information www.idph.state.ia.us

School districts should consider supporting continuing education activities specific to the needs of educational interpreters. These include:

- Appropriate educational in-services in the district
- Opportunities for professional development in accordance with the individual's professional requirements for licensure or district need.
- Opportunities to collaborate with other interpreters on a regular basis

Mentoring

Mentoring can benefit everyone involved. The people involved may experience the following:

- A reduced sense of isolation
- An opportunity to look at interpreting from another's perspective
- A challenge to continue developing professionally
- A strengthening of specific skills or knowledge areas
- An immediate feedback and guidance
- An expert modeling to observe and emulate
- A satisfaction in being part of another interpreter's growth professionally
- A network of colleagues
- A recognition of experience and skills

Each mentoring situation is unique, depending on the individuals involved and the goals of the relationship. Some mentoring relationships are formal arrangements set up and overseen by an agency, RID Affiliate Chapter, or interpreter education program. Others are private

commitments between two individuals. Common to all successful mentoring relationships is a mutual commitment to professional growth. For more information about mentoring in Iowa, contact Marsha Gunderson, State Consultant, mgunderson@iowaschoolforthedeaf.org, 712-366-3284 or Iowa State Registry of Interpreter for the Deaf at www.iowastaterid.org

Mentoring is an advisable practice for interpreters. It is a goal-oriented relationship between an interpreter mentee, who seeks to learn and grow through association with an interpreter mentor. Whether a novice or an experienced professional, the mentoring relationship is mutually beneficial. It is not a substitute for comprehensive interpreter education or for those internships associated with such formal training. Mentoring can augment the training received in academic settings. Resource: Registry of Interpreter's for the Deaf, www.rid.org

Appendix

EIPA Guidelines of Professional Conduct for Educational Interpreters

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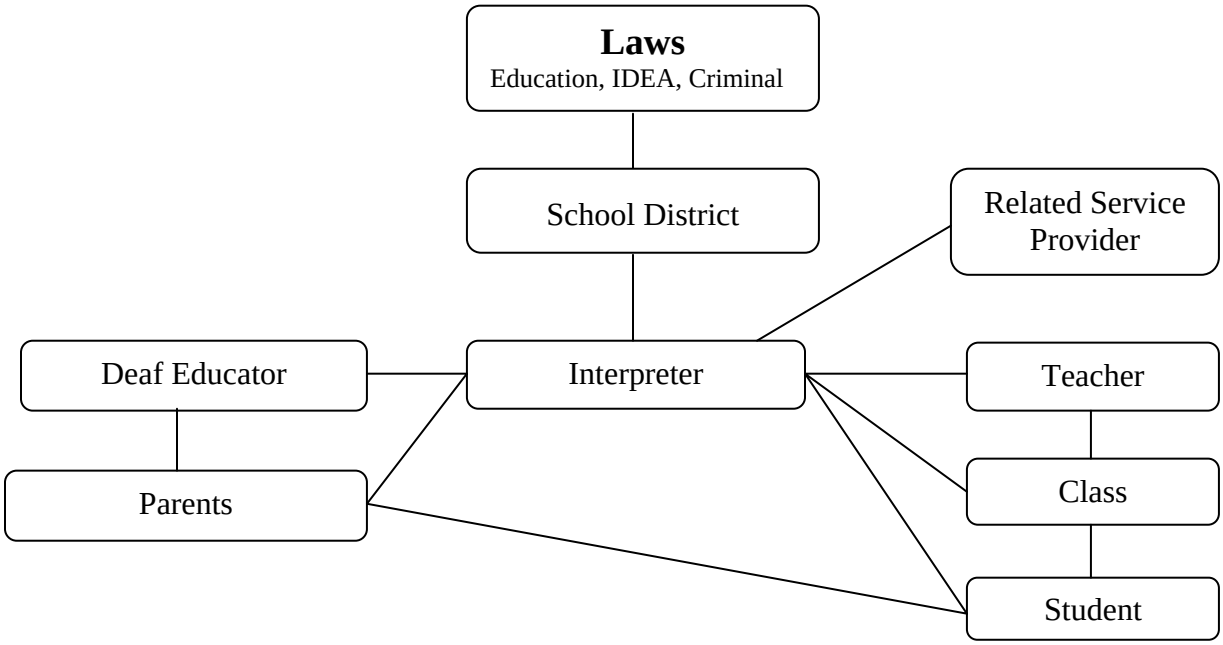
EIPA Professional Guidelines
Version August 1, 2007

