

Ohio Guidelines for Educational Interpreters

Revised 2011

The *Ohio Guidelines for Educational Interpreters* was first published in October, 2000. The revision was undertaken by the Interpreting and Sign Language Resources (ISLR) Advisory Committee. ISLR is part of the Center for Outreach Services at the Ohio School for the Deaf.

This revision updates information contained in the original document. It is available online, with links to pages within this document and to other documents and websites. If you find links that do not work, if you have questions about the document, or if you believe that any information in the document has become outdated, please contact ISLR through email (eduterp@osd.oh.gov) or phone (614-995-1566).

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Introduction

All students can learn and all students will learn if the conditions for learning are right. Getting the conditions right, including the resources, facilities, and attitudes to support student learning, is part of what good teaching is all about.

Shared responsibility and ownership for the success of all children, collaboration between regular and special education personnel, and administrative and parental involvement are critical elements of schools that include and support all children. The Individuals with Disabilities Education Improvement Act (IDEA 2004) underscores the importance of educating children with disabilities in the least restrictive environment (i.e., an environment where children with and without disabilities are educated together). IDEA also requires that children with disabilities have access to and make progress in the general curriculum.

For the two percent of Ohio students who are deaf or hard of hearing (2,641 children during the 2009-2010 school year), access to the general curriculum often necessitates the services of a qualified educational interpreter. While the need for educational interpreters in public school settings has increased as more children are served in general education classrooms, the discipline of educational interpreting is still relatively new; therefore, many school districts are unclear about the type of training and skills needed to qualify one as an educational interpreter (*Kansas State Board of Education*, 1995).

Background

According to IDEA, all students with disabilities, ages three through 21, are afforded the right to a free appropriate public education. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 ensure the right of people with disabilities to access public school functions and facilities. For students who are deaf or hard of hearing, interpreting may be one of the support services necessary for them to gain equal access to the general curriculum.

The limited number of qualified interpreters with requisite knowledge and skills to work in educational settings continues to represent a critical personnel shortage area for Ohio. During the 1997-1998 school year, 425 interpreters worked in Ohio's schools. In 1998-1999, that number, which included substitute interpreters, increased to 500 which was still short of the need. In 2010, 614 individuals were reported by their local districts as holding an ODE issued license in the area of Interpreter for the Hearing Impaired. This includes 5-year associate, long-term substitute licenses, and temporary pupil services licenses.

In 1997, the Ohio Department of Education (ODE) convened Interpreter training Programs (which at that time were Cincinnati State Community College, Columbus State Community College, Kent State University, Sinclair Community College, and the University of Akron) to address the shortage of qualified interpreters in the state. The following four goals were addressed by this group:

- To increase the number of educational interpreters in Ohio schools
- To increase the skills of practicing educational interpreters
- To increase the knowledge of practicing educational interpreters
- To build capacity at the preservice and inservice level

Based upon the recommendation of Interpreter Training Programs (ITPs) along with the Great Lakes Area Regional Center for Deaf-Blind Education (GLARCDDBE), the Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH), and the Ohio Chapter of the Registry of Interpreters for the Deaf (OCRID), the Ohio Department of Education conducted a survey to determine

- Levels of training of interpreters currently working in Ohio's schools
- Current needs of interpreters, as identified by interpreters

The Ohio Department of Education is committed to ensuring that all children have access to the general education curriculum and regular education environments. For Ohio's children who are deaf or hard of hearing, the provision of educational interpreting services through qualified providers is critical if such access is to be provided.

In 1998, the Ohio School for the Deaf (OSD) and ODE established Interpreting and Sign Language Resources (ISLR), which is now part of the Center for Outreach Services at OSD. The Center works with ODE and other agencies to provide support for students who are deaf or hard of hearing across the state.

In 1999, the Ohio Department of Education convened the first meeting of the State *Superintendent's Advisory Council for Learners Who Are Deaf and Hard of Hearing*. The group's charge was to

- Work to improve services to youngsters who are deaf or hard of hearing
- Advise the State Superintendent of Public Instruction on all matters affecting youngsters who are deaf or hard of hearing
- Serve as a leadership forum where consensus could be sought on issues affecting the education of youngsters who are deaf or hard of hearing
- Provide input to the State Superintendent's Advisory Council for Special Education (SSAC)
- Disseminate information and findings with regard to the education of youngsters who are deaf or hard of hearing

GLARCDDBE no longer exists; services to deaf-blind students are provided through the Ohio Center for Deafblind Education (OCDBE). ORCLISH is now the Ohio Center on Autism and Low Incidence (OCALI). The Superintendent's Council, now the Deaf Educators Network (DEN), is coordinated through OSD Outreach. DEN is primarily an online vehicle for information sharing.

Purpose

The purpose of these guidelines is to assist school districts in providing appropriate educational interpreting services to children who require such services. This document is intended to provide support to local educational agencies, educational interpreters, parents, and other members of the educational team by serving as a resource and expanding on best practices in such areas as ethical conduct, qualifications, and roles and responsibilities. This document will also assist administrators and teachers to gain a more thorough understanding of the role of educational interpreters as critical members of the child's educational team.

Currently, there are four major consumer groups for educational interpreting services. They include

- Students who are deaf or hard of hearing and their classmates
- Parents and guardians
- Teachers and other staff
- Administrators and elected officials

This document is expected to be useful for

- Clarification of issues related to interpreter roles and responsibilities and of best practices for educational interpreters
- Delineation of roles and responsibilities of the school
- Information on licensure and professional development requirements for interpreters

There is a shortage of consumer-oriented materials to assist these groups in making good use of educational interpreter services. Information about educational interpreting resources, including state interpreter education programs, state and national organizations, and various web sites, can be found through the web pages of the Center for Outreach Services at the Ohio School for the Deaf (<http://ohioschoolforthe deaf.org/Outreach.aspx>).

Primary Role of the Educational Interpreter

The educational interpreter facilitates communication and understanding among students who are deaf or hard of hearing, students who can hear, the teachers, and others involved in the students' education. Educational interpreters are an integral part of providing educational access to students who are deaf or hard of hearing.

The most common interpreter is a sign language interpreter. This interpreter listens to spoken messages and interprets them into sign.

Interpreters use varied modes of communication, depending upon the communication needs of students who are deaf or hard of hearing. Oral interpreters are used with individuals who are deaf who rely on speech and speechreading to communicate. Individuals who are deaf read the lips of the interpreter who is specially trained to silently and clearly articulate speech.

A cued speech interpreter is similar to an oral interpreter except that a hand code system, or cue, is used to represent speech sounds.

A deaf-blind interpreter is used by those who have limited or no sight and hearing. There are several different deaf-blind interpreting techniques, but most frequently the individual receives the message by placing his or her hands on top of the interpreter's hands.

While all of these different types of interpreters communicate information to the student who is deaf or hard of hearing, the interpreter may or may not speak for the student (voice interpret). This decision is made by the student, who may prefer to speak for him or herself.

Educational interpreter responsibilities include

- Facilitating communication in a variety of environments
- Participating in the Evaluation Team Report (ETR) and individualized education program (IEP) processes
- Collaborating with educational staff

The Center for Outreach Services at the Ohio School for the Deaf, with input from the Interpreting and Sign Language Resources Advisory Committee and interpreter training program faculty, has developed a list of [Indicators of Educational Interpreter Competency \(see appendix\)](#).

Modes of Communication

The local educational agency (LEA) must be aware of the communication modes used by students who are deaf or hard of hearing. The language to be used in the interpreting process should be compatible with that used by the student. It is not the interpreter's responsibility to select the mode(s) of communication to be used in class. The mode(s) should be dictated by student needs and indicated on the child's IEP. Interpreters are important language models for the student who is deaf or hard of hearing and therefore must be skilled in the mode(s) of communication indicated on the child's IEP.

Contingent upon training and experience, educational interpreters should be able to determine the extent of the student's comprehension of the mode(s) of communication ([see Glossary in appendix](#)) utilized. If

the student has difficulty with instructional content, the educational interpreter must collaborate with the appropriate member of the educational team.

Interpreting Environments

The instructional content of in-class interpreting will vary among classes and levels. Skilled interpreting from pre-K through high school requires the interpreter to possess various competencies and knowledge of related curricular areas including concepts and vocabulary. Additionally, familiarity with an individual student's linguistic preferences is crucial to meeting the student's language needs.

Physical Setting in the Classroom

The general education teacher should assign seats for students who are deaf or hard of hearing where they will have an unobstructed view of the teacher, visual materials, and the interpreter. The following suggestions for arranging the physical setting of the classroom are adapted from the Kansas State Board of Education, 1995:

- The interpreter should be positioned close to the teacher, when possible, to enable the student to see the teacher and the interpreter clearly.
- The IEP team may want to indicate that the student should have "preferential" seating. This could be at the front of the room, to more easily see the teacher, interpreter, and visual materials, or it might be at a back corner to also see classmates.
- If the teacher moves to another part of the room to lecture, the interpreter might want to follow, making sure to stay in view of the student who is deaf or hard of hearing. If the teacher continues to walk and speak, the interpreter should find an appropriate place and interpret from there.
- The interpreter must recognize that it is not possible for the student to look at visual aids and the interpreter simultaneously and make adjustments accordingly.
- The interpreter must recognize that it is not possible for the student who is deaf or hard of hearing to receive information visually and write at the same time and should assist the teacher in making adjustments.
- The interpreter will be responsible for making sure there is sufficient lighting to ensure visibility of interpreting during lectures and video material.
- The interpreter should be placed in the best position for viewing by the student while interpreting video material, TV and projections on a screen, taking care not to have his or her back to any lighting or windows that produce glare.
- When the interpreter is interpreting during an assembly program, placement should be where the student who is deaf or hard of hearing can see both the event and the interpreter.
- For students who also have difficulty seeing or changing visual focus, the interpreter might need a focused light or a position close to the student's desk to indicate words on their paper.

Additional Interpreting Environments

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 deaf or hard of hearing and facilitate communication between students outside the classroom - at assemblies, field trips, meetings involving disciplinary issues, parent or IEP conferences, and meetings with school personnel. These may or may not occur during the school day.

The LEA is responsible for providing interpreting services for students who are deaf or hard of hearing who participate in school sponsored extracurricular and other nonacademic activities. 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).

Testing Situations

The Ohio Department of Education has placed increased emphasis on measurement, assessment, and validation of learner performance. Measurements may include curriculum-based evaluation, statewide assessments, and other forms of evaluation. Students who are deaf or hard of hearing must participate as all Ohio students in statewide testing as required by federal and state law.

How a student who is deaf or hard of hearing participates in statewide testing is determined by the student's IEP team after consideration of the student's individual needs. The student's IEP must document the specific tests to be taken and whether or not any accommodations, such as interpreting, will be provided to the student.

