

## Appendix A

# Interpreters

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## Code of Ethics for Interpreters

A code of ethics has been established that sets forth principles of ethical behavior for interpreters. These principles are designed to protect and guide the interpreter, the non-English speaking consumer, and the professional utilizing the services of the interpreter as well as to ensure for all the right to communicate. While these are general guidelines, it is recognized that there are ever-increasing numbers of highly specialized situations that demand specific explanations and individualized behavior.

### CODE OF ETHICS

#### 1. Interpreters shall keep all information related to assignments strictly confidential.

##### Guidelines:

- The interpreter shall not reveal information about any assignment, including the fact that the service is being performed, except to the appropriate supervisor or consultant.
- Even seemingly unimportant information could be damaging in the wrong hands. Therefore, to avoid this possibility, interpreters must not say anything about any assignment. In cases where meetings or information becomes a matter of public record, the interpreter shall use discretion in discussing such meetings or information.
- If a problem arises between the interpreter and either person involved in an assignment, the interpreter should first discuss it with the person involved. If no solution can be reached, then both should agree on a third person who could advise them.

#### 2. Interpreters shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve.

##### Guidelines:

- Interpreters are not editors and must transmit everything that is said in exactly the same way it was intended. This is especially difficult when the interpreter disagrees with what is being said or feels uncomfortable with the subject matter.
- Interpreters must remember that they are not responsible for what is said, only for conveying it accurately. If the interpreter's own feelings interfere with rendering the message accurately, he/she shall withdraw from the situation.
- It should be recognized that accurate interpretation, when dealing with two very different cultures, may be very difficult. A literal word-for-word translation may not convey the intended idea at all. The interpreter must therefore identify the relevancy of the concept under discussion to the second culture, and re-word it in such a way as to make it culturally appropriate. If the interpreter does not make the information culturally appropriate, he/she is not performing at a standard level of competence.

#### 3. Interpreters shall not counsel, advise, or interject personal opinions.

##### Guidelines:

- Just as interpreters may not omit anything that is said, they may not add anything to the situation, except to provide information about the culture and belief system in order to make the encounter culturally appropriate and meaningful to both parties. In this situation, the interpreter shall explain to both sides exactly what she/he is saying.

- An interpreter is present in a given situation only because two or more people have difficulty communicating, and thus the interpreter's only function is to facilitate communication. He/she shall not become personally involved because in so doing he/she accepts some responsibility for the outcome, which does not rightly belong to the interpreter.

**4. Interpreters shall accept assignments using discretion with regard to skill, setting, and the consumers involved.**

**Guidelines:**

- Interpreters shall accept only those assignments for which they are qualified. However, when an interpreter shortage exists and the only available interpreter does not possess the necessary skill for a particular assignment, this situation should be explained to the consumers. If the consumers agree that services are needed regardless of skill level, then the available interpreter will have to use his/her best judgment about accepting or rejecting the assignment.
- Certain situations may prove uncomfortable for some interpreters and clients. Religious, political, racial, or sexual differences, etc., can adversely affect the facilitating task. Therefore, an interpreter shall not accept assignments which he/she knows will involve such situations.
- Interpreters shall generally refrain from providing services in situations where family members or close personal or professional relationships may affect impartiality, since it is difficult to mask inner feelings. Under these circumstances, especially in legal settings, the ability to prove oneself unbiased when challenged is lessened. In emergency situations, it is realized that the interpreter may have to provide services for family, friends, or close business associates. However, all parties should be informed that the interpreter may not become involved in the proceedings.

**5. Interpreters shall function in a manner appropriate to the situation by maintaining a professional attitude and modest appearance in all phases of an assignment.**

**Guidelines:**

- Interpreters shall conduct themselves in such a manner that brings respect to themselves, the consumers, and the agency or school district for whom they are working.

**6. Interpreters shall strive to further their knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading current literature in the field.**

Adapted from the Registry of Interpreters for the Deaf, Inc. Code of Ethics, 6/29/95

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## The Interpreting Process

### Points to consider:

- Specialists need training in working with interpreters.
- Interpreters need training in working with specialists.
- During the interpreting process, it is important to develop a sense of trust between the specialist or teacher and the interpreter (meetings, assessments, conferences, etc.).
- Do not assume that a family does not need an interpreter just because they have been in the area for a length of time.
- Do not ask a relative to interpret.