This document describes obligations for educational interpreters employed in school settings. While the Code of Professional Conduct developed by the Registry of Interpreters for the Deaf (www.rid.org) and the National Association of the Deaf is a very useful document for interpreters who work with adults, interpreters who work in schools are members of an educational system. Educational interpreters are working with children with developmental needs and with constraints and requirements imposed by educational practice and law. Because of this, it is appropriate to define guidelines for professional conduct for interpreters who work in educational settings. Figure 1 diagrams the relationship the educational interpreter has within the educational system, as a related service provider who is a member of the educational team. In fact, all people who work in public schools must adhere to professional standards and guidelines. In comparison, professional codes of conduct developed for adult consumers focusing on issues of autonomy and independence. In the case of educational interpreters, many of the rules and guidelines are defined by federal and state law, or by educational practice, not by an external professional organization. The school, and ultimately in many cases, the state and federal government, defines standards of practice. The educational interpreter is obligated to follow these standards, as a member of an educational team. The consequence of violating these rules is not merely expulsion from a professional organization. The school itself has an obligation to ensure that its employees follow the laws and regulations, especially in the case of children whose education is protected under federal law, the Individuals with Disabilities Act, or IDEA '04.

For the purposes of this document, the term *interpreter* refers to both interpreters and transliterators. The following presents professional guidelines for educational interpreters.



General Expectations

Interpreters who work in the public schools as a related service provider are members of an educational team. 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. This is also expected of interpreters. All children, deaf and hearing, are learning to be a member of a group, what is expected of them, how to follow formal instruction, and how to interact with peers. Schools foster broad development of children and youth, not just their intellectual development. Interpreters who work in public schools are an aspect of this broad development, and because of this, they should adapt to the maturity level and expectations for students at the various developmental levels.

Unfortunately, there is little research to provide guidance about when it is appropriate to use an interpreter with a child. What little we know from testimonials and anecdotal reports is that it may require a certain cognitive sophistication to use an interpreter. For very young children, such as preschoolers, it may not be appropriate to use an interpreter but instead it may be more appropriate to have a language mentor who can communicate with the child directly. Consequently, any discussions regarding the use of an interpreter with a student should include a discussion of whether the student is developmentally ready to use an interpreter. In addition, for all children and youth, it is appropriate and necessary to help students understand and assume responsibility about how the interpreter is used. All children and youth who receive interpreting services should be taught how to use and manage their learning via an educational interpreter. In fact, learning to use an interpreter is an essential aspect of development of a student who is deaf and hard of hearing. As children grow older, they can increasingly participate using an interpreter as well as managing their learning with an interpreter.

Students with language skills that are delayed need a skilled interpreter, contrary to educational practice in some schools. Interpreters who are not skilled are deleting and distorting aspects of language and classroom concepts essential for children to continue developing language. For students who are either delayed in language and still acquiring language, schools should consider allowing the student time with a fluent language role model, so that the interpreter is not the sole language model for the student.

Learning to use an interpreter is an essential aspect of development of a student who is deaf and hard of hearing.

These guidelines assume that an interpreter has met the minimum qualifications to effectively provide an interpretation of the educational program. This means that the interpreter should achieve at least a minimum level 3.5 on the EIPA, as well as having post-secondary training. A Bachelor's degree in educational interpreting or a related field is recommended. An individual with an EIPA below 2.5 should not be interpreting because the classroom content will not be even adequately communicated and the student will miss and misunderstand a large amount of the classroom information. The minimum level of 3.5 is truly a minimum level. Most professionals who are knowledgeable about interpreting for a developing child would acknowledge that interpreters must have skills above a minimum level of an EIPA 3.5. But they recognize that requiring a higher standard (e.g., 4.0 or greater) may not be realistic at this time. Therefore requiring that an interpreter demonstrate skills at an EIPA level of 3.5 or greater is not a "Cadillac of services". It is a minimum level of competency.

Schools and school districts typically have guidelines and policies for professional behavior and conduct. First and foremost, an educational interpreter is a member of the educational team and school community. As a related service provider in a school, the educational interpreter should be

familiar with polices, procedures, and ethics for professional conduct within the school setting. In these polices, there are specific guidelines for understanding confidentiality among educational team members, reporting child abuse, and exercising professional judgment. Some of these policies are dictated by state and federal law regarding all students, and are required of all individuals working in a school. Others are dictated by laws protecting the educational rights of students who are deaf and hard of hearing. Educational interpreters should request a copy of the policies and procedures handbook from their supervisor. In addition, they should discuss any situation where they are not certain how to handle an issue, or how they handled an issue in the past, with a supervisor. Any evaluation should consider the interpreter as a member of the educational community as well as their ability to interpret.

