

**Arkansas Handbook
For
Educational
Interpreters/Transliterators,
Teachers
and
Administrators**

Compiled by:
Committee on Standards for Educational Interpreters
Arkansas Department of Education
Special Education Personnel Development Council

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PURPOSE

National trends indicate that enrollment of students who are deaf or hard of hearing in a variety of mainstreamed educational settings, and at all educational levels, has been continually increasing. Since the passage of Public Law 94-142, this same increase has been felt by the Arkansas public school systems. Currently there are different types of school programs serving students who are deaf or hard of hearing. Communication access and instruction may vary according to the individual needs of each as well as the variety of programs offered. Therefore, a tremendous need currently exists for qualified interpreters/transliterators who are able to function within the educational setting.

The term "educational interpreter" is a relatively generic term, and it is suitable as a general title for persons able to perform conventional interpreting tasks, together with special skills for working in the educational setting. The interpreter/transliterator is a member of the educational team, and he/she functions as the facilitator of communication in the educational setting. The interpreter/transliterator is expected to interpret from spoken language into the appropriate visual language mode and from the visual language mode into spoken language. The hiring of the educational interpreter/transliterator should be based in the skill requirements of the job and the knowledge of the subject matter.

It shall be the policy of the Arkansas Department of Education (ADE) that paraprofessionals, educational interpreters for the deaf and hearing impaired or other assistants employed by public agencies to assist in providing special education and related services to children with disabilities, birth to 21 years of age, will be appropriately trained and supervised in accordance with guidelines established by the ADE, Special Education Unit.

This handbook serves as a resource for standards, qualifications, professional development, roles and responsibilities, and ethical conduct of those involved in the interpreting process. The interpreter/transliterator is to carefully read and learn the material set forth in this handbook and apply it to the daily interpreting situations. Administrators and classroom teachers are expected to use the information to understand the professional role of the educational interpreter/transliterator as an integral part of the educational team. The staff of Educational Services for the Hearing Impaired (ESHI) can be contacted for assistance.

STANDARDS FOR THE SIGN LANGUAGE EDUCATIONAL INTERPRETER

The term "certified" is reserved for those individuals who have passed a rigid national test, which evaluates ethical knowledge, interpreting and transliterating skills. National certification is highly desired as the optimal standard for interpreters in Arkansas. However, due to the unique characteristics of our state, including its insufficient number of certified interpreters and its rural nature, other qualifications will be accepted if a nationally certified interpreter is not available.

Interpreters in the educational setting must meet or exceed the following criteria:

1. College degree preferred or high school diploma or equivalency.
2. Passing score of 80% on the written test regarding information in the Arkansas Handbook for Educational Interpreter/Transliterators, Teachers and Administrators.
3. Minimum Level 3 in Transliterating on the Mid-America Quality Assurance Screening Test (QAST) and Level 2 in Interpreting **or** minimum QAST Level 3 in Interpreting and QAST Level 2 in Transliterating.

PROVISIONAL STANDARDS FOR THE SIGN LANGUAGE EDUCATIONAL INTERPRETER

Interpreters not meeting the aforementioned criteria may be granted provisional status as an educational interpreter by completing the following requirements:

1. College degree preferred or high school diploma or equivalency.
2. Passing score of 80% on the written test regarding information in the Arkansas Handbook for Educational Interpreter/Transliterators, Teachers and Administrators.
3. Minimum Level 1 in Transliterating or Interpreting on the Mid-America Quality Assurance Screening Test (QAST).
4. Maintain provisional status by achieving interpreting skill levels according to the guidelines set forth.

The educational interpreter who begins employment without a QAST level is required to achieve provisional status by completing the following requirements:

1. Within 1 month of employment submit an application for the QAST
2. Attend the scheduled appointment when notified by QAST coordinator.
3. Attain a minimum level 1 in Transliterating or Interpreting on the Mid-America Quality Assurance Screening Test (QAST).

The educational interpreter who begins employment without a QAST level or with a minimum Level 1 in interpreting or transliterating on the QAST is required to upgrade skills in the time periods set forth in order to maintain provisional status:

1. **Within 1 Year of provisional status:** The educational interpreter must attain a minimum of a QAST Level 1 in **both** Interpreting and Transliterating.
2. **Within 2 Years of provisional status:** The educational interpreter must attain minimum of a QAST Level 2 in **both** Interpreting and Transliterating.

