Washington Office of Superintendent of
PUBLIC INSTRUCTION

Interpreter Training Modules: Facilitator Handbook.

INTERPRETER TRAINING MODULES

Facilitator Handbook

2024

Center for the Improvement of Student Learning

Prepared by:
Linguist Education Online for OSPI

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Table of Contents

Interpreter Training Modules 2

Facilitator Handbook 2

Introduction 7

Course Overview 7

Instructions for Completing the Training 7

Key Guidelines for Success 8

Training Module Outline 9

Module 1 - Role of the Interpreter 9

Module 2 - Dual Role Considerations 9

Module 3 - Ethics and Standards 9

Module 4 - Cultural Competence & Cultural Awareness 9

Module 5 - Modes of Interpreting 9

Module 6 – Onsite, Remote and Hybrid Delivery Modalities 9

Module 7 – Note-Taking 9

Module 8 - Terminology Management 10

Module 9 - Specific Processes in Education 10

Module 10 - Mental Health for Interpreters 10

Note for ASL Interpreters: 10

Facilitator Guide for Modules 11

Module 1: The Role of the Interpreter 11

Module 1 Outline 11

Facilitator Instructions 12

Lesson 1: Introduction (Estimated time: 95 minutes) 12

Lesson 2: Educational Settings Outside the Classroom 17

Lesson 3: The History 19

Lesson 4: The Legal Foundation 21

Lesson 5: The Current State of Field 26

Lesson 6: Resources and Support for Interpreters 27

Module 1 Assessment 30

Module 2: Dual-Role Considerations 31

Module Outline 31

Facilitator Instructions 32

Lesson 1: Introduction 32

Lesson 2: Ethical Considerations in Dual Role 39

Lesson 3: Conflicts of Interest 44

Lesson 3: Setting Boundaries and Maintaining Impartiality and Neutrality 49

Module 2 Assessment 52

Module 3: Ethics and Standards **53**

Module Outline **53**

Facilitator Instructions **54**
Lesson 1: Introduction 54

Washington State and National Codes **58**
Lesson 2: DSHS Professional Code of Conduct 58
Lesson 3: AAITE National Code of Ethics and Standards of Practice 59
Lesson 4: NAETISL Code of Ethics and Standards of Practice 62

Standards of Practice **63**
Lesson 5: Accuracy 63
Lesson 6: Confidentiality 65
Lesson 7: Impartiality & Non-Discrimination 66
Lesson 8: Professional Boundaries 68
Lesson 9: Professional Conduct 69
Lesson 10: Professional Development 71
Lesson 11: Representation of Qualifications 72
Lesson 12: Cultural Awareness 73
Lesson 13: Advocacy 74
Practice and Assessment 75
Lesson 14: Practice Exercises 75
Module 3 Assessment 76

Module 4: Cultural Competence **77**

Module Outline **77**

Facilitator Instructions **78**
Lesson 1: Introduction 78
Lesson 2: Culture and Its Impact on Communication 80
Lesson 3: Cultural Competence and Cultural Awareness 84
Lesson 4: Cultural Competence vs Cultural Experts 87
Lesson 5: Strategies for Culturally Competent Interpreting 90
Lesson 6: Overcoming Cultural Barriers in Interpreting 94
Lesson 7: Ethical Considerations and Cultural Competence 95
Module 4 Assessment 95

Module 5: Modes of Interpreting **96**

Module Outline **96**

Facilitator Instructions **97**
Lesson 1: Introduction to Modes of Interpreting 97
Lesson 2: Interpreter Skills & Best Practices 100
Lesson 3: Consecutive Interpreting 110
Lesson 4: Simultaneous Interpreting 115
Lesson 5: Sight Translation 119
Lesson 6: Relay Interpreting 123
Module 5 Assessment 125

Module 6: Onsite, Remote and Hybrid Delivery Modalities **126**

Module Outline **126**

Facilitator Instructions **127**
Lesson 1: Introduction 127

Lesson 2: On-site Interpreting 129
Lesson 3: Introduction to Remote Interpreting 132
Lesson 3: Over the Phone Interpreting 136
Lesson 4: Video Remote Interpreting 141
Lesson 6: Remote Simultaneous Interpreting 146
Lesson 7: Hybrid Interpreting 149
Module 6 Assessment 150

Module 7: Note-Taking 151

Module Outline 151

Facilitator Instructions 152
Lesson 1: The Fundamentals of Note-Taking 152
Lesson 2: Note-Taking for Different Types of Meetings 160
Lesson 3: Advanced Note-Taking Strategies 164
Lesson 4: Ethical Considerations and Confidentiality 168
Module 7 Assessment 170

Module 8: Terminology Management 171

Module Outline 171

Facilitator Instructions 172
Lesson 1: Introduction to Terminology Management 172
Lesson 2: Features of Terminology Management Tools 177
Lesson 3: Creating and Maintaining a Terminology Database 179
Lesson 4: Best Practices for Terminology Preparation 182
Lesson 5: Ethics and Standards of Practice 185
Discussion Prompts 185
Module 8 Assessment 186

Module 9: Specific Processes 187

Module Outline 187

Facilitator Instructions 188
Lesson 1: Introduction 188
Lesson 2: School Enrollment and Registration 192
Lesson 3: Parent-Teacher Meetings 197
Lesson 4: School Events 201
Lesson 5: Emergency Situations 205
Lesson 6: Section 504 Meetings 207
Lesson 7: Individualized Education Program (IEP) Meetings 210
Lesson 8: Special Education Assessments 217
Module 9 Assessment 221

Module 10: Mental Health for Interpreters 222

Module Outline 222

Facilitator Instructions 223
Lesson 1: Introduction 223
Lesson 2: Mental Fatigue 225
Lesson 3: Burnout 231
Lesson 4: Vicarious Trauma 235
Lesson 5: Strategies and Scripts 238
Module 10 Assessment 241

Conclusion 242

Legal Notice 243

INTRODUCTION

Welcome to the Facilitator's Handbook for the course "Interpreting in Educational Settings Outside the Classroom." This guide will help you effectively facilitate instruction to small groups, ensuring a comprehensive and engaging learning experience for all participants. The course aims to educate and empower interpreters by enhancing their skills and understanding of their crucial role in educational settings, working with parents and guardians with limited English proficiency.