Interpretation is a valid accommodation for some students taking statewide tests. Federal and state laws regarding testing, the IEP, and classroom procedures used with the student determine whether the tests can be interpreted and how. Individuals who provide interpretation must follow all applicable laws and procedures.

For the purposes of statewide testing, sign-language is considered a second language and should be treated the same as any other language from a translation standpoint. The intent of the phrase "sign verbatim" does not mean a word-to-word translation per se as this is not appropriate for any language translation. The expectation is that it should faithfully translate, to the greatest extent possible, all of the words on the test without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student.

In no case should accommodations be provided beyond regular classroom practice. For example, when the student's IEP stipulates interpretation, that generally includes interpreting such things as directions, prompts for the writing test, and test questions, including corresponding answer choices. Individual words should not be interpreted; instead, the interpreter may interpret the entire sentence in which that word occurs. Interpretation of reading passages is never permitted since the purpose of the test is to assess the student's ability to comprehend text. Interpretation of the reading passage requires the school to invalidate the test.

Use of dictionaries is not allowable for statewide testing even if such use is a regular IEP accommodation. This is not a common accommodation for students with hearing impairments. Dictionaries are allowed only for students identified as limited English proficient (LEP). However, this is a legal definition that generally does not apply to students who are deaf or hard of hearing. Though some students who are deaf or hard of hearing have limited English skills, LEP refers to "national origin minority group children" who come from environments where English is not the dominant language.

If all test items are interpreted, test administration will take longer than the prescribed time. Specific extended time and time limits are documented on the IEP accommodation and testing pages. Extending testing time up to one full school day is a reasonable accommodation. If the student who is deaf or hard of hearing 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 serving as proctor. In this case, the interpreter should be made aware of all requirements for test administration, such as procedures for restroom use, ensuring that maps and flags are not visible, and providing for any other state or school conditions.

Effective interpretation requires the interpreter to be familiar with the material being interpreted. For this reason, an interpreter may want to review the test ahead of time. While the local test administrator may permit this type of review, he or she must follow requirements for test security described in the Ohio

Statewide Assessment Program Rules Book. To avoid the appearance of conflict, an individual who is the parent or guardian of a child being tested is not permitted to interpret.

To find the most recent information on rules, search for “Rules Book” at the Ohio Department of Education website (<http://www.ode.state.oh.us>). For information on accommodations allowed on statewide tests, search for “accommodations.” Sample tests are also available on the website; interpreters can review them to become familiar with the testing format and general content.

Classroom Preparation

The work schedule of the educational interpreter should include preparation time. Preparation time is needed during the school day for meeting with instructors and team members; reviewing all pertinent instructional materials such as course and/or lecture outlines, class notes, required readings, and tests or quizzes; and previewing films, videotapes, and other media to be interpreted. Interpreters need access to all of these materials and to a workspace. The schedule should include some time when the interpreter is not signing to prevent injuries from [Repetitive Strain Injuries](#).

Evaluation Team Report (ETR)

The educational interpreter is a member of the educational team, and, in some cases, may be the only staff person providing direct educational access to the student who is deaf or hard of hearing. Based on education, experience, and daily interaction with the student, educational interpreters will be able to share information that would help determine a student’s educational needs in the areas of functional language and communication skills.

Educational interpreters may also be able to share information as to how well the student utilizes interpreting services and knowledge of any special needs or instruction needed to help the student become a better consumer of interpreting services. Educational interpreters with appropriate education and training may be able to assist team members in conducting language and communication assessments.

Participation at an ETR conference will require some knowledge of standard assessments, basic assessment processes, and how these processes may or may not relate to observed classroom behavior. Interpreters will also need some background in language and literacy assessments to describe their perceptions competently.

It is anticipated that, in most cases, a speech and language pathologist and an educational audiologist will be a member of the student’s evaluation and IEP teams. However, the interpreter may be the only member of some evaluation and IEP teams who is knowledgeable about deafness. As a result, the interpreter may need an understanding of the school environment and culture to be able to comment on the student’s behavior and adjustment to the general education classroom and to assist school personnel in making accommodations in a variety of areas.

The Educational Interpreter and the Student Who Is Deaf or Hard of Hearing

Students who are deaf or hard of hearing and their interpreters often establish a close relationship because they are together every day in many different situations. An overly dependent relationship may develop when a student begins to rely on the interpreter for the emotional support and understanding that might better be provided by that student’s peers. When this occurs, the interpreter should ask for guidance from the school counselors and other staff members to develop strategies for enhancing student independence and self-confidence.

Students, especially in the elementary grades, do not necessarily know how to use the interpreter effectively. They must learn the proper use of all support services, including the educational interpreter. The teacher of the student who is deaf or hard of hearing, educational interpreters, or members of the student's educational support team could work with the student in understanding the interpreter's role.

Such learning is an ongoing process that increases as the student matures and interpreting situations become more involved (e.g., in a laboratory, driver education situations). They should exit the public school with an understanding of the role of the educational interpreter at the elementary, secondary, and post-secondary level. When the student has concerns regarding the support services provided, including interpreting, it is important that he or she be able to advocate for appropriate services.

The interpreter should foster the student's self-advocacy and refer the student to peer networking opportunities (e.g., Deaf Camp, Deaf Kids and Teen Club).

Individualized Education Program (IEP)

IDEA '04 requires that, in developing each child's IEP, the IEP team shall consider the communication needs of the child. In the case of a child who is deaf or hard of hearing, the team shall consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel 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. A model Communication Plan is available through the Ohio School for the Deaf Center for Outreach Services at OutreachCenter@osd.oh.gov or 614-995-1566.

The child's parents are critical members of the IEP team and will have valuable input in determining the communication needs of the child. The interpreter will also provide critical information regarding the child's opportunities to communicate with peers, how the child understands others, and the child's understanding of subject material.

As the interpreter for the child (i.e., the person responsible for interpreting subject matter for the child), and as a provider of special education services for the child, the interpreter must be part of the IEP team. Whenever possible, the interpreter who consistently provides services to the student should attend the entire meeting. This benefits the student and the rest of the team because the interpreter can provide valuable input and serve as a resource. This benefits the interpreters because they have access to the team goals and perspectives. If an IEP team member needs interpreting services during the meeting, 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, but not be solely responsible for, the development of goals and objectives related to 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.

The interpreter and the team may wish to use one of the [Observation Forms in the appendices](#) to determine the student's current level and needs regarding access to interpretation.

Collaboration

In order to coordinate communication and educational planning for students who are deaf or hard of hearing, 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.

The teacher's goals for a particular lesson should be shared. For example, if learning the multiple meanings of words is the target, "lead" could be fingerspelled rather than using a sign that would indicate the meaning the teacher is trying to tease out.

These meetings should be scheduled on a regular basis to exchange and share information between the interpreters and the teaching staff which will assist in supporting the students in the classroom. This educational planning should also include provisions for preparation time ([see Classroom Preparation](#)).

The Educational Interpreter and the Other Members of the Educational Team

The members of the team may include special and general education teachers, speech and language pathologists, educational audiologists, school counselors, administrators, family members, other interpreters, and others who impact the student's education.

The relationship between the educational interpreter and the general education teachers of the student who is deaf or hard of hearing is an important one. Both are professionals working as part of a team to ensure the most appropriate education for the student. They must draw upon their expertise in order to provide inservice training for staff and students, as well as instructional strategies and delivery systems for students who are deaf or hard of hearing. Interpreting and Sign Language Resources at the Ohio School for the Deaf has developed [Orientation Materials for Teachers](#) to assist interpreters and teachers who work with them.

Teachers of the deaf and intervention specialists are often called on to coordinate the implementation of student support services, including interpreter services, for children who are deaf or hard of hearing. The effectiveness of such coordination depends, in part, on having regular and ongoing interaction with the student's educational interpreter and respect for the skills, responsibilities, and demands placed on the educational interpreter.

Interpreters can provide essential information to the teacher of the deaf because they are physically present with the student throughout the school day. For example, interpreters can provide information about the student's use of language skills, strengths, and weaknesses. At the secondary level, and earlier if the student is ready, the interpreter should encourage students to play a greater role in communicating and advocating for their own needs. The [Observation Forms in the appendices](#) may be useful in considering these abilities.

Contact between the educational interpreter and the teacher of the deaf is critical to the student's success in the general education environment; therefore, time should be scheduled during the school day for routine consultation (The University of the State of New York, 1994).

In districts where more than one interpreter is employed, interpreters work with other interpreters as part of the educational team, collaborating on a regular basis, observing and giving feedback to each other, and providing informal peer mentoring almost daily.

Substitute Folders

Educational interpreters are encouraged to develop and regularly update 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 (where applicable)
- Lunch and break times
- Subjects
- Other duties
- Additional Information
 - Teacher's name(s) and name sign(s)
 - Student's name(s) and name sign(s)
 - The name(s) and name sign(s) of other interpreters in the building
- School Layout or Map
 - Classroom(s) and room numbers if applicable
 - Office and staff lounge
 - Restrooms
- Special Considerations and Accommodations
- Ohio Guidelines for Educational Interpreters (or access to it)
- Current Handouts and Assignments
- The regular interpreter's contact information and a place for the substitute to write notes to share information from the day.

Educational Support

Educational support might be included as an educational interpreter's responsibility, but the teacher is charged with the main responsibility for teaching and assessing student progress. Educational interpreters do not provide primary instruction; however, they should be available to interpret tutoring sessions between teachers and students and to reinforce curriculum-based vocabulary. The Registry of Interpreters for the Deaf has developed a Standard Practice Paper titled "[An Overview of K-12 Educational Interpreting](#)."

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 ASL to the student's peers (Kansas State Board of Education, 1995).

Advising Interpreting Internships

A common need faced by all school districts is the shortage of interpreters qualified to work in the kindergarten through 12th grade setting. One way this need can be addressed is by providing opportunities for internships for students from an Ohio Department of Education-approved interpreter training program (ITP). Internship programs are excellent recruiting tools and can also improve the overall quality of educational interpreting services available within Ohio schools. Internships from participating ITPs typically last a full quarter or semester.

To assure a positive internship experience, schools should identify an interpreter to serve as an advisory interpreter. This person is responsible for supervising the student interpreter and for evaluating and monitoring the student interpreter's performance.

Suggested qualifications of the advisory interpreter include, but are not limited to, the following:

- An associate license as an educational interpreter
- Certification (see [Glossary](#) in the appendices) recognized by the [national Registry of Interpreters for the Deaf \(RID\), Inc.](#)
- Five or more years of experience as an educational interpreter

- Excellent interpersonal skills
- Excellent organizational skills

Assistance in establishing an internship program can be obtained from the Ohio Department of Education through the [Office for Exceptional Children](#), the [Ohio School for the Deaf Center for Outreach Services](#), and [Ohio Interpreter Training Programs](#).