3. **Within 3 Years of provisional status**: The educational interpreter must attain a minimum of a QAST Level 3 in Transliterating and a QAST Level 2 in Interpreting **or** a QAST Level 3 in Interpreting and a QAST Level 2 in Transliterating.

The educational interpreter who begins employment with a QAST Level 1 in both interpreting and transliterating is required to upgrade skills in the time periods set forth in order to maintain provisional status:

1. **Within 1 Year of employment**: The educational interpreter must attain a minimum of a QAST Level 2 in **both** Interpreting and Transliterating.
2. **Within 2 Years of employment**: The educational interpreter must attain a minimum of a QAST Level 3 in Transliterating and a QAST Level 2 in Interpreting **or** a QAST Level 3 in Interpreting and a QAST Level 2 in Transliterating.

The educational interpreter who begins employment with a QAST Level 2 in both interpreting and transliterating is required to upgrade skills in the time period set forth in order to maintain provisional status:

Within 1 Year of employment: The educational interpreter must attain a minimum of a QAST Level 3 in Transliterating and a QAST Level 2 in Interpreting **or** a QAST Level 3 in Interpreting and a QAST Level 2 in Transliterating.

In order to satisfy timelines, it is advised that the educational interpreters submit their application to the QAST Coordinator at least nine months prior to each deadline and to attend the scheduled appointment.

The salary and wage increments for educational interpreters may be based on local personnel policies similar to those of other school employees. Advancement opportunities may be based on interpreting skill, education, experience, performance, job responsibilities and achievements in certification.

STANDARDS FOR THE ORAL TRANSLITERATOR

Oral Transliterators in the educational setting must meet the following criteria:

1. College degree preferred or high school diploma or equivalency.
2. Passing score of 80% on the written test regarding information in the Arkansas Handbook for Educational Interpreter/Transliterators, Teachers and Administrators.
3. Obtain the Oral Transliteration Certification (OTC) from RID.

PROVISIONAL STANDARDS FOR THE ORAL TRANSLITERATOR

Oral Transliterators not meeting the above listed criteria may be granted provisional status as an oral transliterator by completing the following requirements:

1. College degree preferred or high school diploma or equivalency.
2. Passing score of 80% on the written test regarding information in the Arkansas Handbook for Educational Interpreter/Transliterators, Teachers and Administrators.
3. Recommendations from two consumers who are deaf or hard of hearing who use oral transliteration services.

The oral transliterator who begins employment without an OTC certification is required to upgrade skills in the time period set forth:

Within 2 Years of employment: The oral transliterator must attain an OTC.

The salary and wage increments for educational interpreters may be based on local personnel policies similar to those of other school employees. Advancement opportunities may be based on interpreting skill, education, experience, performance, job responsibilities and achievements in certification.

STANDARDS FOR THE CUED LANGUAGE TRANSLITERATOR

The Cued Language Transliterators National Certification Examination (CLTNCE) serves as the only nationally recognized assessment process for cued language transliterators. Due to the rural nature of our state and the fact that the CLTNCE is offered annually, other qualifications will be accepted if a nationally certified transliterator is not available.

Cued Language Transliterators in the educational setting must meet or exceed the following criteria:

1. College degree preferred or high school diploma or equivalency.
2. Passing score of 80% on the written test regarding information in the Arkansas Handbook for Educational Interpreter/Transliterator, Teachers and Administrators.
3. Mini-Proficient rating on the Basic Cued Speech Proficiency Rating (BCSPR).

PROVISIONAL STANDARDS FOR THE CUED LANGUAGE TRANSLITERATOR

Transliterators not meeting the above listed criteria may be granted provisional status as an educational cued language transliterator by completing the following requirements:

1. College degree preferred or high school diploma or equivalency.
2. Passing score of 80% on the written test regarding information in the Arkansas Handbook for Educational Interpreter/Transliterators, Teachers and Administrators.
3. Borderline rating on the Basic Cued Speech Proficiency Rating (BCSPR).

The educational cued language transliterator who begins employment without a borderline level is required to achieve provisional status by completing the following requirements:

1. **Within 6 months of employment:** submit an application for the BCSPR.
2. Attend the scheduled appointment when notified.
3. Attain a borderline rating on the BCSPR.

The educational cued language transliterator who begins employment without a rating level or with a borderline rating on the BCSPR is required to upgrade skills in the time period set forth in order to maintain provisional status:

Within 1 Year of provisional status: The educational **cued language transliterator** must attain a minimum of a mini-proficient rating on the BCSPR.