Course Overview

Interpreters in schools serve as vital conduits, providing essential language access that enables parents to actively participate in their children's education. These training modules provide interpreters with the knowledge and skills necessary to bridge language barriers and ensure effective communication between schools and families.

Instructions for Completing the Training

Funded by the Washington Office of Superintendent of Public Instruction (OSPI), this program consists of 10 meticulously crafted modules, each addressing a unique aspect of the field. As a facilitator, your role is crucial in guiding learners through these modules and ensuring they gain the maximum benefit from their training.

The facilitator handbook is designed to offer a structured yet flexible approach. You can choose to walk through the modules with the group in real-time, pausing for discussions as needed, or you may opt to review the modules first and then gather for discussion sessions. This structure can be adapted to suit the needs and preferences of your group. Whether you choose to follow a synchronous or asynchronous format, ensure that learners have ample opportunities to discuss, reflect, and apply the knowledge they gain from each module.

Your approach to facilitation can vary depending on the group size, teaching method, and your experience. This document serves as a guideline, providing flexibility in how you utilize it. The intention is for learners to access the online modules during the instruction period. You and the learners will go through the modules step-by-step, pausing at the case studies and discussion points to engage in deeper exploration. This format allows learners to benefit from your expertise and share their own experiences, enhancing the learning process.

Discussion questions, case studies, and knowledge checks are integrated within the modules themselves. This ensures that you and the learners encounter these elements in context as you progress through the material. Use these elements to stimulate conversation and deeper understanding during the module sessions. Address these components as they appear in the modules to maintain the flow and coherence of the learning experience.

The modules include timeframes for participants who are taking them asynchronously. For the discussion prompts and activities suggested in this handbook, we have provided estimated timeframes for Module 1 as a sample for the facilitator. Depending on the size of the group, the learning styles, and the level of experience of the participants, facilitators should adjust and build

an individualized timeframe for their group discussions that suits their learners and the time allotted for this training.

Key Guidelines for Success

Engage Actively with Each Module:

Encourage learners to approach each module with intentional focus and commitment. The course content is designed to build progressively, ensuring a deep and thorough understanding of each topic. Reflective questions are integrated throughout the modules to stimulate critical thinking and personal engagement. Guide learners to thoughtfully write out their responses, as this exercise will significantly enhance their learning and retention.

Utilize Diverse Learning Materials:

The training includes a rich variety of materials, such as written content, videos, and testimonies from parents, teachers, and professionals in the field. Emphasize the importance of engaging with these diverse resources to provide learners with multiple perspectives and a well-rounded understanding of the topics.

Highlight the terminology tools and additional resources available to support their ongoing professional development and mastery of the field. The facilitator is also encouraged to add their own tested and vetted resources, especially if they are language specific.

Participate in Knowledge Checks:

Throughout the modules, learners will encounter activities designed to assess their pre-existing knowledge and reinforce new concepts. These "check your understanding" points are strategically placed to actively engage them and solidify their comprehension. Encourage learners to embrace these opportunities to test their knowledge and identify areas for further exploration and study.

Complete Module Assessments:

Each module culminates in an assessment that measures learners' grasp of the material. To successfully pass the training, they must achieve a score of 80% or higher on each assessment.

Emphasize the importance of these assessments in ensuring they have thoroughly understood the key concepts and are prepared to apply them effectively in real-world scenarios. If possible, review their errors and determine the cause for each to ensure you see patterns, if any, and can guide the learners to improve their understanding and retention to minimize errors.

Reflect and Internalize:

After completing each module, encourage learners to take time to reflect on the new knowledge and skills they have acquired. Guide them to consider how these insights can be applied to enhance their effectiveness as interpreters and encourage them to engage in reflective journaling exercises.

TRAINING MODULE OUTLINE

Module 1 - Role of the Interpreter

Learners will explore the critical role interpreters play in facilitating communication between schools and families. They'll discover the profound impact of their work in promoting inclusive educational environments and ensuring that all voices are heard and respected.

Module 2 - Dual Role Considerations

This module addresses the unique challenges and responsibilities faced by interpreters who also serve in other professional capacities. Learners will learn strategies to effectively balance these dual roles while maintaining high professional standards and ensuring the integrity of their interpreting work.

Module 3 - Ethics and Standards

Learners will gain a thorough understanding of the national ethics and standards that guide professional interpreting practices. This module will teach learners how to apply these principles in their daily work, helping them uphold integrity, confidentiality, and impartiality in all interpreting scenarios.

Module 4 - Cultural Competence & Cultural Awareness

Mastering cultural competency is crucial for effective communication. In this module, learners will learn techniques to navigate and bridge cultural differences, enhancing their ability to build understanding and rapport between diverse groups.

Module 5 - Modes of Interpreting

This module covers the different modes of interpreting, including simultaneous, consecutive, and sight interpreting. Learners will understand when and how to use each mode to best support communication in various settings, ensuring clarity and accuracy.