Confidentiality

As communication facilitators participating in all aspects of a student's school day, educational interpreters have more access to information about the student than other educational professionals. Decisions as to what should and should not be disclosed may be unclear to the interpreter unless he or she has a clear understanding of district policies and the type of information school personnel are legally obligated to report. Confidentiality should not supersede the responsibility of all school employees to report information gained during school-related activities if that information leads the employee to believe that the health, safety, or welfare of students, staff, or property may be jeopardized. The [RID Code of Professional Conduct](#) states: "Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas." The interpreter needs to exercise caution in sharing day-to-day information with parents. It is the teacher's responsibility to share information with parents.

Ethical Considerations

Ethical Considerations are a set of principles which direct district board policies for guiding and protecting educational interpreters, students, and educational agencies. As licensed educators, interpreters in Ohio schools must follow the Ohio Department of Education [Licensure Code of Professional Conduct for Ohio Educators](#). Other codes that educational interpreters should consider in making ethical decisions include the [Registry of Interpreters for the Deaf \(RID\) Code of Professional Conduct](#) and the [Educational Interpreter Performance Assessment \(EIPA\) Guidelines for Professional Conduct](#).

The Registry of Interpreters for the Deaf, Inc. (RID), is the oldest national certifying organization of and for interpreters. RID has developed and disseminated a Code of Professional Conduct (formerly the RID Code of Ethics) which has become a national standard for gauging the ethical behavior of interpreters. The Code of Professional Conduct is not intended to replace or supplant law, nor is it a substitute for work rules. The Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct is not intended to replace the RID Code of Professional Conduct, but to include considerations specific to the developmental needs of children and legal constraints and requirements in education.

Expected practices of educational interpreters with accompanying guidelines follow:

- Educational interpreters will discuss assignment-related information only with other members of the educational team who are directly responsible for the educational programs of children for whom interpreters interpret.

Guidelines: *Interpreters at the elementary and secondary levels function as support service providers on the educational team, collaborating with the teachers who are responsible for the children's educational programs. Interpreters should discuss the children's communicative functioning in the interpreting situation on a regular basis with the classroom teacher and/or designated administrator.*

- Educational interpreters shall render the message faithfully, always conveying the content and spirit of the speaker, using the mode of communication stated on the IEP.

Guidelines: *It is the interpreter's responsibility to transmit the message as it was intended. Short clarifications of presented material may be done throughout the presentation, but if extensive explanation is required, this should be done at a later time by interpreters or the classroom teacher.*

- Under the supervision of the classroom teacher, educational interpreters may work with individual students who are deaf or hard of hearing and assist them to better comprehend the presented material. Interpreters should direct students to an appropriate person for the advice they seek.

Guidelines: *Interpreters are to interpret the message faithfully during the actual interpreted sessions but they may work individually with students to reinforce concepts taught after the interpreting sessions have been completed. The classroom teacher will direct the interpreters' activities and provide all materials needed for individual work. Interpreters will not be required to devise materials or activities for students without input from the classroom teacher.*

- Educational interpreters will function in a manner appropriate to the situation.

Guidelines: *In the educational setting, it is vital that interpreters conduct themselves in a professional manner and dress in a way that is reflective of the other professionals working in the school. Interpreters will display professional conduct and wear clothing that follows the expectation of the school/classroom, befitting the interpreting situation, in contrast to skin tones, and not distracting to the conveyance of the signed message. The interpreters' personal conduct will demonstrate their willingness to be part of the educational team, and they will display behavior that is cooperative and supportive in spirit.*

- Educational interpreters shall accept the same responsibilities and authority as other members of the educational staff. They will abide by and enforce federal, state, local, school district, and individual school laws and rules.

Guidelines: *As school district employees, interpreters must assume responsibility for knowing and enforcing government and school laws. As working members of the educational team, interpreters are not exempt from the codes and policies established by the educational agency. Participation as educational team members requires that interpreters help enforce these rules and report to the appropriate authority infringements of laws, rules, and codes.*

- Educational interpreters will further their knowledge and skills by fulfilling the requirements set forth in Ohio's Teacher Education and Licensure Standards [Ohio Administrative Code 3301-24-01].

Guidelines: *Interpreters in the educational setting will maintain their associate licenses by participating in continuing professional development activities as approved by their local professional development committee (LPDC).*

Roles and Responsibilities of the School

Employment

Job Title

Written guidelines and inservice training are critical to ensuring that the roles and responsibilities of the educational interpreter are well understood by the teachers, administrators, and others who make up the educational team. These roles and responsibilities must be understood by the students who will be using the service, their parents, and, of course, the educational interpreter.

It is critical that the interpreter function as a facilitator of communication, not as the child's tutor or teacher. Too often, interpreters have stated that they are given a textbook, provided a space in the corner of the classroom, and asked to "teach" the child the lesson. Interpreters should not function or be expected to function as the child's teacher.

The job title for educational interpreters must correspond as closely as possible to actual job responsibilities, such as "educational interpreter." A clear distinction must be made between interpreter and classroom/instructional aide or paraprofessional. The terms "aide/paraprofessional" must be avoided in the job title of the interpreter. The interpreter may occasionally perform a duty similar to that of an aide, but it must be remembered that his or her primary responsibility is interpreting. There is an inherent risk in using the terms "aide/paraprofessional" in that this may lead the administrator or teacher to assign other tasks to the interpreter at the expense of the interpretation and communication needs of the student who is deaf or hard of hearing. This could perpetuate confusion about the primary function of the interpreter. Interpreters may review material taught in the general education classroom by the classroom teacher, using materials provided by the teacher. However, because interpreters do not provide direct instruction, the word "tutor" should also not be part of the title.

As a matter of administrative ease, an already existing job title, such as "teacher's aide/paraprofessional" is often inappropriately given to educational interpreters. Those individuals may find themselves locked into a title, wage and benefits, and role expectations designed for persons with different kinds of responsibilities.

In October 1996, the State Board of Education passed a resolution to adopt new teacher education and licensure standards. The general assembly passed a concurrent resolution of approval of the standards in November 1996, establishing the effective date of January 1, 1998, for Chapter 3301-24 of the Ohio Administrative Code (OAC). For the first time in Ohio's history, educational interpreters were included in the standards. Interpreters were also included in the rules for temporary and substitute licenses which became effective February 22, 2008 (Chapter 3301-23-44). The Ohio Administrative Code can be found at <http://codes.ohio.gov/oac>.

Licensure (OAC 3301-24-05):

"(H) The associate license, valid for five years, shall be issued to an individual who holds an associate degree; who is deemed to be of good moral character; and who ...

"(1) Has completed an approved program of preparation in the following areas:

"(c) Interpreter for the hearing impaired"

Temporary and substitute licenses (OAC 3301-23-44):

“(A) Temporary pupil services license. A temporary pupil services license may be issued to an individual who is deemed to be of good moral character and who evidences a currently valid license or meets the qualifications as specified in this paragraph provided the vacancy has been posted with the Ohio department of education for two weeks and no properly licensed and suitable candidate has been identified by the employing district:

“(7) Interpreter for the hearing impaired – limited to individuals enrolled in a program leading to licensure in interpreting for the hearing impaired.”

The temporary license may be renewed with completion of six semester hours of coursework from an approved program.

Temporary and substitute licenses (OAC 3301-23-44):

“(C) Substitute teaching license. A one-year or five-year substitute teaching license may be issued to qualified individuals. Such licenses shall be designated as short-term substitute licenses or long-term substitute licenses.

...

“(2) Long-term substitute license. A long-term substitute license, valid for the area listed on the license, may be issued as specified in this paragraph.”

...

“(d) A substitute license for interpreter for the hearing impaired may be issued to an individual who is deemed to have the necessary skills to serve in the capacity of educational interpreter.”

Job Description

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, roles and responsibilities, qualifications, skills required, and language expertise.

The appendices include a [sample job description](#) compiled from several school districts and agencies in Ohio.

Hiring

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 district may choose to consider the following additional areas when screening applicants:

The [Educational Interpreter Performance Assessment \(EIPA\)](#) provides an evaluation of the ability to interpret in the elementary-middle school or high school classroom. The EIPA screening can provide guidance in evaluating skills prior to hiring.

A district/school may also choose to do their own skill evaluation that should include the following:

- Sign-to-Voice (Visual Language interpreted into Spoken English) skills – How well can an applicant watch a student who is signing and accurately interpret the message into spoken English? A suggestion is to use video of several students who are deaf or hard of hearing to evaluate the applicant’s ability to understand potential students.
- Voice-to-Sign (Spoken English interpreted into Visual Language) skills – How well can an applicant listen to a spoken message and convey it accurately by use of sign? A suggestion is to have an audio recording of several teachers at different grade levels and evaluate the applicant’s ability to sign what he or she heard.

- Cultural knowledge – Consideration should also be given to the child’s cultural background when hiring an interpreter. The interpreter must have a knowledge base of the child’s culture in order to be sensitive to the needs of the child.
- Other – Does the applicant have experience in other communication modes such as cued speech and oral transliteration? Has the applicant had experience interpreting for individuals who are deaf-blind? These additional areas may be considered to evaluate whether the candidate’s skills match the specific mode(s) of communication utilized within the classroom.

Ideally, the interview committee should be comprised of district interpreters, teachers, and supervisors. If there are no interpreters working in the district, community interpreters, interpreter educators, and others who possess knowledge about deafness and the process of educational interpreting should be involved.

Recruiting

For assistance in recruitment, contacts might be made with interpreter preparation programs and interpreter service agencies in the region. The Center for Outreach Services website provides a list of [Ohio Interpreter Training Programs](#). The Registry of Interpreters for the Deaf website provides a national [directory of members](#) and of [interpreter education programs and agencies](#). Elementary, secondary and post-secondary programs already serving students who are deaf or hard of hearing in the locality may also be helpful in identifying possible recruitment sources.

Job Application and Qualifications

The candidate’s job application should include information pertaining to:

- Licensure (Associate License: Interpreter for the Hearing Impaired) or evidence of ability to acquire license prior to beginning employment
- Educational background
- Formal preparation as an interpreter
- Certification (see [Glossary](#) in the Appendix)
- Experience
- Special skills (e.g., [deaf-blind interpreting](#), cued speech, oral transliterating (see [Glossary](#) in the Appendix)
- Resume
- Experience

Experience interpreting in the pre-K through 12 setting should be strongly considered. Employing districts might also consider the following areas of experience when interviewing job applicants:

- Interpreting for adults and/or children who are deaf or hard of hearing
- Working in some capacity with students who are deaf or hard of hearing in an educational setting
- Working with children on a paid or volunteer basis

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 similarly employed personnel in the district. Interpreters should be accepted members of the educational team at the school.