The salary and wage increments for educational interpreters may be based on local personnel policies similar to those of other school employees. Advancement opportunities may be based on interpreting skill, education, experience, performance, job responsibilities and achievements in certification.

ASSESSMENTS TO MEET THE STANDARDS

I. MID-AMERICA QUALITY ASSURANCE SCREENING TEST (QAST)

Contact: Coordinator of Interpreting Services
Deaf ACCESS (Division of Arkansas Rehabilitation Services)
4601 West Markham
Little Rock, Arkansas 72205-3899
(501) 686-9680 (voice/TDD)

The QAST is a four-part evaluation consisting of the following:

- written test covering knowledge of the RID Code of Ethics
- interview with a panel of 3 screeners
- screening of expressive and receptive transliterating skills
- screening of expressive and receptive interpreting skills

Levels awarded by QAST:

LEVEL 1: Beginner

EXPIRATION: Two (2) years

The candidate is able to accurately interpret or transliterate **50% of the beginning performance screening**. The Level 1 interpreter may be used for one-to-one situations on a non-technical basis in which the interpreter has an opportunity to stop for clarification and receive feedback from the consumers.

Should **not** be utilized in the following:

- Legal
- Mental health
- Educational
- Platform
- Serious medical
- Critical situations of any nature

LEVEL 2: Beginner-Intermediate

EXPIRATION: Two (2) years

The candidate is able to accurately interpret or transliterate **70% of the beginning performance screening**. The Level 2 interpreter may be used for job applications, orientation sessions, basic tutoring sessions, and simple non-technical medical examinations. These interpreting situations may or may not permit the interpreter to stop consumers for clarification.

Should **not** be utilized in the following:

- Legal
- Mental health
- Educational
- Serious medical
- Critical situations of any nature

LEVEL 3: Intermediate

EXPIRATION: Two (2) years

The candidate is able to accurately interpret or transliterate **85% of the beginning performance screening**. The Level 3 easily handles most group sessions if there is a minimum of voicing required. Most one-to-one situations are easily handled.

Should **not** be utilized in the following:

- Legal
- Mental health
- Serious medical
- Critical situations of any nature

LEVEL 4: Intermediate-Advanced

EXPIRATION: Five (5) years

The candidate is able to accurately interpret or transliterate **70% of the advanced performance screening**. The Level 4 Interpreter functions well expressively and receptively in most technical situations. Discretion should be used regarding the situation and language level of the consumer.

Should **not** be utilized in the following:

- Civil or criminal court cases
- Extensive mental health therapy

LEVEL 5: Advanced

EXPIRATION: Five (5) years

The candidate is able to accurately interpret or transliterate **85% of the advanced performance screening**. The Level 5 functions expressively and receptively as an interpreter/transliterators in a majority of situations.

Should **not** be utilized in the following:

- Civil or criminal court cases

II. THE REGISTRY OF INTERPRETERS FOR THE DEAF NATIONAL TESTING SYSTEM

Contact: RID, Inc.
8630 Fenton Street
Suite 324
Silver Spring, MD 20910
800/736-9280
www.rid.org

The Registry of Interpreters for the Deaf, Inc. (RID) is the national organization for American sign language/oral interpreters in the United States, and it evaluates and certifies interpreter/transliterators. The national certification includes a written examination and a performance evaluation of interpreting and/or transliterating skills.

Certificates awarded by RID:

Certificate of Interpretation (CI) or Interpretation Certificate (IC): The ability to

interpret between American Sign Language (ASL) and spoken English in both sign-to-voice and voice-to-sign.

Certificate of Transliteration (CT) or Transliteration Certificate (TC): The ability to transliterate between English-based sign language and spoken English in both sign-to-voice and voice-to-sign.

Comprehensive Skills Certificate (CSC) or Master Comprehensive Skills Certificate (MCSC): The ability to interpret/transliterate using ASL and manual codes for English according to the needs of consumers.

Oral Interpreting Certificate (OIC) or Oral Transliteration Certification (OTC): The ability to transliterate a spoken message from a person who hears to a person who is deaf or hard-of-hearing and the ability to understand and repeat the message and intent of the speech and mouth movements of the person who is deaf or hard-of-hearing.

Specialist Certificate: Legal (SC: L): The knowledge of legal settings and familiarity with language used in the legal system.