### The Process:

#### Briefing:

Discussion between specialist and interpreter should include the following areas:

- Purpose of meeting/ assessment
- Review of information (tests, forms, handouts, technical vocabulary)
- Background
- Agenda
- Discuss and understand critical questions
- Confidentiality
- Resources for special education terminology

#### Interaction:

(Testing, parent meeting, etc.)

Consider the following:

- Keep language simple and short. No professional jargon, figures of speech, abstract words, or abbreviations.
- Effectively convey information so that an accurate interpretation can be facilitated.
- Request clarification.
- Interpretation of language needs to be at an appropriate sophistication level.
- Do not translate tests into another language and then use norms.

#### Debriefing:

A discussion should include information regarding collected information:

- Problems that have occurred during testing, meeting, or interpretation process.
- Ask “What worked?” getting positive input.
- Ask “How do you think it went?” so the specialist and interpreter can share information and questions.
- Ask “What should we do in a different way for next time?”

Langdon, H. (1994). The Interpreter/Translator in the School Setting. Resources in Special Education.

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## The Interpreting Process: Dynamics of Interpretation

The following are suggestions and ideas to make the interpretation process more successful:

### A. Environment

Make it comfortable and non-threatening. Keep the conference to a small number of people. Introductions are very important. Give name and position of each person present and what role each plays in relation to the child. Seating arrangements are critical. The interpreter should not block off the parent from the school professional. Eye contact must be maintained among the participants. The school professional should address himself /herself directly to the parent. Assume the parent may understand more than that for which he/she may give himself/herself credit.

### B. Timing

Give parents a time reference. The use of an interpreter requires extra time. Plan the conference accordingly.

### C. Listening

All school personnel should pay close attention and maintain a responsive posture. Body language can cue the school personnel to ask relevant questions.

### D. Values/Attitudes

Beware of the attitude you display. It often sets the tone of the conference.

### E. Heterogeneity

Parents may be different even though they are from the same ethnic group. Avoid stereotyping and be sensitive to individual differences.

### F. Recording

Determine some system of notetaking or recording.

### G. Authority

The school personnel are ultimately responsible for the conference, procedure, information sharing, content, and intent. The interpreter should not “editorialize” comments made by school personnel or parent. Remember to remain neutral and present as a united team.

### H. Closing Remarks

School professional should summarize, ask final questions, discuss follow-up, etc.

Langdon, H. (1994). The Interpreter/Translator in the School Setting. [Resources in Special Education](#).

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## The School Professional in the Interpreting/Translating Process

### Process of Selection

In selecting an interpreter/ translator, one needs to consider the following:

#### A. Priorities

The qualifications of the person to be selected should be considered. The following is a list of choices from most to least desirable:

- Someone from your own field
- A professional (i.e., nurse, doctor, clergyman, etc.)
- Aide or community person
- Relative or sibling

#### B. Questions to ask when choosing an interpreter/translator

- Are the person's language skills competent?
- How are his/her speaking, reading, and writing skills?
- Is the person experienced as an I/T?
- Is the person familiar with the community and culture?
- Is the person familiar, to some degree, with educational terminology and the education process?
- What is the educational level of the person?
- What is the level of technical knowledge needed for the interpreting/translating process?
- Is the person's style warm, responsive, motivating, but controlled? In other words, is he/she responsible to his/her role as communicator of information and does he/she refrain from assuming the role of a decision maker?
- The person's technical knowledge, expertise and experiences will determine his/her role and responsibilities. Once you have made the identification and clarification of higher capabilities, use the person accordingly. Only then can you be prudent and fair to all concerned.

#### C. Finding resources

Remember that families and/or individuals most commonly settle within their same or similar language and culture group. There are usually one or two individuals within that group who have acted as interpreters and have helped to facilitate the resettlement of the family. Work with whoever has been the interpreter or facilitator for the family or individual thus far.

Engage the help of the local school and community. Language resources can be pulled from a variety of sources: churches, businesses (such as ethnic bakeries, restaurants, travel agencies) different language newspapers, libraries, university foreign language departments, foreign student clubs, and different organizations.

Survey your own immediate peers and colleagues for language resources. Make a card file by language, stating the person's language proficiency (e.g., conversational only, can do parent conference, able to interpret at special education meetings, can translate home notices, can translate technical forms, can do complete interpreting/ translating during educational assessments.)