Legal Requirements for All Individuals Working in Public Schools

All individuals who work in a public school must report any suspicions of child abuse or neglect to the proper authorities. Always know and follow your school policy regarding this or you may be held legally responsible. 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. Typically, this is required of all school personnel. 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.

Interpreters should always act to protect the safety of all students in the classroom, not just the student who is deaf or hard of hearing. This means that the interpreter may need to stop interpreting if intervention is needed because there is a reason to believe that someone will be injured. The interpreter can explain the situation after the danger is passed. Except for emergency situations, the interpreter should not be put in charge of the mainstream class.

Working with a Student Whose Education is protected under Federal IDEA, Which is any Student who has an IEP

Following federal law (IDEA), all decisions regarding the student's educational program are made within the context of the educational team, as identified in the student's IEP. Generally, for a student who is deaf or hard of hearing, members of the educational team may include: a teacher of the deaf, a regular classroom educator, a speech pathologist, or an audiologist. In addition, parents or legal guardians are also obligatory members of the IEP team. The educational interpreter should be a member of this team and should understand the educational goals for the student.

The educational Interpreter is a member of the educational team

Interpreters should participate in all IEP meetings concerning students they work with. The educational interpreter shall either interpret or participate in meetings such as staff meetings, IEP meetings, and staffings, but should not do both. Interpreters can provide valuable contributions about how the student is functioning with an interpreter and can answer questions and address concerns related to a student's communication needs. However, educational interpreters typically have no specialized training in language or communication assessment, so they should work with other professionals who are qualified to conduct assessments. Despite this, the educational interpreter can often share useful observations. In general, as a member of the educational team, the interpreter can provide information regarding interpreting, classroom interaction, and tutoring.

Communication with the student's family should be in the context of the educational team. In general, interpreters should direct most parent questions to the appropriate professional, which may include questions regarding a student's progress in class, homework assignments, tardiness, and absenteeism.

If the educational interpreter is also functioning with a particular student as a tutor, this person may discuss the student's performance in the tutoring session. This may include tutoring strategies. (e.g., interpreters, teachers, or supervisors) who are directly responsible for the educational program of the deaf or hard of hearing students.

The educational interpreter shall either interpret or participate in meetings such as staff meetings, IEP meetings, and staffing, but should not do both.

Other information that may be important for the educational team to know include anything that may impact a student's performance or learning, such as tardiness, effects of medication, fights with peers, or inattentiveness in class. Some examples of questions that are appropriate for an interpreter may include:

- 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?

The interpreter should understand the educational goals for a student he or she works with. Even though the interpreter is not the teacher, understanding the annual goals and the daily objectives will help the interpreter do a better job. The interpreter should be prepared to assist with support and implementation of educational goals in the classroom.

The educational interpreter may be asked to use American Sign Language or a particular system of Manually Coded English. If the interpreter has concerns about his or her skills with regard to this assignment, these concerns should be discussed with the supervisor. If the educational interpreter disagrees with the decisions of the educational team in terms of the use of a particular system of sign communication (e.g., SEE II, PSE, ASL) for a student, the interpreter should discuss this with the educational team.

An interpreter can produce a better interpretation when prepared or when knowledgeable about the topic area.

Standardized testing is a critical aspect of assessing the student's achievement. Because of this, the interpreter should have preparation time to discuss test administration with a professional knowledgeable about students who are deaf or hard of hearing and about the specific test. There are some interpreting practices that may invalidate test results or may overly assist the student. On occasion, the educational team may decide that a student who is deaf or hard of hearing should have

an alternate method of testing. The educational interpreter should be familiar with, and competent to make the language used on a test as accessible as possible to the deaf or hard of hearing student.

Tests, projects, and evaluations produced by the classroom teacher should be discussed with that teacher to help determine what can or cannot be explained. For example, the student may be required to know some vocabulary, while other terms may be secondary to the concept. The classroom teacher should decide this. If the teacher's main interest is whether the student understands the concepts, without interference from reading skills, the teacher may choose to have the interpreter provide an interpretation of the test questions.