III. ARKANSAS HANDBOOK FOR EDUCATIONAL INTERPRETER/ TRANSLITERATORS, TEACHERS AND ADMINISTRATORS

Contact: Program Coordinator
Educational Services for the Hearing Impaired
PO Box 3811
Little Rock, Arkansas 72203-3811
(501) 324-9522 (voice/TDD)

The examination is administered by Educational Services for the Hearing Impaired (ESHI).

IV. TECUnit

Contact: Director
TECUnit
P.O. Box 3116
Silver Spring, MD 20918
(301) 434-1137 (Voice/TDD)
www.tecunit.com

The TECUnit administers the Cued Language Transliterator National Certification Examination (CLTNCE) nationwide and awards a Transliteration Skills Certificate

(TSC). For evaluating basic skills the TECUnit administers the Basic Cued Speech Proficiency Rating (BCSPR) and the Cued Speech Reading Test (CSRT). CLTNCE is a 6-part evaluation consisting of the following:

- BCSPR provides a framework for assessing and categorizing expressive cueing proficiency and formulating diagnostic feedback. It is not a test of cueing speed. The BCSPR is recorded on videotape.
- CSRT provides a framework for determining whether or not an individual can utilize cueing receptively toward the comprehension of English messages without the aid of sound. The individual views a videotape and records response on an answer form.
- Syllables Per Minute Assessment provides a framework for analyzing and assessing expressive cueing fluency during the process of transliteration.
- CLTNCE Written Assessment is designed to test the knowledge of the role and function of a cued language transliterator.
- CLTNCE Performance Assessment is designed to allow the candidate an opportunity to demonstrate ability to implement knowledge, conduct, and skills relevant to transliteration.
- CLTNCE Commentary requires the candidate to view a videotape of transliterators working in various situations and comment on functional considerations related to the role, responsibilities, and/or duties expected of transliterators.

PROFESSIONAL DEVELOPMENT

Interpreters/ transliterators are required by the Code of Ethics to further their knowledge and skills through participation in workshops, professional meetings, and interaction with individuals who are Deaf and other interpreters/transliterators. Planned professional development activities should be available to educational interpreters/transliterators just as they are to teachers and other school employees.

Educational interpreters/transliterators are encouraged to participate in these activities. Professional development can be provided in a variety of ways including in-service training programs, workshops, and conferences.

A professional growth plan is to be developed for each educational interpreter/transliterators based on the student's communication requirements, general orientation and curriculum of the particular educational program in which the educational interpreter/transliterators is working, and the interpreter's/transliterators own professional development needs and interests.

Possible areas to include in the **professional growth plan**:

- Higher certification level as an interpreter/transliterators
- Skills to assume non-interpreting responsibilities: tutoring, sign language instruction etc.
- Basic knowledge in foundations of education and/or in the education of students who are deaf
- Proficiency in English: vocabulary, spelling, reading, writing, literature
- Public speaking
- Human development
- Language development
- Common expressions, spoken or signed, popular in the school setting
- Deafness and its psychological, social and cultural considerations
- Overview of philosophies, techniques, legislation and regulations in education
- Speech production
- Speechreading factors
- Cued Speech

Educational Cooperatives, the local school district and the list below are possible sources for obtaining professional growth.

I. ARKANSAS REGISTRY OF INTERPRETERS FOR THE DEAF (ARID)

Contact: President
Arkansas Registry of Interpreters for the Deaf
PO Box 46511
Little Rock, Arkansas 72214-6511

ARID is the state affiliate chapter of RID, Inc. consisting of members who are

professional interpreters and/or those who are interested in the profession. ARID offers statewide workshops and strives to meet the needs of interpreters in the state.

II. EDUCATIONAL SERVICES FOR THE HEARING IMPAIRED (ESHI)

Contact: ESHI Program Coordinator
Arkansas School for the Deaf
PO Box 3811
Little Rock, Arkansas 72203-3811
(501) 324-9522 (voice/TDD)
eshi@asd.k12.ar.us

ESHI provides workshops, technical assistance to public schools, and maintains a videotape library.