#### **D. Specific Resources**

- Contact local county or state offices of education
- Contact local embassies or consulates
- Contact community health agencies

Langdon, H. (1994). The Interpreter/Translator in the School Setting. Resources in Special Education.

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## The School Professional in the Interpreting/Translating Process

### General Goals of Training the Interpreter/Translator

#### A. It is an ongoing process

The difficulty of being an I/T is often underestimated. The training is an ongoing process that should reflect the educational or operational changes that are inevitable. For example, each time an aide works with a different school professional, the speed and style of expression may change. Or some greater changes may happen such as rules and procedures of a particular school, or new vocabulary in the interpreter's role as in conferences or testing. Thus, an aide needs to learn that specific information to work successfully. This should come from the school professional with whom he/she is working. If not, the I/T needs to ask to be briefed.

#### B. Provide adequate training

Once the I/T is located, it should not be assumed that he/she will already have all the skills to do the job. The I/T should be provided with training opportunities that include:

- A full discussion of district policies and procedures and a description of the roles and responsibilities of all the people involved.
- A review of any technical or educational terminology and a look at all the forms and paperwork with which he/she will be dealing. Other discussion should include information about style of interpretation/translation, legal requirements, confidentiality, and neutrality. Don't stop your I/T in the hall and ask him/her, "Hey, got a minute?"

#### C. Stress confidentiality and neutrality

It must be clear to the I/T that higher neutrality should be maintained and that all information is transmitted between parties. It must be clear that the parents know at all times, even in telephone contacts and informal meetings, that he/she, the I/T, is acting as an agent for the school and specifically for you. The I/T must make clear to the parents that information given to the I/T will be shared and with the **appropriate** school personnel. This protects the rights of the I/T and the parent's right to choose whether or not to share specific information. The I/T should ask himself/herself if he/she is conveying personal feelings and how he/she may deal with emotional or sensitive issues. The school professional should discuss how to handle these problems or others that may arise.

#### D. Provide a basic library

Some basic personal references may include:

- A word list or minimum vocabulary of the particular specialist
- Student's bilingual dictionary
- Dictionary of synonyms, idioms
- Reference to basic grammar
- History of the country or area
- Dictionary of the colloquial language
- General phonetic treatment of the language being studied

**E. Allow Enough Time**

Remember that the use of an I/T requires extra time. Therefore, it is important for everyone to be prepared to spend extra time in the meeting. Give parents a time reference. Tell them what you will be doing and how long it will take you.

Langdon, H. (1994). The Interpreter/Translator in the School Setting. Resources in Special Education.

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## The School Professional in the Interpreting/Translating Process

### Language Use by School Professionals

The following represents some suggestions for school professionals to keep in mind during the interpretation/ translation process. These ideas should be shared with school personnel in order to make your job as an I/T easier and to minimize errors.

#### A. Keep it simple

Keep grammatical constructions simple. Remember that there are differences in grammatical constructions between languages. The interpretation/ translation is only as good as what the original speaker says or writes. The I/T should not have to make corrections. Some words, phrases, or concepts that are not easily translated may have to be said in a different way.

#### B. Avoid extra words

Avoid the excessive use of prepositions, conjunctions, and other function words such as *to*, *for*, *since*, *as*, etc. These can have several meanings and function as different parts of speech depending upon how they are used and may be difficult to translate. In other words, be specific.

#### C. Watch for clues

As school personnel become more experienced in working with an I/T, they should become more aware of clues that indicate difficulty. Some clues may be:

- Body language
- Use of too many words compared to what was said
- A response that does not coincide with the original question or statement
- At times, silence may be helpful in giving the person time to think and bring out concerns.

#### D. Avoid abstract words

Certain words or phrases may not have the same meaning translated directly, or they may be difficult to translate without a lot of explanation to convey the exact meaning. For example: “make fun of,” “heart to heart,” “small talk.” Other words which indicate feelings, qualities or properties may also be difficult to translate. For example: “wit,” “loving,” etc.

#### E. Professional jargon

Do not use professional jargon. It is better to explain the concept in simple terms and give examples. For example, “syntax” can be described as “word order” or “the way we put words together when we make sentences in English.”

When you give examples, be aware that other languages may not have an equivalent concept (e.g., *-ed* in *looked*, or *-ing* in *running*.) You may have to write the word in English and underline that part and explain the concept.