Employment Conditions

Scheduling

The educational interpreter's work schedule will vary depending upon the needs of the student who is deaf or hard of hearing as stated on his or her IEP. Additional factors to be considered include educational levels, full- or part-time positions, and travel time between assignments.

Students who utilize interpreters must have full educational access during all classroom time; therefore, it is imperative that students who are deaf or hard of hearing not be deprived of interpreting services as a result of scheduling conflicts. Accommodating differing student schedules might require hiring an additional interpreter. As an example, a district that hired one interpreter to work with two high school students discovered that the needs and transition plans were very different for each student, and each required access to different high school classes. An additional interpreter was hired to accommodate the students' needs for interpreting services.

The educational interpreter's schedule should be established by qualified persons familiar with educational interpreting and program goals for students who are deaf or hard of hearing. The work schedule of the educational interpreter should include preparation time (see [Classroom Preparation](#)). Schedulers of educational interpreters must be aware of student needs and make necessary accommodations.

Students' access to communication must be maintained throughout the school day. Qualified, licensed substitute interpreters should be provided when staff interpreters are absent (see [Substitute Folders](#)). Districts/schools should develop contingency plans and maintain contact information for substitutes.

Distribution of Work and Duration of Interpreting Periods

Secondary-level assignments should be distributed so interpreters have few back-to-back assignments involving interpreting uninterrupted lectures. At the elementary level, and particularly in self-contained classes, there is more seatwork and one-on-one interaction between teachers and students.

Continuous interpreting for periods of an hour or longer can result in fatigue, which, in turn, reduces the quality and effectiveness of the interpreting process. Sustained interpreting introduces health risks for interpreters in the form of overuse syndrome/repetitive motion injuries. In a lecture or classroom situation, the district/school may want to consider the use of team interpreting. If this is not feasible, the teacher should be cognizant of this need and provide at least a 10-minute break each hour during which time students could complete independent work or other activities that do not require the services of an interpreter. The complexity of material being conveyed might also lead to the need for more frequent breaks and/or the use of a team interpreter. Team interpreting may be appropriate for classes where there is a high number of student responses alongside teacher lecture, where one interpreter would interpret for the teacher, and the other would interpret for the student who is deaf or hard of hearing and the class at large. In addition, more than one interpreter might be needed when there is more than one deaf or hard of hearing student participating in an activity involving separate groups (e.g., physical education class, art class, reading or math groups, field trips).

The use of interpreting teams can provide several advantages, which include

- Increasing participation when multiple students are using interpretation services
- Alleviating back-to-back assignments
- Decreasing interpreter fatigue and reducing errors
- Distributing all interpreter assignments equally

Special Considerations for the Physical Environment

Teachers, administrators, and other personnel need to be aware of adaptations that can make the physical environment more conducive to learning for the student who is deaf or hard of hearing. Such factors will vary depending upon the setting (e.g., classroom, outside the classroom or school building). Interpreters can be the best resource in providing the information needed to make adjustments in the physical environment. Examples of adaptations, which should be based on individual student needs, follow:

- Preferential or roving seating
- Lighting
- Unobstructed visual or tactile access for the child
- Assistive Technology
- Closed- and open-captioned films and videos
- Positioning for special activities, such as
 - Assemblies
 - Field trips
 - Sporting events
 - Driver's education

Considerations for Students Who Are Deaf-Blind

An educational interpreter working with students who are deaf-blind must have special knowledge and training to provide effective interpretation. See [“Sign Language with People Who Are Deaf-Blind: Suggestions for Tactile and Visual Modifications”](#) by Susanne Morgan, Helen Keller National Organization (Appendix) and “Interpreting Strategies for Deaf-Blind Students” self-study modules at <http://osdonline.org/course/>.

Supervision and Evaluation

Supervision

School districts are responsible for assuring that educational interpreters have appropriate supervision. Such supervision could be provided by a member of the educational administration staff. Schools or school systems that employ numerous educational interpreters should consider employing an interpreter coordinator or evaluator with the requisite credentials and skills needed to serve in an administrative or other supervisory role. Several school districts in a regional area could pool resources to hire such a person to work with the school districts' interpreters.

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.

Skill Evaluation

As a part of the overall job evaluation, it is necessary that supervisors make provision 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 credentialed interpreter with evaluation skills and experiences.

Evaluator credentials may include:

- An advanced degree in interpreting

- Experience teaching interpretation in an Interpreter Training Program or training and experience as an interpreter mentor
- A minimum of five years experience interpreting in elementary and secondary settings
- Certification recognized by RID, Inc. [e.g., the EIPA (level 4.0 or above), RID CSC, IC, TC, CI, CT, NIC, or NAD (level 3, 4, or 5)]

Educational interpreters must receive periodic evaluations 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

School districts may need to contact various outside agencies (Ohio Interpreter Training Programs, Ohio Chapter of the Registry of Interpreters for the Deaf, Center for Outreach Services) for assistance in locating qualified evaluators.

Use of the Evaluation

Comprehensive evaluations of interpreting competencies and the interpreter's overall job performance provide 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.

Grievance Procedures

In the event that misunderstandings involving educational interpreting arise, attempts should be made to resolve them informally using standard chain-of-command practices. Educational interpreters have the same rights as other school employees to pursue grievance procedures as a means of resolving difficulties and concerns that cannot be resolved in other ways.

Professional Development

Renewal of Associate License

Continued professional development is a necessary part of growth for educational interpreters, teachers, administrators, and other employees. Requirements for licensure renewal are spelled out in the *Teacher Education and Licensure Standards* (Ohio Department of Education, 1999: **Professional or Associate License Renewal (Ohio Administrative Code 3301-24-08)**). Educational interpreters are required to maintain their associate licensure by presenting documentation of their coursework and other professional development activities to their school's Local Professional Development Committee (LPDC).

The renewal of the five-year license can be obtained by completing six semester hours of coursework or 180 contact hours related to the area of licensure, as approved by the LPDC of the employing district.

Each interpreter will need to submit his or her individual professional development plan (IPDP) to the LPDC for review. The LPDC will review the interpreter's IPDP to ensure that identified goals and strategies are relevant to the needs of the school district, the school, the students, and the interpreter. Documentation of attendance at activities, classes, or other training opportunities relevant to the goals and strategies outlined on the interpreter's IPDP must be maintained.

The Ohio Department of Education established standards for licensure programs for Ohio educational interpreters based on what is known about the traits and skills of effective interpreters. The Regional Local Professional Development Committee has developed a rubric, based on the educator standards, for teachers to use to assess their professional development needs. The Ohio School for the Deaf Interpreter LPDC used that as a template to develop guided questions based on standards for interpreter education programs. Interpreters may use this [Standards Rubric](#) [Appendix] as a guide in identifying needed areas of professional development.

As interpreters evaluate their needs and goals for professional development, their options should not be limited just to classes that stress the movement of their hands or the actual process of facilitating communication. There are several other areas that should be considered for individual growth as an educational interpreter in a school setting.

In developing the IPDP, importance is placed on showing the relationship between these professional endeavors and the interpreter's assignment and job responsibilities in the school setting. For example, taking computer classes could help to improve the interpreter's understanding of specialized vocabulary for use in accurate interpreting, while also helping him or her to better use email to communicate with other personnel in the program and school.

Professional development activities are expected to align with the 6 standards described in the ODE publication *Ohio Standards for Professional Development*. A copy of this booklet is available for download from the [Ohio Educator Standards Board website](#) along with other related documents. LPDC policy and procedure varies among districts. LPDCs have the authority to create policy on how hours may be earned and how documentation is provided. Interpreters should check with the LPDC to find out how the committee expects educators will meet the professional development standards.

At the end of the 5 year licensure period, educational interpreters can access the renewal [application on the Ohio Department of Education website](#). The application must be turned in along with a fee to the LPDC committee, who will send along all final approval of hours along with that application and fee for renewal. Interpreters who are not employed in a school district can use college coursework to renew by sending transcripts directly to the Ohio Department of Education. Coursework for the renewal of a license

shall be completed at an accredited institution of higher education, defined in rule [3301-24-01](#) of the Administrative Code as a degree granting institution accredited at the college level by an accrediting agency that is recognized by the United States secretary of education.

Professional or associate license renewal (Ohio Administrative Code 3301-24-08)

(A) The professional or associate license is valid for five years and may be renewed by individuals currently employed in a school or school district upon verification that the requirements listed in paragraph (A)(1) or (A)(2) of this rule below have been completed since the issuance of the license to be renewed.

(1) Six semester hours of coursework related to classroom teaching and/or the area of licensure as approved by the local professional development committee of the employing school or school district; or

(2) Eighteen continuing education units (one hundred and eighty contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure as approved by the local professional development committee of the employing school or school district.

(a) Each public school district and chartered nonpublic school shall appoint a local professional development committee to oversee and review professional development plans for coursework, continuing education units, or other equivalent activities. The local professional development committee shall be comprised of teachers, administrators and other educational personnel, and a majority of the members of the local professional development committee shall be practicing classroom teachers. School districts shall have the option of collaborating with other districts or educational service centers in establishing and completing the work of the local professional development committee. Chartered nonpublic schools shall also have the option of collaborating with other schools in establishing and completing the work of the local professional development committee.

(b) Whenever the coursework plan of an administrator, school treasurer, or school business manager is being discussed or voted upon, the local professional development committee shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.

(c) Each educator wishing to fulfill the license renewal requirements is responsible for the design of an individual professional development plan, subject to approval of the local professional development committee. The plan shall be based on the needs of the educator, the students, the school, and the school district. Professional development may then be completed in accordance with this plan.

(d) Each school district shall establish a local appeal process for educators who wish to appeal the decision of the local professional development committee.

(e) Coursework or continuing education units or other equivalent activities may be combined.