Module 6 – Onsite, Remote and Hybrid Delivery Modalities

In this module, you will explore the different modalities of interpreting: remote, onsite, and hybrid. You'll learn about the advantages and disadvantages of each approach, best practices, and practical knowledge necessary for effective interpretation.

Module 7 – Note-Taking

Effective note-taking is a critical skill for interpreters. This module will teach learners techniques for capturing key information accurately and efficiently, supporting clear and coherent communication during interpreting sessions.

Module 8 - Terminology Management

Managing specialized terminology is essential for precise interpreting. In this module, learners will learn strategies for building and maintaining a comprehensive glossary of terms relevant to educational interpreting, ensuring they are always prepared with the right vocabulary.

Module 9 - Specific Processes in Education

Understanding the specific processes and protocols of different school settings is vital for interpreters. This module provides insights into the unique dynamics of various educational environments, from parent-teacher conferences to special education meetings, helping learners navigate these situations effectively.

Module 10 - Mental Health for Interpreters

Interpreting can be emotionally demanding, and maintaining mental health is crucial. In this module, learners will discover strategies for recognizing and managing mental fatigue, burnout, and vicarious trauma. They'll learn techniques to ensure their well-being and sustain their professional performance over the long term.

Note for ASL Interpreters:

These training modules were specifically designed for spoken language interpreters working in educational settings. However, ASL interpreters will also find valuable insights, particularly in Module 9: Specific Processes in Education, and Module 10: Mental Health for Interpreters.

Final Thoughts

We hope you find this training journey both enriching and inspiring. By the end of this course, learners will not only have enhanced their knowledge and skills but also gained greater confidence in their ability to serve families and communities within Washington state educational settings. Your dedication to facilitating their continuous learning and professional development will help to empower them to grow more in their profession and make a meaningful impact on the lives of those they serve.

Enjoy this process of learning and growth. We, at Linguist Education Online, are excited to support you on this path to facilitate and train interpreters.

FACILITATOR GUIDE FOR MODULES

Module 1: The Role of the Interpreter

This module provides a comprehensive overview of the role and responsibilities of interpreters and dual-role bilingual staff when working with parents and families with limited English proficiency in Washington State public schools. It will also cover the historical background, legal foundations, and the current state of the educational interpreting field. The module ends with a list of resources and a quiz to test your knowledge.

Module Objectives

By the end of this module, participants will be able to:

1. **Understand the Role of Interpreters**: Learn about the responsibilities of interpreters who work with parents and families with limited English proficiency in Washington State public schools, specifically outside the classroom.
2. **Explore Historical and Legal Contexts**: Gain insights into the historical background and legal foundations relevant to the field of educational interpreting.
3. **Examine the Current State of the Field**: Explore the current trends, challenges, and advancements in educational interpreting to understand how the field is evolving.
4. **Review and Assess Learning**: Access a variety of resources for further learning and take a quiz to test your knowledge of the module's content

Estimated Time to Complete: 4-6 hours

Module 1 Outline

- Lesson 1: Introduction
- Lesson 2: Educational Settings Outside the Classroom
- Lesson 3: The History
- Lesson 4: The Legal Foundation
- Lesson 5: The Current State of the Field
- Lesson 6: Resources and Support for Interpreters
- Module 1 Assessment

Facilitator Instructions

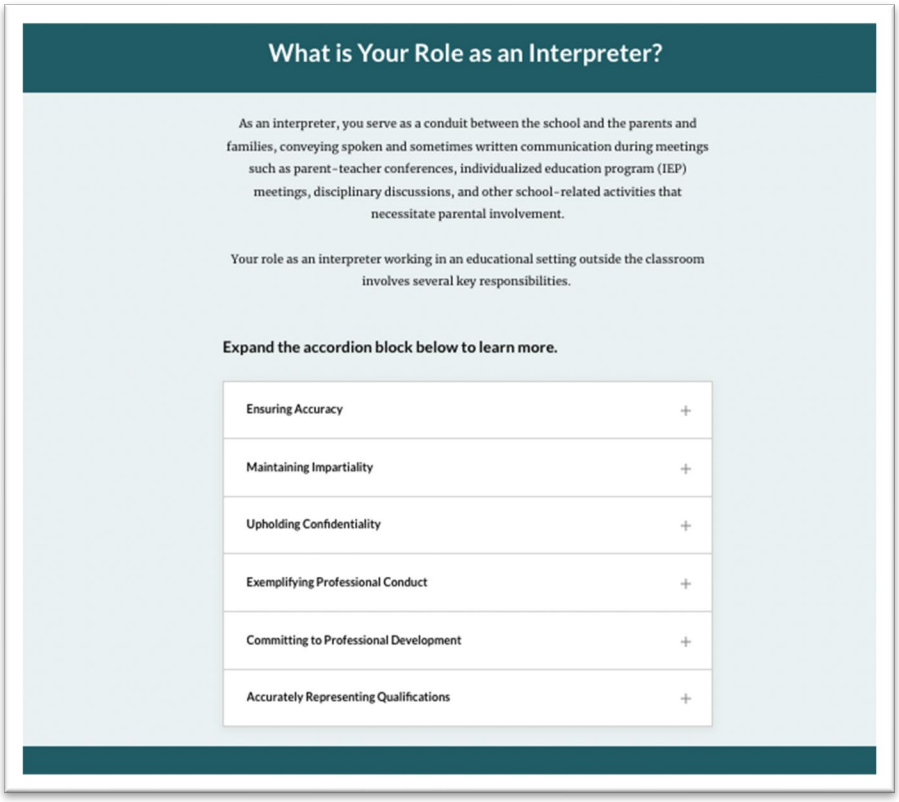
Lesson 1: Introduction (Estimated time: 95 minutes)