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## The School Professional in the Interpreting/Translating Process

### Common Errors in Interpreting/Translating

There are basically four types of changes that I/Ts can make. These changes may alter the **intended meaning** of what the person was saying a little bit, a lot, or not at all. If the change results in a significant change in the meaning of the message, then it is considered an error. Changes should be avoided whenever possible. The four types are:

#### A. Omissions

This is when the I/T leaves something out. It might be one word, a phrase, or an entire sentence. This could happen for the following reasons:

1. The I/T doesn't think the extra words are important (e.g., instead of saying "rather difficult," one might say "difficult"). However, a small word can make a major difference sometimes (e.g., "mildly" versus "moderately" retarded).
2. The I/T does not understand what was said.
3. The word(s) cannot be translated.
4. The I/T cannot keep up with the speaker.
5. The I/T has forgotten what was said.

#### B. Additions

This is when the I/T adds extra words, phrases or sentences that were not actually said. This may happen for the following reasons:

1. The I/T wishes to be more elaborate.
2. The I/T needs the extra words to explain a concept that is difficult to translate.
3. The I/T editorializes. This means the I/T adds his or her own thoughts to what was said.

#### C. Substitutions

This occurs when the I/T uses other words, phrases or entire sentences in place of the actual words used. This occurs for the following reasons:

1. The I/T does not remember the specific word, phrase or grammatical construction.
2. The I/T confuses words that sound almost the same (e.g., the I/T heard *atender* instead of *entender* and interprets what is heard).
3. The I/T uses a faulty reference. For example, the I/T uses the word "he" to describe one of the student's parents when the teacher was actually talking about Mrs. X.
4. The I/T simply did not understand the speaker.
5. The I/T is lagging too far behind the speaker and misses part of what was actually said. The I/T then makes up the part that he/she did not actually hear.

#### D. Transformations

This is when the I/T changes the word order of what was said. Sometimes this can make a big difference in meaning and sometimes it doesn't. For example, "John hit Mary" is the same thing as "Mary was hit by John." However, "John hit Mary" is much different from "Mary hit John."

**E. How will the school professional know if the interpreter is making errors?**

1. The interpreter should be honest and request that the school professional either repeat or rephrase what he/she had said to allow for better interpreting when he/she is not sure what has been said.
2. As the school professional becomes more experienced in working with the I/T, he/ she should become more perceptive in picking up clues that indicate difficulty; for example, body language, obvious use of excessive words in proportion to what was said, or an interpreted response from the parent that does not coincide with the original question or statement. Similar clues can be picked up during testing of a student.

Langdon, H. (1994). The Interpreter/Translator in the School Setting. Resources in Special Education.

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## The Paraprofessional in the Interpreting/Translation Process

### Qualifications of an Interpreter/Translator

#### A. Language proficiency

Must be proficient in the native language. Must be able to speak, read, and write. Must also be proficient in the second language. Must be able to speak it proficiently as well as read and write it. It is important to remember that there may be a difference in going from L1 to L2 versus L2 to L1. For example, if a person has equal receptive (understanding) skills in English and Spanish but has better expressive skills in English, it will be easier for that person to interpret from Spanish into English.

#### B. General knowledge

Interpreting is usually considered a more difficult task. It requires the person to have an extensive vocabulary, good memory skills, and quickness of response. An interpreter must also have a personality that works well in public and under the pressure of the moment.

Although a translator often has the luxury of a reasonable timeline and is able to consult several dictionaries, the translator must decide on the best way to say something in writing. This requires an intimate knowledge of grammar, slang, and idiomatic expressions. It also requires better-than-average stylistic expression.

#### C. Cultural knowledge

Must understand cultural differences. When words are changed from one language to another language, sometimes the meaning also changes. Some words may communicate a positive or negative feeling in a certain language and not communicate that same feeling in the other.

Example: The term “underdeveloped country,” “backward nation,” and “developing country,” each carry a slightly different connotation that may be acceptable or offensive, depending on who you are talking to.

Some words cannot be translated exactly because the concept is not part of that culture.

Example: *The Arwyran Indians of Bolivia have many words to describe the various types of potatoes that make up a large part of their diet. It would be difficult to translate some of those words into English because we aren't familiar with those types of potatoes.*

Sometimes the speaker's style holds some meaning. The I/T should pay careful attention to the speaker's tone, inflection and body movements and be sure to understand what the speaker is saying. For example, “Oh! What a great deal.” versus “Oh! What a great deal.” However, intonation in other languages such as Chinese is used to convey a different meaning of the word. “MA!” may mean “mother,” “horse,” “flax,” “scold,” or “curse.” For each word a different tone is used. If there is no tone applied to the word, the word is at the end of the sentence.