Options

Professional development can be provided in a variety of ways through one or a combination of the following:

- Interpreter training programs
- Inservice training
- Workshops and conferences

- Independent study and action research
- College courses
- Content area updates
- Collaboration and team building
- Activities that improve technology skills
- School or program committees related to issues in the area of hearing impairments

Activities

Additional professional development activities may include

- Training for interpreter certification (NIC, EIPA)
- Development of skills to assume non-interpreting responsibilities (e.g., tutoring, sign language instruction, supervision of interpreters)
- Training for interpreting at various educational and development levels and with special populations (e.g., students with additional special needs such as autism, learning disabilities, or low vision)
- Training for interpreting in various modes (e.g., oral interpreting, forms of Manually Coded English, cued language, and deaf-blind interpreting) for both spoken English to visual mode and visual mode to spoken English
- Training in language (linguistics and sociolinguistic aspects of ASL or English, grammatical rules)
- Training in the interpreting process, assessment, and mentoring
- Activities that result in a greater understanding of the academic and social development of students who are deaf or hard of hearing
- Development of skills for communicating and collaborating with parents and/or general and special educators
- Improvement of skills in academic areas to broaden knowledge in subject areas being interpreted
- Broadening knowledge of Deaf Culture
- Understanding the roles of an educational interpreter as a member of the school and IEP team
- Development of basic knowledge in the education of students who are deaf or hard of hearing and foundations of education
- Involvement in professional interpreter organizations and conferences

Resources

A variety of useful resource materials focusing on retention and refinement of interpreting skills is available for training purposes. These are available and can be obtained through the [State Library of Ohio Deafness Collection](#) and [Ohio Center for Deafblind Education](#). There are also resources available through the [Center for Outreach Services website](#).

Rank or Level

Based on local personnel policies, there may be opportunities for promotion into roles such as lead interpreter, interpreter mentor, interpreter coordinator, and interpreter supervisor. Advancement opportunities foster job satisfaction and motivation for continuing professional development and longevity of employment.

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

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Indicators of Educational Interpreter Competency

Interpreting and Sign Language Resources, March 2005

Knowledge:

Demonstrate knowledge of content and vocabulary in major curriculum areas throughout elementary and secondary levels by:

- Completing general education requirements for a 2- or a 4-year degree.
- Identifying resources for content and vocabulary, in English and in Sign Language, including concepts and vocabulary in Ohio's Academic Content Standards
- Given a textbook, identifying key vocabulary and concepts for interpretation

Demonstrate knowledge of current events and issues likely to be discussed in an educational setting by:

- Discussing prominent news stories, including major sporting events, popular movies and books, etc.
- Demonstrating appropriate use of vocabulary pertinent to other cultures and countries

Demonstrate knowledge of/proficiency in English by:

- Given a conversation, responding on topic
- Using correct vocabulary (meaning and pronunciation) and sentence structures

Demonstrate knowledge of/proficiency in communication modes used by students by:

- Describing the principles for Signing Exact English, Signed English and Manually Coded English, Cued Language, American Sign Language, Oral/Aural methods of communication, Contact Sign Language; for example, explaining how these developed and basic rules for usage
- Describing how visual communication differs from spoken communication
- Using vocabulary and sentence structures that conform to the rules for that language or system

Demonstrate knowledge of research in best practices in interpreting by:

- Describing the development of interpreting as a profession
- Naming professional organizations for interpreters and describing the services they provide
- Naming publications (journals and major texts) related to interpreting
- Explaining tenets that are commonly found in interpreter Codes of Ethics
- Pick one of the recognized processes for interpreting and discuss the elements of that process

Demonstrate knowledge of general philosophies and techniques for educating children with hearing impairments and legislation, regulations, and practices affecting the education of individuals who are hearing impaired by:

- Describing the development and history of education for the deaf and hard of hearing in residential and public schools
- Identifying roles and responsibilities of support service providers in public school settings
- Defining Individual Educational Plan, including
- Identifying the participants and purpose of the IEP meeting
- Describing processes for dispute resolution
- Defining terms and acronyms commonly used during IEP meetings
- Describing the concept/purpose of inclusion, including the concept of Least Restrictive Environment
- Identifying interpreter's responsibility as a member of the school team to report abuse or neglect

- Discussing the impact of laws on students who are deaf and hard of hearing
- Rehabilitation Act of 1973, Section 504
- Americans with Disabilities Act of 1990
- PL 94-142 and the reauthorization of this law, now known as IDEA
- Describing factors in language development

Demonstrate knowledge of environmental factors that affect the interpreting situation (e.g., lighting, positioning in relation to media, auditory or visual distractions) by:

- Recommending the most appropriate seating/standing arrangement for the interpreter and the student(s) based on setting and audience size
- Discussing strategies for handling audio/video presentations
- Managing environmental factors depending on the specific circumstances such as lighting, seating arrangement, and auditory needs
- Describing options for handling competing visual input (tasks that require the student to attend to the interpretation and other visual information, such as overheads, board work, texts)

Demonstrate knowledge of techniques and materials to explain appropriate use of interpreting services to students, faculty, staff and administrators by:

- Explaining appropriate job responsibilities for interpreters as part of the educational team
- Identifying resources and approaches to educate consumers on aspects of interpretation that impact student's ability to access the classroom; for example, process (lag) time, competing visual tasks, etc.

Demonstrate knowledge and awareness of political and social events and issues important to members of the Deaf community by:

- Identifying differences among members of the Deaf community, including communication styles, audiological labels, and educational experiences
- Identifying current trends and events in the deaf community on a national, regional, state and local level, such as empowerment, political activism, Deaf President Now
- Identifying the needs of groups within the Deaf Community, such as rural and minority groups

Demonstrate knowledge and awareness of organizations in the Deaf community by:

- Identifying acronyms such as NAD, OAD, OADB, AADB, NBDA, RID, OCRID, NAOBI, VRS/VRI/VI, RSC/VR
- Identifying the role and scope of service providers for the deaf

Demonstrate knowledge of factors leading to overuse syndrome and techniques for reducing fatigue and physical stress by:

- Discussing factors related to the time an interpreter can work alone (time, pace, complexity of subject)
- Identifying causes and symptoms of Cumulative Motion Injury
- Listing preventative care techniques

Demonstrate knowledge of and ability to articulate roles and responsibilities of an educational interpreter by:

- Identifying appropriate job responsibilities for interpreters
- Describing the interpreter's role in the inclusive setting as part of the educational team

Interpreting Skills:

Demonstrate ability to interpret reflecting the affect of the speaker or signer by:

- Showing feeling and intent of the speaker by using discourse markers or non-manual markers such as changes in facial expression, body shifts, production of signs
- Showing feeling and intent of the signer by using changes in pitch, loudness, duration, repetition

Apply interpreting skills to a variety of educational situations (e.g., classrooms, staff meetings, field trips, assemblies, sports) by:

- Utilizing grade-level/age-level vocabulary appropriate to the signer and the topic
- Adapting signs or speech to the environment (e.g., speaking more loudly in a machine shop or producing larger signs in an auditorium)
- Selecting signs or speech appropriate to the genre (e.g., narrative, expository text)

Demonstrate ability to interpret from American Sign Language or to transliterate from one or more forms of Manually Coded English into spoken English by:

- Having received certification or a passing score through a national assessment (e.g., the Registry of Interpreters for the Deaf Certificate of Interpretation or Transliteration, National Association of the Deaf certification, Educational Sign Skills Evaluation, Educational Interpreter Performance Assessment)

May also be demonstrated through

- Presenting the content of the speaker's message completely and accurately
- Formulating grammatically correct English sentences
- Using a clear voice with appropriate volume to be heard in the setting
- Showing feeling and intent of the speaker by using intonation, pitch and voice modulation
- Utilizing grade-level/age-level vocabulary appropriate to the signer
- Producing vocalization for all information given including what the signer conveys using facial expressions, head nod, body movements, eye gaze, etc.

Based on student's communication needs as identified on IEPs, one or more of the following:

A. Demonstrate ability to interpret from spoken English into ASL by:

- Having a credential from a national assessment (e.g., the Registry of Interpreters for the Deaf National Interpreter Certificate* or Certificate of Interpretation, National Association of the Deaf certification, Educational Interpreters Performance Assessment)

May also be demonstrated through:

- Presenting the content of the speaker's message completely and accurately
- Formulating grammatically correct ASL sentences
- Producing clear and readable signs and fingerspelling at an appropriate rate
- Utilizing appropriate discourse markers (facial expressions, head nod, body movements, eye gaze, etc.)
- Using technical sign vocabulary and fingerspelling as appropriate to the subject area

B. Demonstrate ability to transliterate from spoken English into Manually Coded English by:

- Having a credential from a national assessment (e.g., the Registry of Interpreters for the Deaf National Interpreter Certificate* or Certificate of Transliteration, National Association of the Deaf certification, Educational Interpreters Performance Assessment)

May also be demonstrated through:

- Presenting the content of the speaker's message completely and accurately
- Utilizing appropriate mouthing and or mouth movements to convey English words
- Rephrasing to produce a message that is more visibly readable (word choice and English sentence structure)
- Producing clear and readable signs and fingerspelling at an appropriate rate
- Utilizing appropriate discourse markers (facial expressions, head nod, body movements, eye gaze, etc.)
- Using technical sign vocabulary appropriate to the subject area
- Using sign choices that accurately reflect the rules of the sign system/language being used

C. Demonstrate ability to transliterate orally by:

- Having a credential from a national assessment (e.g., the Registry of Interpreters for the Deaf Oral Transliteration Certificate)

May also be demonstrated through:

- Presenting the content of the speaker's message completely and accurately
- Selecting high visibility synonyms, natural gestures when appropriate, and appropriate techniques to make the message more readable, such as additions, deletion of repetition and sky writing
- Using appropriate head, eye, and shoulder movements to indicate dialogue
- Demonstrating appropriate posture
- Demonstrating appropriate appearance, including wearing appropriate attire (skin-contrasting top with scoop neck), natural color lipstick, neat hairstyle and non-distracting jewelry
- Demonstrate knowledge of consonant and vowel production, including understanding the manner and place of articulation for phonemes

D. Demonstrate ability to use Cued Speech by:

- Having a credential from a national assessment (i.e., the Cued Language Transliterator National Certification)

May also be demonstrated through:

- Presenting the content of the speaker's message completely and accurately
- Producing clear and readable cues
- Utilizing appropriate techniques to make the message more readable, including appropriate head, eye, and shoulder movements to indicate dialogue and natural gestures when appropriate
- Demonstrating appropriate posture
- Demonstrating knowledge of hand positions and movements to represent consonant and vowel sounds
- Demonstrate ability to accommodate students with multiple disabilities, including those with visual impairments by:
- Describing how a disability impacts the interpreting process and the student's ability to participate in classroom activities on a daily basis
- Suggesting resources for the educational team and the student
- Demonstrating modifications in sign production to accommodate needs of students with multiple disabilities (e.g., for tactile and low vision needs)

Glossary

American Sign Language (ASL): A visual-gestural language used by deaf people in the United States and parts of Canada. ASL has its own culture, grammar, and vocabulary; is produced by using the hands, face, and body; and is not derived from any spoken language.

Certification: National certification for sign language interpreters is offered through the Registry of Interpreters for the Deaf (RID).