Activity 1: The Role of the Interpreter – An Anecdote

Discussion Prompts

- *In pairs, discuss the challenges the parent faced upon arriving at the school. How did the presence of an interpreter alleviate these challenges? Reflect on how an interpreter's role extends beyond mere language translation to providing emotional support.*
- *Consider the various tasks the interpreter performed in the story, such as explaining school policies and assisting with online forms. Discuss with your partner why these tasks are crucial for fostering meaningful participation by parents in their children's education. How do these tasks support the overall educational process?*
- *Reflect on the statement: "The interpreter was like a bridge back to something familiar, a guide in this strange new world." In pairs, discuss how interpreters can act as cultural bridges, helping parents navigate not only language barriers but also cultural differences. Share any personal experiences where cultural understanding played a key role in interpretation.*
- *The anecdote mentions that the interpreter was there without being asked. Discuss with your partner how proactive support by interpreters can impact parents' experiences in educational settings. Why is it important for interpreters to anticipate the needs of parents and guardians with limited English proficiency?*
- *In the story, the parent describes the interpreter as providing hope and making the school environment less intimidating. Discuss in pairs how interpreters can create a welcoming and inclusive atmosphere for parents. What strategies can interpreters use to ensure parents feel supported and valued during school interactions?*

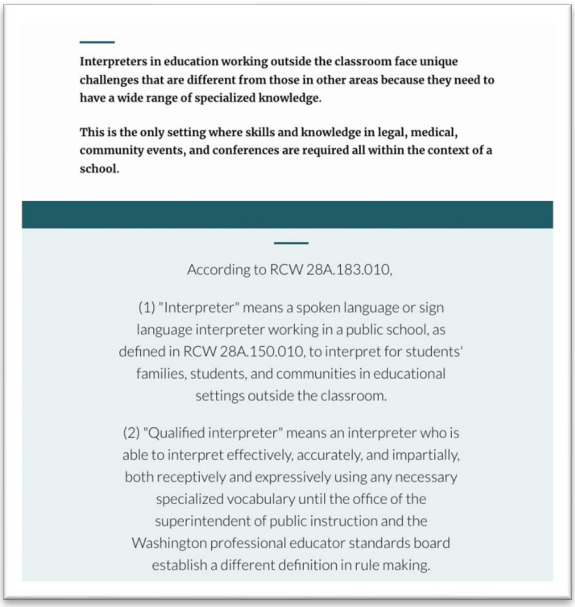
Activity 2: Defining the Role of an Interpreter



Discussion Prompts:

- *In pairs, discuss the various key responsibilities listed for interpreters working in educational settings. Why is ensuring accuracy vital in interpretation, especially in meetings like IEPs or disciplinary discussions? How does accuracy impact the outcomes of these meetings?*
- *Maintaining impartiality is crucial for interpreters. Discuss with your partner situations where impartiality might be challenging to maintain. How can interpreters ensure they remain neutral, and what strategies can they use to handle conflicts of interest?*
- *Upholding confidentiality is a core responsibility of interpreters. Reflect on why confidentiality is important in educational settings. How can breaches of confidentiality affect trust between parents, students, and school staff? Discuss strategies to safeguard sensitive information.*
- *Professional conduct and continuous professional development are essential for interpreters. In pairs, share examples of what exemplifying professional conduct looks like in practice. Why is committing to professional development important for interpreters, and how can it enhance their effectiveness in educational settings?*
- *Language access is a legal requirement in education. Discuss with your partner how this legal mandate affects the role of interpreters in schools. What are the implications of not providing language access to parents and families with limited English proficiency, and how can interpreters advocate for these rights?*

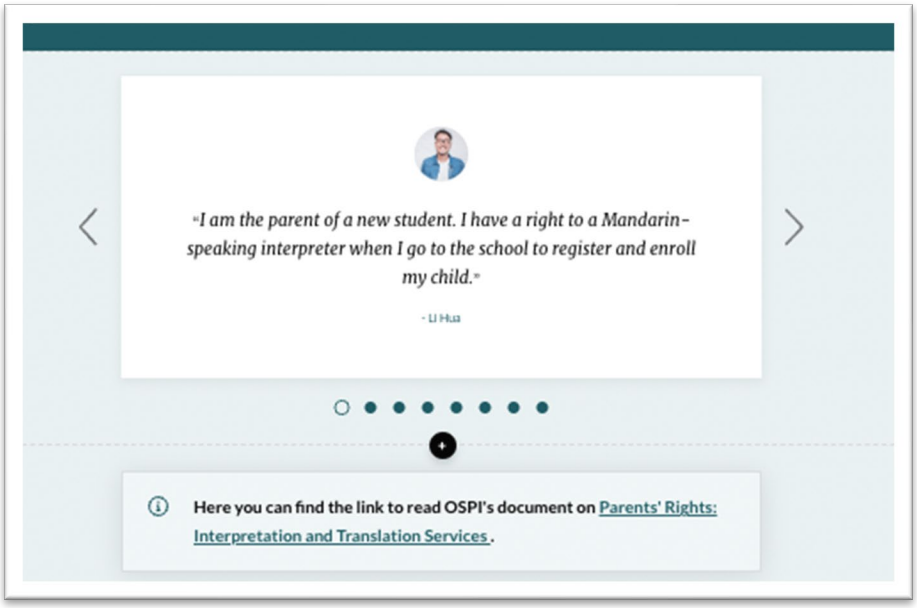
Activity 3: Understanding RCW 28A.183.010