The I/T needs to be in tune with the community's particular linguistic patterns. For example, in some Chicano neighborhoods one can hear words such as “compom” versus “compuse” and “escribido” versus “escrito.” These forms would be otherwise be “ungrammatical” but are frequently used in certain communities. Also, the influence of English is heard in the use of some words as “compedcion” versus “competencia”; “incapable” versus “incapaz.” (1)



## The Paraprofessional in the Interpreting/Translation Process

### Ethics and Standards

An I/T should have a highly developed sense of responsibility and act professionally. An I/T must work towards developing a relationship with school personnel that is built on trust and mutual respect. It is hoped that all I/Ts will keep in mind the following guidelines while working:

- A. Don't accept assignments beyond your ability. If you are not familiar with a certain subject, test, etc., it is not fair to the student, parent, or school personnel if you go ahead and do the task. You may have excellent oral language skills, but do not feel comfortable writing. In that case, advise those you work with of your feelings and the assignments you are comfortable doing.
- B. Continue to improve your skills. Skills improve with practice. Each opportunity you have to function as an I/T, ask for comments on how well you did and where you can improve. Practice with other I/Ts and offer each other advice. Keep up-to-date with new words and phrases and technical vocabulary. You should have access to books and references (your own personal library or your district's) to assist you as needed.
- C. Respect appointment times and deadlines. It is important to be prompt for any scheduled meetings with school personnel. Also if you have promised to finish a written translation by a certain date, it is expected that you will complete it on time.
- D. Interpret/ translate faithfully the thought, intent and spirit of the speakers in a neutral fashion. I/Ts give information from school personnel to parents or students and vice versa. The I/T should not change, leave out, or add information to what was said. Also, the I/T should not give an opinion, evaluation or judgment. It should be clear to everyone that all information will be shared. This will allow people to avoid saying something they may not want shared.
- E. Uphold confidentiality. The I/T must keep all information about the student, his/her records and family confidential. Whatever information that was discussed during a meeting should not be discussed outside of the meeting, even with another person that attended. Information from a written report should also never be discussed outside of the context of the translating process.
- F. Exercise self-discipline. Being an I/T is a difficult job that comes with a lot of responsibility. Often, I/Ts work alone and there is no one that can directly supervise their work. Therefore, the quality of their work largely depends on their own honesty, self-discipline and desire to do well.

Langdon, H. (1994). The Interpreter/Translator in the School Setting. [Resources in Special Education](#).

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## The Paraprofessional in the Interpreting/Translation Process

### Sample Duties

The main function of an Interpreter and a Translator is to make it possible for all participants to communicate with each other despite language and cultural differences. The Interpreter and Translator facilitate communication.

The aide working as an *interpreter* in the school setting performs oral consecutive interpretations from and into the target language. Some of the more typical duties are the following:

#### **Interpretation**

- Call a parent at home, under the direction of the principal or teacher if there is a problem with his/her child at school.
- Call a parent at home, under the direction of the school secretary, to notify him/her about a field trip or school activity.
- Call a parent at home, under direction of the teacher, to explain a particular homework assignment.
- Meet with the parent(s) and the teacher to discuss the student's current progress in the classroom. This could be an informal meeting or a formal Multidisciplinary Team Meeting.
- Meet with the parent(s) and other school professionals to ask for permission to perform any testing that the school feels may be needed. If permission is given, it will be necessary to explain the types of tests to be given and their purposes.
- Under the direction of the school psychologist, speech therapist, nurse, resource specialist or other professional, help with the administration of various testing instruments.
- Meet with the parent(s) and other school professionals to explain the results of the tests given.
- Meet with the parent(s), principal, teacher and/or other professionals to discuss any changes to be made in the student's current school program.
- Convey the parent's desires, needs or questions to the proper school personnel following any communication by them to the school.

**Translation** The school *Translator* makes prepared and some sight translations from and into the target language. Some of the more typical duties are the following:

- Write a note home to the parents(s) on behalf of the principal or teacher if there is a problem with the child at school.
- Write a note to the parent(s) on behalf of the school secretary to notify them of a particular school function or program.
- Write a note to the parent(s) on behalf of the teacher to notify them of a particular field trip, classroom event or homework assignment or their son/daughter's current, progress in the classroom.
- Translate notes from the parents to the school personnel.
- Translate test material in writing prior to administration.
- Translate the child's program content (IFSP or IEP).