RID (Registry of Interpreters for the Deaf) Certifications: National Interpreter Certificate (NIC), NIC Advanced, NIC Master; Oral Interpreter Certificate (OIC) and/or Oral Transliteration Certificate (OTC); Certificate of Interpretation (CI) and/or Certificate of Transliteration (CT); Comprehensive Skills Certificate (CSC), Interpreting Certificate (IC), and/or Transliterating Certificate (TC); Reverse Skills Certificate (RSC) and/or Certified Deaf Interpreter (CDI)

Other Certifications: In addition to RID certifications, RID recognizes certification previously awarded by the National Association of the Deaf (NAD level 3 through 4) and certification granted by Boys Town National Research Hospital (EIPA Written Test and Performance Test level 4 or above).

Contact Sign Language: Also called Contact Signing, Conceptually Accurate Signed English (CASE), or Pidgin Signed English (PSE). The use of signs that match the semantic intent, primarily in English word order with some ASL grammatical features. There are no strict rules for usage, and the signing will vary among individuals.

Cued Language: The use of a set of handshapes produced near the mouth to represent the features that are most difficult to speechread (see speechreading). Also called Cued Speech.

Cumulative Motion Injury: Cumulative Motion Injury (CMI), also called Cumulative Trauma Disorder, Repetitive Strain Injury, Repetitive Stress Injury, etc. CMI is soft tissue injury that can occur when movements are repeated over a period of time. For interpreters, the injury is usually to the wrists, arms, shoulders, or back.

Deaf-Blind Interpreting: the use of special techniques in working with the population of individuals who have both vision and hearing impairments.

Educational Interpreter Performance Assessment (EIPA): The performance test is a tool that evaluates the voice-to-sign and sign-to-voice skills of interpreters who work in the elementary through secondary classroom using videotape stimulus materials and a procedure that includes a comprehensive rating system. The written test assesses interpreters' understanding of information that is critical to working in an education setting.

Fingerspelling: Spelling out words with the hands using the manual alphabet. Sometimes referred to as the Rochester Method because it was used at the Rochester School for the Deaf in New York.

Hearing Impaired: Term used to refer to individuals who are deaf or hard of hearing. Focuses on inability to hear.

Interpretation/Interpreting: The process of changing a message from one language to another, making appropriate grammatical and cultural adjustments to maintain message equivalence. In the field of sign language interpreting in the United States, the two languages are usually American Sign Language and English. The term may also be used generically to refer to the use of an intermediary to convey a message between a person with a hearing impairment and others, whether with ASL or a visual representation of English.

Interpreter: An individual who provides interpretation; often used to refer to an individual who provides transliteration (see transliteration, transliterator).

Intervenor: An individual who mediates between a person who is both deaf and blind and the environment to enable that person to communicate and receive environmental information.

Manually Coded English (MCE): Systems created to represent English using natural and invented signs in English word order. Some examples are Signing Exact English (SEE), Conceptually Accurate Signed English (CASE), and Signed English. [Manual representations of English that do not use signs include Cued Language (see definition) and the Rochester Method (see fingerspelling).]

National Association of the Deaf (NAD): The mission of the NAD is to promote, protect, and preserve the rights and quality of life of deaf and hard of hearing individuals in the United States of America.

Oral/Aural: Communication methods that typically involve auditory training, use of visual cues, speech therapy, and hearing aids and other assistive listening devices.

Registry of Interpreters for the Deaf (RID): RID is a national membership organization of professionals who provide sign language interpreting/transliterating services for Deaf and Hard of Hearing persons. Established in 1964 and incorporated in 1972, RID is a tax-exempt 501(c)(3) non-profit organization.

Repetitive Stress Injury (RSI): A general term for several conditions that can result from using a set of muscles repeatedly, especially resulting from repetitive movements of the hands and arms. Some examples of these are Carpal Tunnel Syndrome, tendonitis, and tennis elbow.

Signed English: A method that was developed by Harry Bornstein, former director of the Gallaudet Signed English project. It uses English word order and a limited number of English grammatical markers (-ing, -ed, -s, etc.).

Signing Exact English: SEE, also called SEE II, is a sign language system first developed in 1972 that represents literal English. SEE supplements what a child can get from hearing and speechreading. Since American Sign Language or ASL has different vocabulary, idioms and syntax from English, SEE modified and supplemented the vocabulary of ASL so children can see clearly what is said in English. One sign is selected to represent an English word if two of the three parameters of sound, spelling, and meaning are the same.

Speechreading: Also known as lipreading, the act of receiving a language through watching the movements of the lips and throat. Effective transliteration includes rewording to produce mouth movements that are more clearly visible.

Transliteration: The process of changing the form of a message from one code to another. In the field of sign language interpreting in the United States, this most commonly refers to working between spoken English and a visual form of English. The visual form is most often a manual code for English or speechreading.

Transliterator: An individual who provides transliteration.

Observation Checklists

The next five pages contain checklists of skills students need to effectively use interpreting services. Interpreters or other educators could use or adapt these forms to gather information to share with the educational team, to set goals for the student, and to adapt services.

Student Use of Interpretation Services Checklist

Developed by Capital Area Intermediate Unit, Summerdale, Pennsylvania

Adapted by Jean Parmir, Interpreting and Sign Language Resources

Observations of Student Use of Interpreting Services

Developed by Akron Public Schools Interpreting Staff

Interpreter Observation Form

Developed by Sue Basone

Student Use of Interpretation Services Checklist

Student Information:

Name: _____ Date: _____

Number of Years Using Interpreter: _____

Ratings (skill is exhibited):

NA = Not applicable
0 = None of the time
1 = Some of the time
2 = Most of the time
3 = All of the time

(Initials and Date)
/ / /

<u>Skill exhibited when using the interpreter</u>	<u>Rating</u>			
Maintains eye contact with the interpreter				
Recognizes need for the interpreter				
Directs responses to the teacher (e.g., answers, concerns, needs)				
Recognizes the interpreter as part of the educational team				
Takes responsibility for appropriate visual access in the classroom				
Limits personal conversation with interpreter during classroom instruction				
Exhibits respect for and appropriate behavior with the interpreter in all settings				
Requests clarification from the teacher through the interpreter				
Cooperates with substitute interpreter by informing him/her of signs & protocol				
Signs clearly – easy to understand his/her signs				
Repeats when necessary for interpreter voicing				
Understands concept of invented signs				
Requests information from the interpreter regarding unfamiliar sign vocabulary				
Accepts the interpreter's processing time, both voicing and signing				
Prepares appropriately when requesting that the interpreter voice presentations				
Acquires an interpreter for social situations				
Requests an interpreter for extracurricular activities				
Addresses interpreter/student conflicts in an appropriate manner				
Provides appropriate feedback for the interpreter (e.g., head nod)				

Developed by Capital Area Intermediate Unit, Summerdale, Pennsylvania

Adapted by Jean Parmir, Interpreting and Sign Language Resources

Observations of Student Use of Interpreting Services

Student: _____ Grade: _____ Age: _____

Interpreter: _____ Class(es) Interpreted: _____

Interpreter: _____ Class(es) Interpreted: _____

Observation Type:

- ☐ Visual
☐ Video
☐ Written Notes

KEY

A = Always
 O = Often
 S = Sometimes
 R = Rarely
 N = Never

Primary (K,1)

Objective	A	O	S	R	N
1. Recognize the teacher as the primary instructor.					
2. Recognize the interpreter as the primary facilitator of communication.					
3. Develop the ability to make eye contact with the interpreter for prolonged periods of time.					
4. Initiate communication with peers by use of interpreting services.					
5. Participate in class by asking and answering questions, engaging with the teacher and/or students and being involved in group/partner work.					
6. Demonstrate understanding of simple directions/instructions by acting accordingly.					

Comments: _____

Lower Elementary (2,3)

Objective	A	O	S	R	N
1. Understand the appropriateness of limiting personal conversation with the interpreter while the interpreter is interpreting.					
2. Demonstrate attentive listening behaviors (i.e. nodding, furrowed brow, etc.)					
3. Begin to take responsibility for addressing communication needs (e.g. asking teacher for clarification of material, asking the interpreter for clarification of signs, preferences about voicing for him/herself, requesting captioning, visual access to the interpreter, etc.)					
4. Demonstrate a beginning understanding that interpreters are not expected to repeat information (or the interpretation) due to inattentiveness.					

Comments: _____

Upper Elementary (4,5)

Objective	A	O	S	R	N
1. Understand the impact of personal conversations with the interpreter on the interpreting process.					
2. Demonstrate a beginning understanding of how to request interpreting services for special school-related events. (e.g. after-school events, sports events, clubs, field trips, etc.)					
3. Demonstrate a beginning understanding of the purpose and function of the IEP team (including their role in/on the IEP team.)					
4. Demonstrate linguistic flexibility and/or an understanding of different signs for same-meaning concepts.					
5. Collaborate with the interpreter when preparing to give a class presentation or speech.					
6. Make suggestions related to the physical placement of the interpreter.					
7. Demonstrate understanding of multi-step directions/instructions by acting accordingly.					

Comments: _____

KEY

A = Always

O = Often

S =

Sometimes

R = Rarely

Middle School (6, 7 and 8)

Objective	A	O	S	R	N
1. Show the substitute interpreter where the regular interpreter normally positions him/herself and explain the basic classroom procedures to the substitute interpreter. This could include showing the interpreter technical signs used in that classroom context.					
2. Demonstrate awareness of the interpreting process (e.g. processing time, complexity of the interpreting process, linguistic differences between ASL and English, etc)					
3. Request interpreting services for special events and social situations (e.g. free time, hallway, cafeteria, rehearsals, etc.)					
4. Preconference with the teacher and interpreter about voicing preferences. (Does the student want to voice for him/herself? Does the student want to sign and the interpreter to voice?)					
5. Demonstrate flexibility with regard to a variety of interpreters and interpreting styles.					
6. Participate in/on their IEP team.					
7. If inattentive, does not expect the interpreter to repeat the interpretation.					

Comments: _____

High School (9-12)

Objective	A	O	S	R	N
1. Demonstrate an understanding of their rights with regard to the provision of interpreting services (for school related and non-school related appointments.)					
2. Explain the role of an interpreter to classmates and staff.					
3. Collaborate with interpreter to ensure the effective provision of interpreting services.					
4. Participate fully in/on their IEP team.					