Discussion Prompts

- *In pairs, discuss the unique challenges that interpreters in educational settings face compared to those in other fields. How does the need for a wide range of specialized knowledge impact their role and responsibilities?*
- *Reflect on the statement that education is the only setting requiring skills and knowledge in legal, medical, community events, and conferences. Discuss with your partner how this multidisciplinary requirement influences the training and preparedness of educational interpreters.*
- *According to RCW 28A.183.010, interpreters must interpret for students' families, students, and communities in educational settings outside the classroom. Discuss with your partner the importance of this broad scope. How does it affect the relationship between the school and the community?*
- *The definition of a "qualified interpreter" includes the ability to interpret effectively, accurately, and impartially using necessary specialized vocabulary. In pairs, discuss why these qualities are crucial for interpreters. How can interpreters ensure they meet these standards in their daily work?*
- *Consider the legislative requirements for interpreters in educational settings. Discuss with your partner how these regulations ensure quality and consistency in interpretation services. What additional measures could schools take to support interpreters in meeting these standards?*

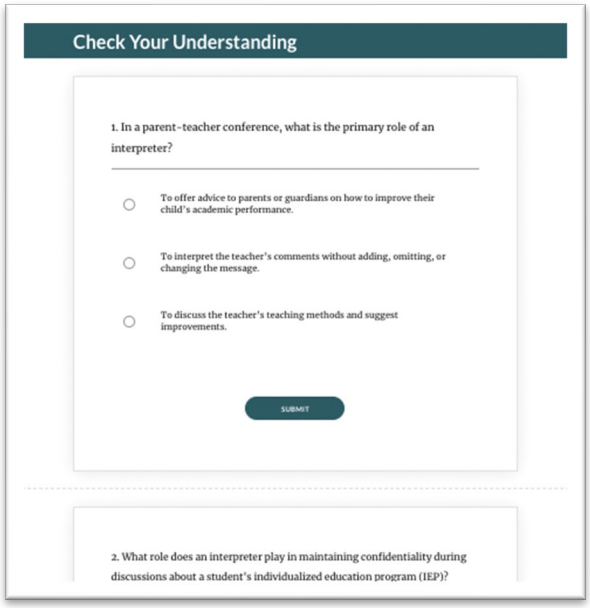
Activity 4: Understanding Parents' Rights to Interpreting Services



Discussion Prompts:

- *Reflect on Li Hua's quote about the right to a Mandarin-speaking interpreter. In pairs, discuss the importance of providing interpreters who speak the parents' native languages during critical school activities such as registration and enrollment. How does this support equitable access to education for all students?*
- *Consider a quote from a parent expressing relief at having an interpreter during parent-teacher conferences. Discuss with your partner how interpreters can bridge communication gaps during these meetings. What are the potential impacts on the student's educational experience when parents are fully informed and involved?*
- *One parent mentioned their right to an interpreter for understanding school policies and procedures. In pairs, discuss how interpreters can assist in ensuring parents comprehend these policies. Why is it important for parents to understand school procedures, and how does this knowledge empower them?*
- *Another parent highlighted the need for interpreters during special education meetings. Reflect on this with your partner and discuss how interpreters play a critical role in such contexts. How do interpreters help ensure that parents can advocate effectively for their children's needs?*
- *Parents have expressed their rights to interpretation services across various school activities. In pairs, consider how schools can best communicate these rights to parents. What strategies can be implemented to ensure that all parents are aware of their rights to interpretation services and know how to access them?*

Activity 5: Check Your Understanding



Instructions for the Facilitator:

Present the "Check Your Understanding" section to the participants and explain that this activity will help them review and solidify their understanding of the interpreter's role and responsibilities. Ask learners to individually complete the questions provided in the image. Each question is designed to assess key aspects of their knowledge, including the primary role of an interpreter in a parent-teacher conference, maintaining confidentiality during discussions about a student's individualized education program (IEP), and the main objective when facilitating communication between a parent or guardian with limited English proficiency and the school's administration. Allow participants 10 minutes to carefully read and answer the questions. After they have completed the questions, bring the group back together for a brief discussion to review the correct answers and address any misunderstandings.

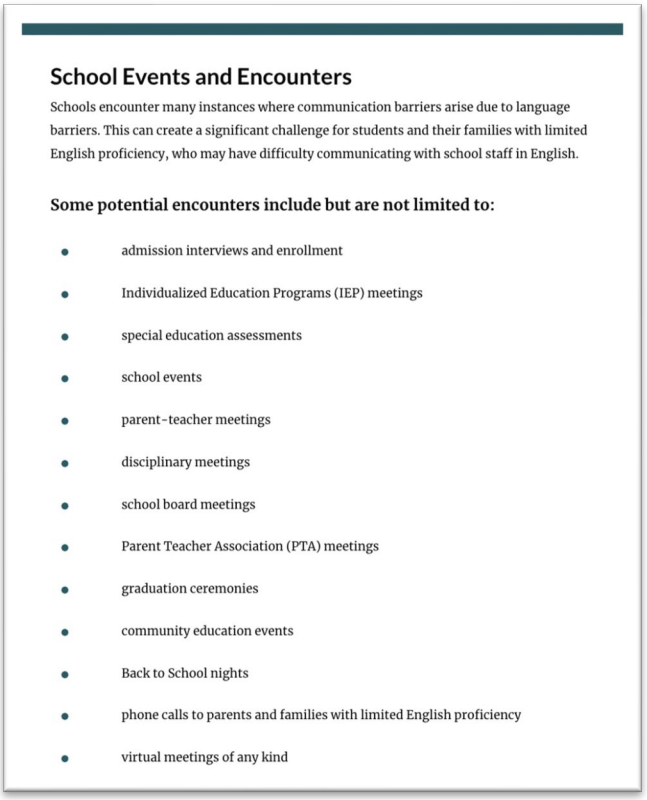
Time Frame: 15 minutes

Discussion Prompts:

1. *Why is it essential for schools to provide interpretation services for parents?*
2. *What challenges might parents face if interpretation services are not available?*
3. *How do interpretation services benefit parents, students, and the school community?*
4. *What are some best practices for ensuring that interpretation services are effectively utilized?*
5. *How can schools better communicate the availability of interpretation services to parents?*

Lesson 2: Educational Settings Outside the Classroom

Activity 1: Identifying School Events Requiring Interpreting



School Events and Encounters

Schools encounter many instances where communication barriers arise due to language barriers. This can create a significant challenge for students and their families with limited English proficiency, who may have difficulty communicating with school staff in English.

Some potential encounters include but are not limited to:

- admission interviews and enrollment
- Individualized Education Programs (IEP) meetings
- special education assessments
- school events
- parent-teacher meetings
- disciplinary meetings
- school board meetings
- Parent Teacher Association (PTA) meetings
- graduation ceremonies
- community education events
- Back to School nights
- phone calls to parents and families with limited English proficiency
- virtual meetings of any kind

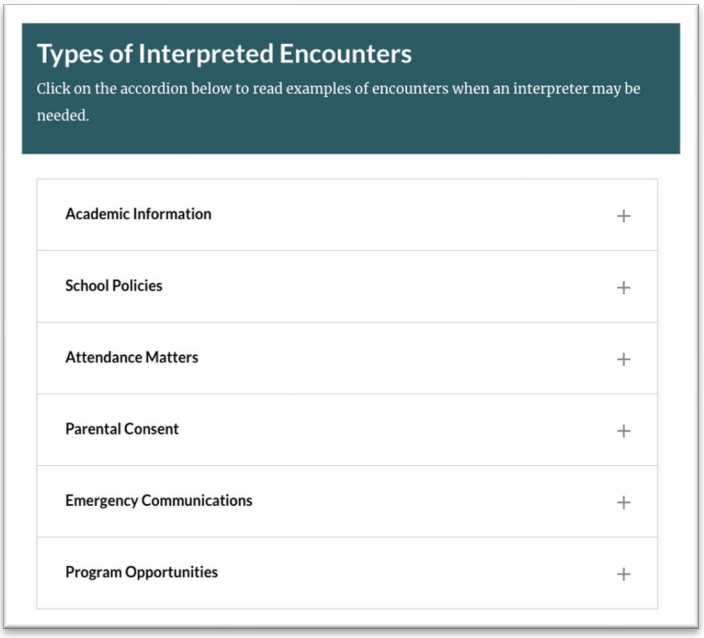
Instructions for the Facilitator:

Begin by discussing the importance of identifying school events and encounters where interpreters are needed to assist students and families with limited English proficiency. Explain that this activity will help participants recognize various situations that may require interpretation services. Divide participants into pairs and provide them with the list of potential school events and encounters from the image (e.g., admission interviews, IEP meetings, parent-teacher meetings). Instruct each pair to discuss and identify the types of school events and encounters where an interpreter may be needed, considering why an interpreter would be necessary in these situations (5 minutes).

Bring all pairs back together for a group discussion, asking each pair to share the events they identified as requiring an interpreter and their reasons. Write the identified events on the whiteboard or large paper, ensuring all possible encounters are covered (5 minutes). Facilitate a discussion on the importance of providing interpreters for these events and how it can impact communication and understanding between the school and families. Encourage participants to share any experiences they have had with interpreters in these settings and the outcomes (5 minutes). Finally, ask participants to reflect on the activity and write down any new insights they gained about the importance of interpreters in school events in their notebooks (5 minutes).

Time Frame: 20 minutes

Activity 2: Categorizing Interpreted Encounters



Instructions for the Facilitator:

Begin by explaining that this activity will build on the previous one, where participants identified various school events and encounters requiring an interpreter. Now, participants will categorize these events into specific types of interpreted encounters as shown in the image (Academic Information, School Policies, Attendance Matters, Parental Consent, Emergency Communications, Program Opportunities). Divide participants into small groups and provide them with the list of school events identified in the previous activity. Instruct each group to categorize these events into the appropriate types of interpreted encounters.