## The Paraprofessional in the Interpreting/Translation Process

### Hints for Interpreters/Translators

#### During Parent Conferences:

##### **A. Be honest**

I/Ts should be honest about their difficulties. School personnel can help if they are asked to make adjustments. Let them know immediately if they need to speak more slowly, pause more often, use simpler wording, or if you don't understand what they mean.

##### **B. Listen**

The I/T must listen carefully to what is being said so that she/he can accurately convey the message. This involves a high degree of attention and concentration on the task.

##### **C. Watch body language**

Attention to body language is important. The emotional aspects of a speaker's tone provide meaning. Emphasis with facial or other body cues may make the difference between a statement, a question, or an exclamation.

##### **D. Take notes**

This helps the I/T to remember, to summarize and/or review at different times during the meeting.

##### **E. Listen carefully to stress, pitch, pauses**

Language is more than just a group of words strung together. I/Ts should pay careful attention to these aspects of language. They can change the meaning significantly.

##### **F. Consult a dictionary**

Never hesitate to use references if you do not know a word or remember a word, concept or definition. Even the most advanced professional I/T sees himself/herself as a language student and understands the importance of checking to see if she/he is on target with a particular word or concept.

##### **G. Summarize**

The I/T must have the ability to remember and to convey the main points in a brief, concise and accurate manner. This is especially useful when the I/T is working with new people who are not trained to give small, meaningful units and then pause for interpretation.

##### **H. Paraphrase**

This is similar to summarizing except that it is usually reserved for a single phrase or sentence that is said just a little bit differently. It can also be used to check our understanding of what was said.(e.g., Did you ask... summarize what you think they said).

##### **I. Know synonyms**

When the I/T cannot recall a specific word she/he must be able to supply another word that means the same thing. Also, there may be some words that are familiar to speakers of one dialect and not to others (e.g., bote/lata. bomba/globo, etc.)

**J. Watch values/attitudes**

As an I/T, you must be aware of your own values. Even though you may not agree with the professional or parent, you must accurately communicate the information you receive. You must maintain a professional attitude throughout the meeting.

**K. Watch authority issue**

The school personnel, not the I/T, are ultimately responsible for the meeting. It is their job to design the procedure and content of the meeting. The I/T should present information as a member of a team and should not editorialize any comments made by school personnel or the parents. Often the parent will see the I/T as their representative. This might lead to an adversary relationship between the I/T and the school personnel. Avoid this and remember to remain neutral.

**L Maintain confidentiality**

I/Ts should familiarize themselves with the district's policies and procedures on confidentiality. Information that is discussed at any school meeting should not be discussed outside of that meeting with anyone.

**During Testing:**

**A. Familiarize yourself with the test(s) beforehand**

Understand the purpose of the test: What is expected of the child, how many times words or directions may be repeated, if there is a time limit, if you can use other words or ways to elicit a response. The written version of a test needs to be delivered orally and may be quite different.

**B. Be aware of subtle language behavior**

Record verbatim what the child said and how he/she said it (time delay, deviated from the meaning of what needed to say).

**C. Be honest**

If something is not clear, ask the school professional during the testing. This may be instructions, the way the child said something or whether additives or clues can be given or if repeating is allowed.

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## Things to Remember when Working with an Interpreter

- Look at and speak directly to the individual, not the interpreter. Avoid phrases like “tell her/him”.
- Talk at your normal pace. If necessary, the interpreter will ask you to slow down or repeat the statement.
- Pause after each idea so the interpreter can interpret. Give no more than two or three sentences before pausing for the interpretation.
- The interpreter will repeat exactly what the individual is saying. Be sure to maintain eye contact with the person who is speaking, not the interpreter.
- The interpreter is a facilitator of communication. S/he will not add his/her own comments, except to clarify the communication. Example: “Interpreter error; let me repeat that.”
- When making introductions, it is appropriate to say, “Susan Jones is the interpreter for this meeting.”
- It is **extremely** helpful for the interpreter to be provided with a summary of the information to be presented prior to the event, especially any professional terminology that may be used.
- Trained interpreters abide by a Code of Ethics. Therefore, **it is best to use trained interpreters.** The Code of Ethics stresses confidentiality, impartiality, discretion and professional distance.

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