Comments: _____

Overall comments/observations:

Interpreter Observation Form

Date: _____ Interpreter: _____ Student: _____

Classes Interpreted: _____

Observation Type:

- ☐ Visual (during instruction)
- ☐ Video
- ☐ Written Notes

KEY

A = Always
O = Often
S = Sometimes
R = Rarely
N = Never

Observations about student's use of interpreting services:

Student	A	O	S	R	N
1. Understands that the interpreter is relaying what a third party (i.e. teacher and/or other student) is saying.					
2. Demonstrates appropriate visual attending skills (i.e. watches the interpreter or looks away when appropriate).					
3. Demonstrates responsive attending skills while watching the interpretation (i.e. head nod to demonstrate understanding)					
4. Initiates communication with the teacher at appropriate times.					
5. Initiates communication with the interpreter at appropriate times.					
6. Initiates communication with fellow students by use of interpreting services.					
7. Refrains from having conversation with the interpreter while he/she's interpreting.					
8. Participates in class (i.e. asking and answering questions).					
9. Demonstrates understanding of interpreted message.					
10. Seeks an interpreter to communicate when he/she feels interpreting services are needed.					
11. Initiates accessibility (i.e. interpreting services, closed captioning, requesting note taker, seating arrangement, etc).					
12. Knows how to get interpreting services for after-school events.					
13. Does not expect interpreter to repeat missed information.					
14. Demonstrates respect to the interpreter.					
15. Demonstrates willingness to collaborate with interpreter in developing sign vocabulary, name signs and student-given speeches/presentations.					
16. Demonstrates an understanding of the role of an educational interpreter.					

Interpreter Observation Form (continued...)

Date: _____ Interpreter: _____ Student: _____

Observations about student's language use:

Student	A	O	S	R	N
1. Uses sign language to communicate.					
2. Uses his/her own speech to communicate.					
3. Uses signs that are clear and understandable.					
4. Uses speech that is clear and understandable.					
5. Recognizes fingerspelling within context.					
6. Can fingerspell names of people at school.					
7. Knows how to ask for clarification (from the interpreter or from the teacher).					
8. Uses grammar that leads to intended meaning.					
9. Uses a variety of modalities to communicate with others who don't use/understand sign language.					
10. Demonstrates about the same level of receptive and expressive signed language.					

Observations about student's language and/or communication:

[illegible]

Sample Job Description

Title: EDUCATIONAL INTERPRETER

Roles and Responsibilities

Facilitate communication in a variety of environments by

- applying knowledge and identifying resources to access a wide range of academic and world knowledge necessary to interpret in a variety of school settings;
- supporting learning environments that promote high levels of learning and achievement for all students; and
- preparing and delivering effective interpretation that supports instruction, assessment and the learning of each individual student.

Participate in the Evaluation Team Report (ETR) and individualized education program (IEP) processes and collaborating with educational staff by

- being aware of and supporting student's abilities, needs, services, and language as documented on the ETR and IEP;
- collecting information and charting progress on student use of interpreting services, participating as a team member during the conference; and
- communicating with members of the educational team regarding issues related to interpretation and hearing loss to support student learning.

Assume responsibility for professional growth, conduct, performance and involvement as an individual and as a member of the learning community by

- maintaining licensure through activities approved by the Local Professional Development Committee in accordance with an Individual Professional Development Plan;
- adhering to ethical standards of the profession (e.g., Registry of Interpreters for the Deaf Code of Professional Conduct, EIPA Guidelines for Professional Conduct, Licensure Code of Professional Conduct for Ohio Educators) and of the district;
- establishing and maintaining professional rapport with students; and
- reporting cases of suspected child abuse to administration and/or law enforcement authorities according to state law .

Qualifications, Skills Required, and Language Expertise

- Valid Ohio Department of Education license Associate: Interpreter for Hearing Impaired;
- Knowledge of subject areas to be interpreted or an ability to locate resources to become familiar with content material
- Knowledge of child development and language development, especially as it relates to students who are deaf or hard of hearing
- Proficiency in spoken and written English and one or more of the following visual modes of communication used by students: American Sign Language, Contact Sign Language, Signed English, Manually Coded English, Signing Exact English, Cued Language, Oral Transliteration.

Sign Language with People Who Are Deaf-Blind: Suggestions for Tactile and Visual Modifications

By Susanne Morgan, Helen Keller National Organization, 1998

Originally reprinted in the October 2000 edition of the *Ohio Guidelines for Educational Interpreters*

Communicating with individuals who are deaf-blind is a unique experience. The language, mode, style, speed, and aids and devices used to facilitate communication are different from person to person. If you are interpreting for an individual who is deaf-blind you will need to know what adaptations will be appropriate and what additional environmental concerns you should be aware of. This article provides helpful hints about techniques that will enhance your comfort and ease your concerns when working with deaf-blind people.

The information in this article will be useful to a variety of communication partners such as interpreters, support service providers, intervenors, teachers, companions, and anyone else who is facilitating communication with an individual who is deaf-blind. It assumes that you are already fluent in the consumer's preferred sign language system and knowledgeable of cultural and linguistic differences that may affect your interaction. Due to the various etiologies, modes of communication, and cultural and linguistic differences among individuals in this population, some of these suggestions may be applicable to one consumer but not to another. It is imperative to ask the consumer his or her preferences on how the message should be conveyed and what additional auditory and visual information should be detailed.

Expressive Communication

Appearance/Attire

Wear clothes that provide contrast for your hands. Consider the following guidelines when selecting clothing:

- Dark colors (black, navy blue, brown, dark green, etc.) for persons with light skin
- Light colors (off-white, tan, peach, etc.) for persons with dark skin
- Solid colored clothing (avoid stripes, polka dots, etc.)
- High necklines (no scoop-necks or low v-necks)
- Professional, yet comfortable enough to allow for flexibility

Many people wear a smock over regular clothes and keep one in their office or car for accessibility.

Wear plain jewelry that is not visually or tactually distracting. Avoid rings, bracelets, and necklaces that may interrupt the flow of communication. Avoid sparkling or dangling earrings as they can reflect light and cause interference.

- Fingernails should be short, neat, and filed smoothly. Rough edges can be irritating. A neutral color of polish may be worn, but avoid bright reds, dark colors, French manicures, or other frills.
- Due to close sharing of personal space, you need to ensure good personal hygiene.
- Avoid perfumes and scented hand lotions.
- Wash hands often, or use an antibacterial lotion when moving from consumer to consumer to reduce the risk of "germ sharing."
- Use non-oily, unscented lotion on a regular basis to avoid dry or rough skin that may cause distractions when communicating for extended periods of time.

Distance and Seating

- The distance between you and the consumer will vary from situation to situation depending on the consumer's mode of reception. The consumer may use visual reception while you are signing in a reduced area sitting at a specified distance away. This situation may occur if an individual has peripheral vision loss and relies on central vision (also known as "tunnel vision"). Tracking is another possible visual modification. Tracking allows the consumer to keep your hands in a restricted signing space by grasping either your forearms or wrists.
- When communicating tactually, close seating is necessary. There are a variety of seating arrangements. For example, when communicating with a one-handed tactile receiver, you and the consumer may sit side-by-side or at the corner of a table so that the consumer can rest his or her elbow. However, if the consumer is a two-handed tactile receiver, a comfortable position is to sit facing each other with legs alternating. Women may want to avoid short or straight skirts as they are problematic for this configuration. Slacks or wider, full skirts allow more flexibility.
- For both communicators, it is helpful if the levels of the chair seats compensate for the height differences of the signers. For comfort and in order to avoid fatigue, your bodies and signing spaces should be at similar levels.
- Chairs with arm rests and back support are helpful. An additional chair may be placed next to each communicator. The back of the chair can then be used to provide support for either the signing or the receiving hand.

Signing Space

- Be sure that both you and the consumer are comfortable with the personal and signing space established. When communicating with individuals who rely on residual vision (e.g., tunnel vision), you need to be cognizant of the location of your hands in the signing space. They should be held slightly below your face in front of your clothing to allow for color contrast. When communicating tactually, it is helpful to move the general signing space down to the chest for postural ease.
- During tactile signing, you must be comfortable using signs that come in contact with the body. The location of signs and consistency of placement are crucial for clear communication. Adaptations such as ducking your head to accommodate for the sign for "father" or "mother," for example, will cause confusion because the receiver determines gender by the height of the signer. In some cases, however, to be less obtrusive, simple modifications may be made to certain signs by either lowering or raising the hand slightly from its original contact position. For example, "home" which touches the face or "body/mine" which touches the chest.

Hand Positioning

- The use of one-hand versus two-hand tactile reception of communication varies depending upon the preference of the consumer. Allow the consumer to place his or her hand(s) where he or she is comfortable and to follow your hands freely. Do not "squeeze" or pull the consumer's hand(s) toward you.

Conveying the Message

- Whether communicating tactually or visually with someone with reduced vision, you must identify who is talking and where the speaker is located. If it is known, use the sign name of the individual and point in the direction where they are seated. If a sign name is unknown, and it is an inappropriate time to request one from the speaker, one can be created between the interpreter and consumer to save time and establish consistency.

Before the activity, if at all possible, discuss the consumer's preferred mode, style, and speed of communication. In order to convey the tone and manner in an accurate way, attempt to follow the speed and fluidity of the speaker while meeting the speed of reception and processing time of the consumer. To ensure clarity, however, fingerspelling and number production should be produced at a slower pace for both visual or tactile receivers.

One of the essential components to communicating visually is facial expression. If a consumer has tunnel vision, low vision, or complete blindness, many or all of these expressions can be lost. It is imperative that you become adept at adding facial expressions using hand and body language. Signs can be added to describe the apparent emotion of the speaker. For example, if a person is laughing, the signs for "smiling," "laughing" or "hysterically laughing" can all be added to aid in conveying the speaker's expression. If the speaker is angry, you may add the signs for "raised eyebrows," "frowning," or "mouth turned down."

When relaying facial expression, it is not necessary to constantly repeat the same expression but do convey any change in facial expression. If a person is upset, frowning, has tears in his eyes, and then begins to cry, pulls out a handkerchief and blows his nose, all that information should be relayed. However, if a person is frowning and maintains this expression throughout the conversation, it does not need to be repeated more often than at the beginning and end of the speaker's monologue.

Use body language to convey the message (spoken language or body language) of the speaker whenever possible. For example, if the speaker shakes his or her head dramatically, bends over in laughter, and grimaces in disagreement, the interpreter should relay this information by replacing head movement with hand movement and arm movement to replace upper torso movement.

Tactile Adaptations

When using signs that require and provide information from two hands ("highway," "garage," "meeting people," "total communication"), both of your should come in contact with the consumer's hand. This can be done either through a one-handed or two-handed tactile position. A skilled one-handed tactile receiver may not need additional contact for clarity. Use your judgment about when to move to a two-handed tactile approach in order to convey the message most accurately.

Some confusion or awkwardness in positioning can occur with various signs. For clarity, additional information may need to be added or a slight variation of the sign may need to be employed. Because a consumer may not visually be able to discriminate between "understand" and "don't understand" it is imperative to elaborate the interpretation to include the sign for "yes," "no," or "not" or provide head movement in the hand. Many signs are similar and can be easily misinterpreted by the consumer. Simple additions can provide clarity. Consider the following examples:

- The word "gun" may be confused with the number "21." To avoid confusion, fingerspell "g-u-n" and add the sign "number" before "21."
- Due to body positioning the traditional sign for "dog" can be awkward. It is helpful to fingerspell "d-o-g" or use a version of a finger snap.
- To ensure clarity when fingerspelling, add the context before fingerspelling a word. For example, "city, c-h-i-c-a-g-o," "name, k-a-r-e-n," "time, 10:30."