It should be noted that interpreters vary widely in their understanding of issues surrounding the education of students who have a hearing loss. Because there is typically no degree requirement for educational interpreters, and because many interpreter training programs have little coursework in educational issues, the educational team cannot assume that the interpreter is qualified to serve as a consultant or a resource. However, when an interpreter is knowledgeable, she can provide in-service training to both staff and peer students in their role in the classroom.

Guidelines for Interpreters Who Work with Students

All adults in an educational setting have the responsibility of fostering social development, in addition to more formal academic learning. While the interpreter must maintain an impartial role when interpreting, like the classroom teacher, she is also an adult role model for a developing student. Because of this, it is important for the interpreter to maintain a relationship with the student that is appropriate to the student's age and the academic setting. This includes maintaining rapport with students while also preserving professional boundaries. It is not appropriate to consider the student your friend or confidant. Inappropriate relations with a student may be grounds for dismissal.

It is important to recognize that the interpreter works for the educational program, not for the deaf or hard of hearing student or the family. The interpreter's goal is to facilitate communication between deaf and hearing people and to communicate clearly what each individual says. Because of this, it is important to maintain a healthy relationship with all adults and students in the interpreted classroom. Hearing students often need help negotiating an interpreted conversation, and that communication is equally important in a student's educational life. All students and staff should be helped to understand the roles and boundaries of the interpreter. All people should be encouraged to speak directly to the student and not to the interpreter. Decisions regarding whether a student needs an interpreter to communicate with teachers and peers should be made with input from the entire community, not just the student who is deaf or hard of hearing.

Educational interpreters should have preparation time to review lesson goals and vocabulary or to consult with educational team members. An interpreter can produce a better interpretation when prepared or when knowledgeable about the topic area. For technical classes, such as biology, geometry, and computer science, it often takes time for an interpreter to develop the specialized vocabulary necessary to understand the content.

It is not appropriate for the interpreter to share attitudes and opinions with the student about other adults in the school environment. Regardless of whether the interpreter views the message as being incorrect, incomplete, morally inappropriate, or lacking in direction, the interpreter is not at liberty to communicate her opinions to the students.

The interpreter's goal is to facilitate communication between deaf and hearing people and to communicate clearly what each individual says.

There are many factors that impact the accuracy of an interpretation, such as visual distractions, the interpreter's skills and knowledge, as well as the teacher's style of instruction. Ultimately, it is the interpreter's responsibility to inform the teacher and/or student when concerned about the completeness of an interpreted message. The interpreter should inform the student and the teacher if he or she feels that the teacher's message was not communicated accurately.

It is assumed that all verbal communication as well as environmental sounds will be signed when appropriate and that all signed communication will be voiced when appropriate. There may be situations when it is impossible or inappropriate to interpret all communication and sounds. Decisions regarding what to represent and what to disregard should be discussed with the classroom teacher.

Some deaf or hard of hearing students may not fully understand the interpretation of an English message due to differences in culture, language, or experience. It is appropriate for educational interpreters to clarify bits of information that fit into this category (e.g., hearing-culture jokes, certain English vocabulary which does not translate well). However, this is to be done on a limited basis for the benefit of clear communication and should not interfere with the teacher's message.

While the interpreter is responsible for interpreting, like all adults in an educational environment, he or she is also responsible to the school's discipline goals. The classroom teacher determines the philosophy of discipline for the classroom. The extent to which the interpreter should participate in classroom discipline of all students should be discussed with the classroom teacher. For the most part, discipline should be administered by the classroom teacher. However, it is not appropriate for the interpreter to disregard highly inappropriate behavior from any student in the classroom. From a developmental perspective, all students should know that adults are consistent in their judgment of inappropriate behavior as well as their response to it.

The Deaf or hard of hearing student should be allowed the freedom to make choices and to learn as independently as possible.

It is not the interpreter's role to protect the student from discipline or failure. With regard to homework, fooling around, persistent lack of attention, and failure to participate appropriately, the deaf or hard of hearing student should be treated like all other students in the classroom. The Deaf or hard of hearing student should be allowed the freedom to make choices and to learn as independently as possible (as the hearing students do). The interpreter should not help the student with work, unless explicitly acknowledged by the educational team. This should be considered tutoring and follow tutoring guidelines (see Tutoring Section).