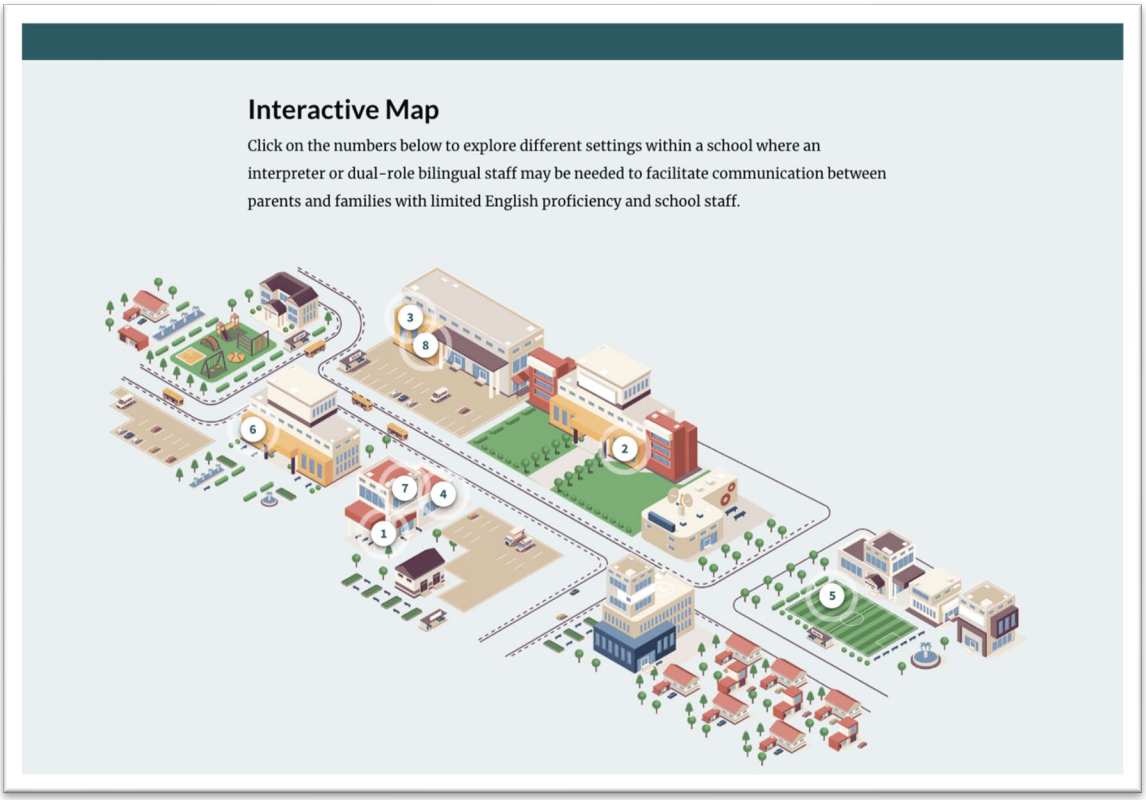
After categorizing, ask each group to present their categorization and reasoning to the whole group. Write down the categorized events on the whiteboard or large paper under the headings "Academic Information," "School Policies," "Attendance Matters," "Parental Consent," "Emergency Communications," and "Program Opportunities." Facilitate a discussion to ensure all events are accurately categorized and address any discrepancies or questions.

Time Frame: 20 minutes

Facilitator Tips:

- Encourage participants to think about the primary purpose of each event or encounter when categorizing.
- Provide guidance and examples if participants need help understanding the categories.
- Ensure the discussion stays focused on accurately categorizing the events.

Activity 3: Visualizing Interpreting Encounter Locations



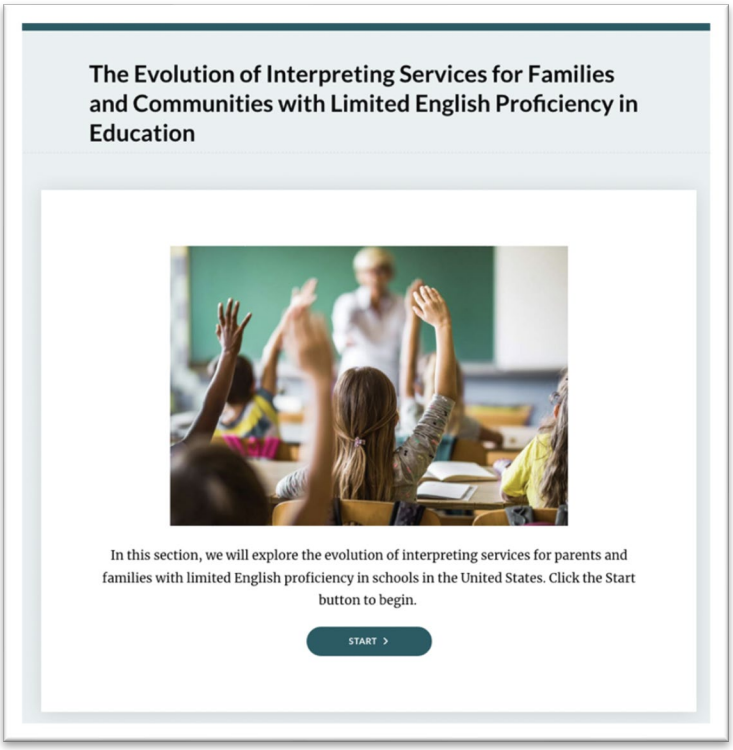
Instructions for the Facilitator:

Begin by explaining that this activity will help participants identify specific locations on a school campus where interpreters may be needed. Using the provided interactive map as a reference, participants will create a rough sketch of the different buildings on a school campus and label the locations where an interpreter might be required. Start by showing the interactive map image to the participants and briefly explaining the different settings within a school where an interpreter or dual-role bilingual staff member may be needed, highlighting key locations such as the administration building, classrooms, sports fields, and other relevant areas (5 minutes). Next, divide participants into small groups and provide each group with paper and markers. Instruct each group to create a rough sketch of the different buildings on a school campus and label the buildings, identifying specific locations where an interpreter might be needed, such as the main office, classrooms, counselor's office, sports fields, and event areas (10 minutes). Bring all groups back together for a brief discussion, asking each group to share their sketches and explain the locations they identified for interpreter involvement, comparing the groups' sketches with the provided interactive map to ensure all key locations are covered (5 minutes). Finally, ask participants to reflect on the activity and write down any new insights they gained about the importance of identifying specific locations for interpreter involvement on a school campus (5 minutes).