III. UNIVERSITY OF ARKANSAS AT LITTLE ROCK (UALR)

Contact: Program Director
UALR Interpreter Education Program
2801 South University
Little Rock, Arkansas 72204-1099
(501) 569-3169 (voice/TDD)

The UALR Interpreter Education Program provides the following:
Associates of Arts (A.A.) Degree in Interpretation: ASL/English
Bachelors of Arts (B.A.) Degree in Interpretation: ASL/English
Sign Language Studies Minor
Educational Interpreting Minor

SIGN LANGUAGE CONTINUUM

Individuals who are D/deaf may use a variety of communication/language modalities along the continuum. It is important to note that ASL is a separate language, different than English, with its own grammatical structure, language rules, and usage. It is the language accepted and used by the Deaf Community across the nation. Some individuals may be bilingual, proficient in both ASL and English (or another spoken language). The tendency of a person who is Deaf is to move as close to the English side of the continuum as possible in order to communicate with a person who is hearing.

Coded English systems are not separate languages, but rather artificially coded systems of English which were developed as instructional tools to help teach children who are deaf or hard of hearing. Generally, these systems are not the communication mode preferred by American Deaf adults. The educational interpreter/transliterator should be skilled in the mode(s) of communication that is/are indicated in the job description and prescribed for classroom use with the student.

Interpreters/transliterators within the educational setting may use any of the communication/language modalities shown below on the sign language continuum. If the student has difficulty with instructional content due to not understanding the mode of communication in use, the educational interpreter/transliterator should inform the appropriate member of the educational team.

AMERICAN SIGN LANGUAGE	CONTACT LANGUAGE VARIETY	CODED SYSTEMS FOR ENGLISH
	<ul style="list-style-type: none"> • CASE* 	<ul style="list-style-type: none"> • Rochester • SEE I* • SEE II* • Sign English • Signed English • L.O.V.E*

*CASE: Conceptually Accurate Signed English [This system was previously labeled as Pidgin Sign English (PSE).]

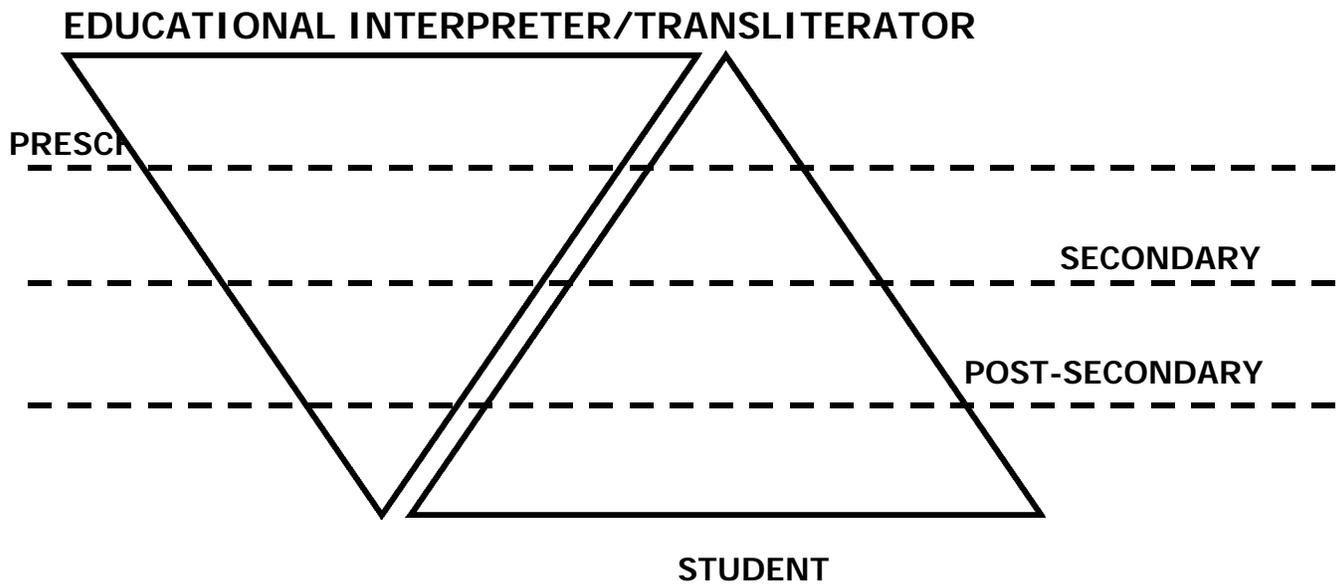
*SEE I: Seeing Essential English or MSS: Morphological Sign System

*SEE II: Signing Exact English

*L.O.V.E.: Linguistics of Visual English

INVERTED PYRAMIDS OF RESPONSIBILITIES

It is the goal of every education program to prepare students to become independent, including becoming knowledgeable consumers of interpreting services. A common legitimate concern is a student developing an inappropriate dependency on the interpreter/transliterater. Therefore, roles and responsibilities for the interpreting process are to be clearly outlined and explained.