The interpreter should clarify his or her role to any member in the school setting, including the deaf or hard-of-hearing student. It is appropriate for the interpreter to help deaf and hearing students understand the role of an interpreter. This may involve giving clues to a student or explicitly informing the student of how to handle an interpreted situation. The student should be guided to assume more responsibilities for directing the interpreter as he or she becomes more mature.

Students who are deaf and hard of hearing are very dependent on their vision. When the teacher is talking, it may be necessary for a student to also look at a picture, graph, or other sources of information. This can easily create barriers to learning in that the student has to look at too many

competing sources of information. The interpreter should work with the classroom teacher to ensure that all educational content, language and visual information are accessible to the student. In addition, the interpreter should be aware that:

- Eye fatigue will be experienced by the student.
- All students vary in their attention span and tendency to be distractible, and this changes as children mature.
- All instructional and non-instructional stimuli will be in competition for the student's attention. The student cannot be expected to attend to everything at the same time. Because of this, the student may occasionally look away from the interpreter.
- An interpreter may need to adjust communication depending on a student's need to rest their eyes momentarily.
- For a student who is young, a subtle cue from the interpreter may be necessary to help the student re-focus attention.
- If a student is consistently inattentive, it should be discussed with the classroom teacher and the educational team. Initially the classroom teacher should address the problem with the student directly. If necessary, the educational team may assist the student in learning about how to use interpreting services.

The primary mode of learning for many students who are hard of hearing or students with cochlear implants is through the auditory channel, with the interpretation providing critical supplemental information. This student may choose to watch the teacher, using the interpreter to provide missed information or to verify information received. Because of this, the interpreter should continue to interpret even if the student chooses to watch the teacher.

An educational interpreter shall consider the following information about an assignment to determine if his or her skills are adequate for the assignment:

- the age level of the student,
- the content of the various classes,
- situations calling for special interpreting skills (i.e. films, assembly programs)
- the student's language skills
- the interpreter's language skills (ASL, PSE, MCE, spoken and written English)
- the student's sign language preference (ASL, PSE, MCE, spoken and written English)

Interpreters should continue to develop knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field. All professionals should take part in continuing education activities, both general to education and specific to interpreting. In order to be respected as a member of the educational team, and to provide students with access to the classroom, interpreter should be improving their skills and knowledge continually. Interpreters should be aware of continuing education requirements in their state.

Interpreters shall dress in a professional manner that is appropriate to the setting. An interpreter's appearance needs to be non-distracting in order to prevent eye fatigue among the Deaf and hard of hearing students. Clothing should be of contrasting color to the skin and pattern free. Jewelry should not be distracting. Facial hair should be trimmed to allow clear viewing of lip movements. The style of dress should be consistent with that of the classroom teachers.

In order to be respected as a member of the educational team, and to provide students with access to the classroom, interpreters should be improving their skills and knowledge continually.

Tutoring

In many schools, educational interpreters are asked to tutor the deaf or hard of hearing student. Typically, interpreters are not trained to tutor, so training and supervision are essential. There are advantages to having the educational interpreter conduct tutoring. It allows direct communication during tutoring, which is preferable to interpreted communication. The interpreter often knows the student and classroom materials. The interpreter also understands aspects of how hearing loss affects language and interaction.

There are also disadvantages. It may be difficult for the student or the interpreter to separate roles and responsibilities associated with tutoring from those associated with interpreting. This may mean that the student and the interpreter assume that they are constantly in the role of interpreter/tutor, rather than two distinct roles. The student may become overly dependent on the interpreter. The interpreter may not have sufficient grasp of the content or tutoring techniques to be effective. Also, if the student failed to understand classroom concepts because of a poor interpretation or lack of sign vocabulary, the interpreter may not be able to communicate the concepts during tutoring either. If the educational interpreter is asked to tutor, the following guidelines should be followed.

• The interpreter should not tutor if it interferes with the primary responsibility of interpreting.
• Tutors should receive training, which includes understanding effective tutoring techniques as well as an understanding of the subject matter.
• Tutoring should be conducted under the supervision of the classroom teacher. Under no circumstances should interpreters develop their own lesson plans or determine what should be tutored.
• Tutoring is not a substitution for effective interpreting. A student should not be tutored separately unless there is a clear educational need for it, as determined by the educational team.
• The interpreter should make it clear to the student when a role other than interpreter is assumed, such as tutoring.

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http://www.classroominterpreting.org/Interpreters/proguidelines/index.asp

EIPA Professional Guidelines
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