The print-on-palm method, instead of the tactile use of numbers, is sometimes preferred when conveying numbers and/or money. Use your index finger in the palm of the consumer's hand. The letters should be in capitals (except for "I"), block format. Stay in the palm area. Do not print down the hand toward the fingers.

Be very clear about where a question is directed. Depending on the context of the question, a different sign may be employed. If the speaker is directing a question to the entire audience, you could use the sign for “question/question mark” in a circular manner. If the question is directed to an individual, you should sign in the direction of the individual, adding the sign name or description of the person in question. At times, it can be difficult to discriminate between a question and a statement. You may wish to add a question mark or question indicator after the statement to help avoid possible misunderstandings.

Describing the Full Environment

When entering a new environment, be sure to explain the surroundings. If you have entered a restaurant and there is a long waiting line and the customers look unhappy, relay this information. Describe the color of the walls and things in the room, decorative style, lighting, seating, table arrangement, and so on. Inform the consumer where things are located in relation to his or her body. For example, indicate a chair to the immediate left, handouts on the right of the table, a pitcher of water directly in front. Use of the “clock” or “compass” concept to describe items in the environment may be helpful. You can say that the glass of water is at 12:00 or the brailled handouts are on the east end of the table.

Describe items of importance or items that draw attention such as a woman wearing a violet suit, a video camera in the corner recording the meeting, people who appear to look uncomfortable, and so on. Additional visual information should be shared such as the news that a person in the meeting has fallen asleep, a couple is fighting across the street, or a person sitting across the table keeps sneezing. To the best of your ability, try to relay what is happening in the environment without allowing your personal opinion to influence the information that is being communicated. Describe how many people are in the environment and ask the consumer if he or she would like to know, by name, who is there.

When you are describing an event, it may be helpful to move from a one-handed tactile approach to a two-handed tactile approach to allow for a fuller description. For example, if you are describing Michael Jordan getting ready to shoot a basket, it helps to add his facial expression, or that he is sweating, or his legs are in the air, and so on.

Receptive Communication Issues

Environmental Concerns

Numerous environmental factors can hinder the flow of communication. These include the following:

- Inadequate lighting that causes dimness or shadows. Additional floor lamps may be helpful. When establishing seating arrangements, consider where shadows will fall.
- Distracting overhead lighting such as light from overhead projectors and florescent lights.
- Glare from outside. Close the blinds or turn your seats in a different direction so that the consumer’s back faces the lighting source.
- Confusing background. It is helpful to have a solid, black or dark background behind you. This backdrop enhances visual reception for the consumer and can also provide assistance to a Team Interpreter who is feeding information and/or interpreting sign-to-voice. (A Team Interpreter is someone who works as a support partner to the interpreter who is currently communicating with the consumer. The Team Interpreter provides either visual and/or auditory information that may have been missed.)

Consumer Feedback

If you are working with the same consumer over a long period of time, establish a system that works for both of you. Certain tactile feedback provided by the consumer can aid the flow of communication.

Examples include the following:

- **“Keep going.”** The consumer taps one or more fingers on top of your hand.
- **“No.”** The consumer's two fingers ("no" sign) will tap on top of your hand.
- **“Ha ha.”** The consumer may put two fingers similar to the sign for “no” on top of your hand or may sign “ha ha” under your hand.
- **“What? Repeat.”** The consumer gently squeezes and pulls your hand toward himself or herself.
- **Facial expressions.** These vary from consumer to consumer; however, you can clarify which expressions portray specific feelings. A frown may mean “confusion,” raised eyebrows may mean “thinking/processing,” head nodding may mean “I’m following/understanding,” and so on.

Team Interpreting/Duration of Interpreting

Due to the additional weight and unusual positioning used while interpreting tactually or communicating with visual modifications, you will want to work in partnership with someone else. To avoid fatigue or undue stress, you should switch often with your partner, approximately every 15 to 20 minutes. Try to coordinate this exchange with a natural pause to avoid interrupting the flow of communication.

Cumulative motion injuries can occur whenever there is repetition and extensive use of the hands. In addition, for consumers who receive information through tracking method or tactile sign language, taking breaks to rest and stretch the arm of the receiving hand may be necessary. Some consumers prefer to receive information in their non-dominant hand to provide relief to their dominant hand. If you can perform sign communication with your non-dominant hand at the same level as with your dominant hand, offering to switch hands may be greatly appreciated by the consumer.

Additional Information

Do not consistently interrupt the dialogue to check for clarity. Instead, it is helpful to set up a system with the consumer beforehand. For example, at the start you may say, “If I am not clear, please stop me.” It is then the consumer's responsibility to ask for clarification. Continually asking, “Do you understand me?” or “Am I clear?” can be disrupting and insulting.

Due to the ambulatory issues of individuals who are deaf-blind, you may be asked to “sight guide” a consumer. It is helpful to become familiar with basic sighted guide techniques.

Discuss with the consumer what symbol or sign to use in an emergency. Some consumers and interpreters are familiar with the process of printing a large “X” across the back of the consumer. An “X” is a clear indicator that an emergency situation has occurred, sudden movement is necessary, and explanations will follow. However, even though this symbol is somewhat universal, not all consumers are familiar with this method.

Remember to rely on other communication partners in the environment for additional visual activity or information that may have been missed. Teamwork is essential!

Be honest about how the environment is affecting you. A consumer can tell if you are in a hurry, frustrated, mad, lazy, tired, scared, nervous, sloppy, don’t care, and so on. If you think it will affect your work, discuss your mood with the consumer. Remember to take breaks and stretch.

Finally, when in doubt ... ASK!

Understanding and Using the Standards

Using the Standards for Self-Assessment

The Ohio Educator Licensure Program Standards for Interpreter for Hearing Impaired Associate Teacher Licensure were not written as evaluation instruments. However, like the Standards for the Teaching Profession, they can be used for self-assessment and to identify areas for growth and further professional development.

Interpreter Self-Assessment Tool: Standards-Based Guiding Questions

The Regional Local Professional Development Committee developed a rubric for self-assessment using questions based on the standards. The OSD Interpreter LPDC has used that as a template for the guided questions and Likert scale below. Questions with a response at levels 1, 2, or 3 may be areas for growth. The tool is confidential, not intended for external evaluation, and may be used by an individual interpreter alone or with a trusted mentor or colleague.

Standard 1: Message content

Interpreters apply knowledge and identify resources to access a wide range of academic and world knowledge necessary to interpret in a variety of school settings.

ESSENTIAL QUESTION: *Do you apply knowledge and resources to understand the content you interpret?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate the content and ASL and English vocabulary in major curriculum areas throughout the level where I interpret.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate current events and non-academic topics in educational settings where I interpret.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I have knowledge of philosophies and approaches, both current and historical, for educating children who are deaf/hard of hearing.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I am aware of political and social events and issues important to members of the Deaf community.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

I understand the educational and social purposes of a variety of educational contexts (e.g., classrooms, staff meetings, field trips, assemblies, sports).	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I have knowledge of legislation, regulations, and practices affecting the education of students who are deaf/hard of hearing.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand theory and practice of interpretation and implications for working in the educational setting.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I recognize how discourse strategies (e.g., fingerspelling, contrastive structures) in spoken and signed language can be used to support literacy.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I apply critical thinking/decision making skills.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 2 – Learning environment

Interpreters support learning environments that promote high levels of learning and achievement for all students.

ESSENTIAL QUESTION: *Does your work support learning environments that promote high levels of learning and achievement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand environmental factors that affect the interpreting situation (e.g., lighting, positioning in relation to media, auditory or visual distractions).	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand the impact of diversity (e.g., ethnic, cultural, economic, religious, social, and physical) in the educational environment.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand assistive technology used by deaf and hard of hearing students and how technology may affect their performance.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I know the role of educational professionals in creating a safe and respectful environment, accessible to all and free of harassment and physical danger.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I appreciate linguistic and communicative diversity and use cultural norms appropriate to each language (ASL, English) when conversing or interpreting.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I utilize appropriate language when interpreting, given the intent of the speaker.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 3 – Interpretation

Interpreters prepare and deliver effective interpretation that supports instruction, assessment and the learning of each individual student.

ESSENTIAL QUESTION: *Do you apply knowledge and resources to understand the content you interpret?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I recognize the need for and identify sources to implement interpreting strategies for a variety of exceptionalities.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate proficiency in the communication modes used by deaf students in the settings where I work.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate proficiency in spoken and visual language(s) commonly used in the classroom.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I interpret teacher and student comments following linguistic, cultural and role/status norms.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I am able to use technology and equipment to facilitate interpretation (e.g., FM systems, webcams, video phone).	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I am able to utilize a variety of options to handle competing visual input.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I recognize when an interpretation is not being understood and adjust accordingly.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand the intent of and articulate students' signed comments.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I employ techniques that support effective team interpretation.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 4 – Collaboration and Communication

Interpreters collaborate and communicate with members of the educational team regarding issues related to interpretation and hearing loss to support student learning.

ESSENTIAL QUESTION: *Do you apply knowledge and resources to understand the content you interpret?*

I demonstrate proficiency in listening skills, written and verbal communication skills.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate awareness of and support for activities and organizations in the Deaf community.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I know and can articulate roles and responsibilities of an educational interpreter and appropriate use of interpreting services.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I distinguish between appropriate and inappropriate topics for input to the educational team.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I can articulate and advocate for best practice in educational interpreting (ex. team interpreting).	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I interact with students, peers, and educational team members in a manner that reflects appropriate cultural norms and professional standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I can identify current and culturally relevant resources for the educational team and families regarding hearing loss (e.g., available technology).	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 5 –Professional Responsibility and Growth

Interpreters assume responsibility for professional growth, conduct, performance and involvement as an individual and as a member of the learning community.

ESSENTIAL QUESTION: *Do you apply knowledge and resources to understand the content you interpret?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I am knowledgeable about research in best practices in interpreting.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I am knowledge of factors leading to overuse syndrome and apply techniques for reducing mental and emotional fatigue and physical stress.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify resources for supporting ethical conduct and demonstrate ethical behavior in my interpreting practice.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

I apply contemporary theories of the interpreting process and measurements of the interpreting product to analyze the effectiveness of my interpreting.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify long and short term goals for my professional development based on feedback from a variety of sources.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify resources and organizations for professional growth and affiliation.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always