This model provides a visual representation of the student's increasing independence. As the student learns to be a good consumer of support services, the responsibilities of the educational interpreter/transliterater changes. For example: The interpreter/transliterater in kindergarten should sit 3 feet from the student and may share responsibilities with the teacher for keeping the student on task. Conversely, the interpreter/transliterater in the high school setting sits close to the teacher and assumes no responsibility for the student staying on task.

ROLES, RESPONSIBILITIES AND ISSUES

The roles and responsibilities for the educational interpreter/ transliterator, classroom teacher, administrator and student in the interpreting situation are to be clearly outlined and explained. A district administrator is to assign responsibilities to the individuals prior to initiation of services. If the interpreter/transliterator is newly hired, the administrator is to provide orientation regarding the job. The interpreter/transliterator is an employee of the school district, and all rules and regulations must be followed.

A clear job description for educational interpreters/ transliterators is to be developed by the school district and understood by all parties involved in the interpreting process. A job description provides clarification on employee issues, and it needs to be written prior to initiation of services. Minimally, the job description is to include job title, roles and responsibilities, qualifications and skill requirements. An educational interpreter's/ transliterator's role in a high school setting may be vastly different from that of an interpreter/transliterator in an elementary setting.

In addition, some issues may be unique to the interpreting position and require special consideration and clear communication to relevant parties. Examples include the following:

Legal Interpreting

Only highly qualified interpreters/ transliterators are to be utilized in legal interpreting. This not only includes courtroom interpreting but also all related investigations and contact with police or juvenile authorities. Potential legal ramifications may include the entire case being dismissed if the quality of the interpreting service is questionable. **Most educational interpreters/ transliterators do not have the experience or expertise to interpret these situations. In addition, these situations are regarded as a conflict of interest. School districts are advised not to place them in such assignments.** For information and technical assistance regarding legal interpreting, contact the Court Interpreter/transliterator at the Administrative Office of the Courts (501-682-9400).

During the School Day

The primary responsibility of the interpreter/transliterator is to provide access to communication when needed by the student who is deaf, and additional duties should not conflict with this role. It is essential that the educational interpreter/transliterator have sufficient knowledge of the content to interpret its concepts and vocabulary accurately and meaningfully. Preparation time to meet with the instructor, read lecture outlines, skim required reading in textbooks, and preview instructional videotapes may need to be scheduled. Continuous interpreting cannot be sustained over a prolonged period of time without producing fatigue and

reduction of effectiveness on the part of both interpreter/transliterators and student. Prolonged interpreting without a break also introduces a health risk for the interpreter/transliterators in a variety of "overuse" syndromes (e.g., Carpal Tunnel Syndrome). Therefore, consideration is to be given when assigning additional tasks (e.g., bus or cafeteria duty).

With proper training and level of knowledge about the subject matter, interpreters/transliterators may provide tutoring services for students who are deaf. If tutoring is part of an educational interpreter's/transliterators' responsibilities, it must be carried out under the direct supervision of the teacher. The teacher ultimately is responsible for teaching and assessing student progress. **It is not appropriate for the interpreter/transliterators to provide classroom instruction in the absence of the teacher or to take on the responsibility of the teacher for management of the class.**

Interpreters/transliterators are to follow dress codes established for other professionals in the school. Additional requirements are made to avoid eyestrain for the student who is deaf; interpreters/transliterators need to wear solid colors contrasting to skin tones or subdued prints rather than bright, busy patterns.

Interpreters/transliterators are to provide services from the location that best allows the student full visual access to instruction. In some cases, changes of placement are required during the instructional period. All staff members should be aware that the student will need access to information in other activities of the school, assemblies, field trips, dramatic presentations, etc. A plan needs to be developed and implemented in case the interpreter/transliterators is absent.

The interpreter/transliterators is an important member of the student's educational team. With that duty the interpreter/transliterators actively participates in programming committee meetings, especially regarding decisions related to communication issues. When participating in these meetings, the interpreter/transliterators cannot simultaneously provide interpreting services for any participant who is deaf. When the student who is deaf is included in the meeting, another interpreter/transliterators is needed to allow the student's interpreter/transliterators to fully participate as a committee member. Schools are responsible for providing interpreters/transliterators for parents, students, staff, and other individuals who are deaf while participating in school conferences and activities.

After School Hours

Interpreters/transliterators may be contracted for flexible work hours. If this is a condition of the job, it must be discussed at the earliest possible date. School districts have the responsibility of providing equal access to school sponsored extracurricular activities. When a student who is deaf elects to participate in such programs, districts are responsible to provide interpreting services. An administrator

may choose to contract with the district interpreter/transliterators or with another qualified community interpreter/transliterators.

When the Student Who is Deaf is Not Present

The district needs to prepare a plan for the interpreter/transliterators when the student is absent, and the plan needs to be clearly communicated to all relevant parties, principal, teachers, school secretaries, special education supervisor, interpreter/transliterators, etc. This may include plans to improve interpreting skills or to perform other assignments. **It is not appropriate for an interpreter/transliterators to take notes for the student in his/her absence.**

ROLES AND RESPONSIBILITIES OF THE INTERPRETER/TRANSLITERATOR

Roles:

- The interpreter/transliterator facilitates communication.
- The interpreter/transliterator participates in the programming committee meetings.

Responsibilities:

1. Before the first day of school, meet the classroom teacher(s) and student(s) and explain your role as interpreter/transliterator.
2. Before the first day of school, obtain teacher's editions or textbooks, course outlines, and other related materials.
3. On a weekly basis, set aside time for planning with the teacher to discuss course content, lesson plans, upcoming tests, tutoring assignments, etc.
4. Sit or stand at least 3 feet away from the student who is deaf or hard of hearing so the student can easily see you, the teacher and visual instruction.
5. Interpret lectures, discussions, demonstrations, dramatic presentations, and announcements accurately. Consideration should be given to appropriate seating and lighting arrangement for the benefit of the student(s).
6. Voice the student's questions, comments, responses, and presentations accurately.
7. Ask for clarification when information is not clear.
8. If necessary, remind the teacher and student to communicate directly with each other.
9. Follow the Code of Ethics for interpreters as well as school policies and procedures.
10. Seek technical assistance from Educational Services for the Hearing Impaired if needed.
11. Provide input regarding communication issues during programming meetings.
12. If directed, provide tutoring services only under the guidance of the classroom teacher.

13. Wear solid colors contrasting to skin tones or subdued prints rather than bright, busy patterns.
14. Develop and implement a professional growth plan to improve interpreting or transliterating skills to meet or exceed the standards.

ROLES AND RESPONSIBILITIES OF THE TEACHER

Roles:

- The teacher plans/provides classroom instruction and makes/enforces rules.
- The teacher is the person in charge of the classroom.

Responsibilities:

1. Before the first day of school, meet the interpreter/transliterater and the student to discuss communication needs.
2. Before the first day of school, provide the interpreter/transliterater with teacher's editions or textbooks, course outlines, and other related materials.
3. On the first day of school, introduce the interpreter/transliterater to the class and allow time for the interpreter/transliterater to explain his/her role.
4. On a weekly basis set aside time for planning with the interpreter/transliterater to discuss course content, lesson plans, upcoming tests, tutoring assignments, etc.
5. Speak directly to the student, not to the interpreter/transliterater. (Example: **Don't** say "Tell him to open his book." or "Ask her if she understands.")
6. Treat the student who is deaf or hard of hearing just as you would treat other students in your class.
7. Be aware that the interpreter will be somewhat behind your spoken English due to the time required to process spoken English into signs. Pause for the student who is deaf or hard of hearing to answer questions or make comments.
8. Be knowledgeable of the Code of Ethics for interpreters.
9. Seek technical assistance from Educational Services for the Hearing Impaired if needed.
10. Provide management, materials and objectives to the interpreter/transliterater for tutoring services.
11. Be aware that the speed of your speech will affect the ability of the interpreter/transliterater to process and present information adequately.
12. Provide discipline. (The interpreter is not responsible for disciplining any students including the student who is deaf.)

ROLES AND RESPONSIBILITIES OF THE ADMINISTRATOR

Role:

- The administrator ensures that the interpreting process succeeds.

Responsibilities:

1. Develop a job description for the interpreter/transliterater.
2. Monitor the progress of the interpreter/transliterater including the professional growth plan developed to meet or exceed interpreting standards.
3. Ensure that the interpreter/transliterater is provided with teacher's editions or textbooks, course outlines, and other related materials.
4. Provide supervision and periodic evaluation of the technical competencies and overall job performance of the educational interpreter/transliterater.
5. Consider providing the educational interpreter/transliterater a mailbox, desk space in the classroom for preparation purposes, and a location to preview classroom or professional development videotapes.
6. Hire a different interpreter/transliterater for the student who is deaf or hard of hearing for school conferences allowing the educational interpreter/transliterater to participate.
7. Monitor and encourage professional development of the educational interpreter/transliterater.
8. Explain school policies regarding dress code, chain of command, attendance requirements, and child abuse reporting procedures etc.
9. Be knowledgeable of the Code of Ethics for interpreters.
10. Seek technical assistance from Educational Services for the Hearing-Impaired if needed.
11. Provide interpreter/transliterater services for parents who are deaf to attend all school activities or school related conferences.
12. Be sure that the staff is aware of information regarding the use of interpreters/transliteraters in order to plan for substitute teachers, guest speakers, and field trip presenters.

ROLES AND RESPONSIBILITIES OF THE STUDENT

Role:

- The student who is deaf or hard of hearing learns through participation in class.

Responsibilities:

1. Before the first day of school, meet the teacher(s) and interpreter/transliterators to discuss your communication needs.
2. Sit where you can easily see the interpreter/transliterators, the teacher, and the chalkboard or the overhead.
3. Check the lighting and make sure the interpreting distance is comfortable.
4. Pay attention to the interpreter/transliterators and the teacher.
5. Participate in class including discussions, presentations, classroom assignments and homework.
6. Ask the teacher directly if you have questions about the lesson.
7. Ask the interpreter/transliterators if you have questions or need clarification on signs or cues.
8. Write down homework, remember test dates, and be prepared for class.
9. Discuss any problems with your teacher.

RID CODE OF ETHICS FOR INTERPRETERS

The Registry of Interpreters for the Deaf, Inc.,(RID) has set forth the following principles of ethical behavior to protect and guide interpreters and transliterators and hearing and deaf consumers. Underlying these principles is the desire to ensure for all the right to communicate.

This Code of Ethics applies to all members of The Registry of Interpreters for the Deaf, Inc., and to all certified nonmembers:

1. Interpreters/ transliterators shall keep all assignment-related information strictly confidential.
2. Interpreters/ transliterators 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.
3. Interpreters/ transliterators shall not counsel, advise, or interject personal opinions.
4. Interpreters/ transliterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.
5. Interpreters/ transliterators shall request compensation for services in a professional and judicious manner.
6. Interpreters/ transliterators shall function in a manner appropriate to the situation.
7. Interpreters/ transliterators shall strive to further knowledge and skill through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.
8. Interpreters/ transliterators, by virtue of membership or certification by the RID, Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics.

DEFINITIONS

The following terms may be used in relation to interpreting for students who are deaf and hard of hearing within a mainstreamed classroom. It is important that the educational interpreter/transliterator be familiar with these terms and how they may apply to his/her particular setting.

American Sign Language (ASL) - a visual language used by the majority of persons who linguistically and culturally identify themselves as part of the Deaf Community. ASL is a distinct language with its own set of rules, grammar, and syntax.

Cued Speech - a system for visual representation of spoken language utilizing eight (8) handshapes and four (4) hand locations near the face to supplement speech.

D/deaf - 1. the upper case "D" in "Deaf" is used for a group of deaf people who share a common language (ASL) and culture. 2. the lower case "d" in "deaf" is used for the audiological condition of not being able to hear.

Educational Team - a group of individuals within the educational setting who work together to plan and implement the Individualized Educational Program (IEP) for the student who is deaf or hard of hearing.

Fingerspelling - the representation of the twenty-six letters of the alphabet through specific handshapes. It is used primarily to identify proper nouns.

Interpreter - a generic term used to describe individuals in the profession of interpreting and transliterating.

Interpreting - listening to spoken English and rendering the equivalent message in American Sign Language or processing an ASL message and voicing the equivalent message in spoken English.

Oral Interpreting - a visual reproduction of what is being said in order to speechread the communication.

Transliterating - listening to spoken English and signing in English word order using either a manually coded English system/Contact Language Variety OR watching signs in a manually coded sign system/Contact Language Variety and voicing into spoken English.

Voice Interpreting/Voicing - a rendition of another person's signs into spoken English.

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