Time Frame: 25 minutes

Lesson 3: The History

Activity 1: Creating a Timeline of the Evolution of Interpreting Services in Schools



Instructions for the Facilitator:

Begin by instructing participants to go through the five slides in the module that cover the evolution of interpreting services for parents and families with limited English proficiency in schools. Ask them to create a timeline of the evolution of interpreting services, labeling the timeline with a summary of the content provided in the slides and in their own words (10 minutes). After completing their timelines, have participants sit in pairs to compare their timelines. Facilitate a discussion with the following questions: "What did you decide to include in your timeline that your partner did not?" and "Discuss why that specific information seemed important for you to include" (10 minutes).

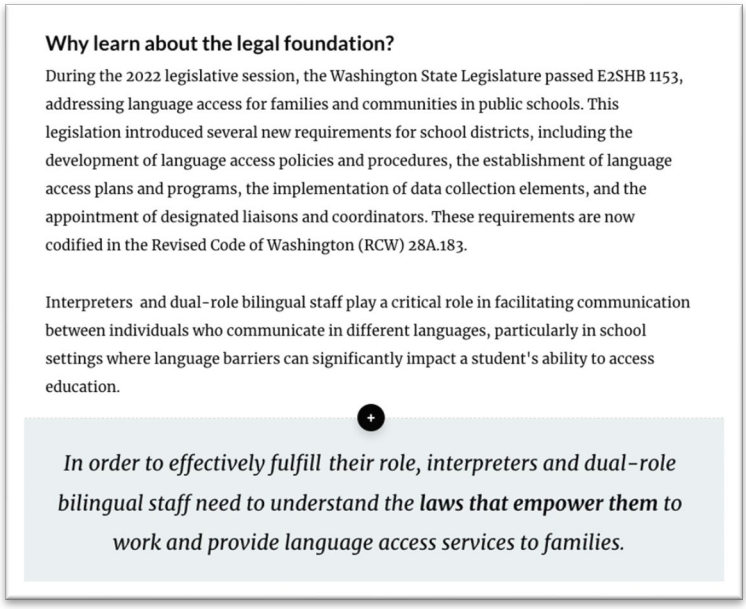
Time Frame: 20 minutes

Facilitator Tips:

- Encourage participants to be detailed and creative with their timelines.
- Ensure that participants understand the key events and developments in the history of interpreting services.
- Guide the discussion to help participants appreciate different perspectives on what information is deemed important.

Lesson 4: The Legal Foundation

Activity 1: Understanding the Legal Foundation for Language Access



Instructions for the Facilitator:

Begin by presenting the information in the image to the participants. Explain that this activity will involve discussing the legal foundation for language access services and its impact on the role of interpreters and dual-role bilingual staff.

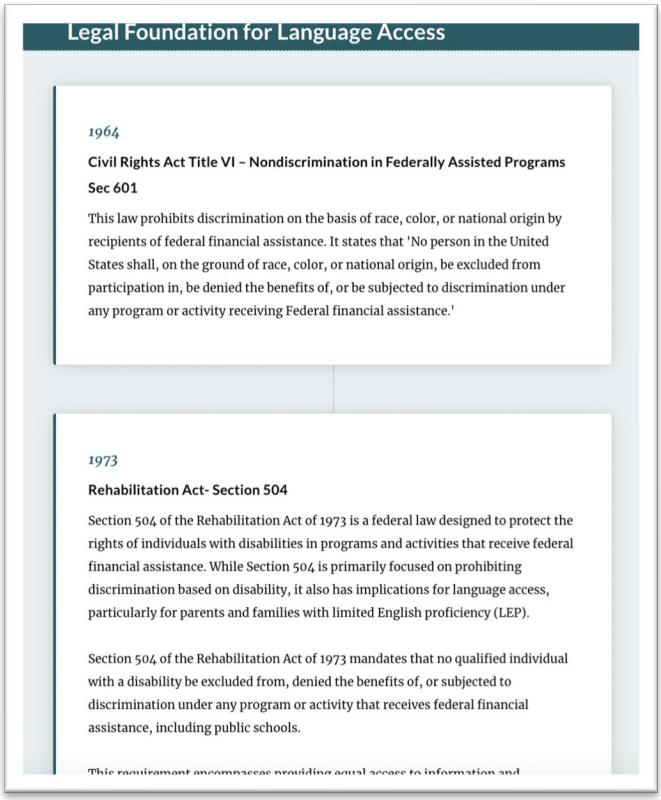
Guided Discussion (15 minutes)

- Use the following guiding questions to facilitate a discussion and extract the key information from the learners:

    1. *What legislation was passed by the Washington State Legislature in 2022, and what does it address?*
    2. *What new requirements for school districts were introduced by this legislation?*
    3. *How are these requirements codified, and where can they be found?*
    4. *Why is it important for interpreters and dual-role bilingual staff to understand these laws?*
    5. *How do language barriers impact a student's ability to access education, and what role do interpreters play in mitigating these barriers?*
- Ask participants to write a brief reflection in their notebooks about the importance of understanding the legal foundations for their role and how it empowers them to provide language access services effectively.

Time Frame: 20 minutes

Activity 2: Exploring Legal Foundations for Language Access



Instructions for the Facilitator:

Begin by explaining that this activity will help participants explore the key legal acts that provide the foundation for language access services in schools. The content includes information about the Civil Rights Act Title VI and the Rehabilitation Act Section 504. Divide participants into pairs and provide each pair with the content from the image. Instruct each pair to read the provided information carefully and discuss the key points of each legal act (10 minutes). Ask each pair to create a brief summary of the main points of each legal act, highlighting how each act supports language access in educational settings. Encourage them to note the specific implications for parents and families with limited English proficiency (5 minutes). Bring all pairs back together for a group discussion, asking each pair to share their summaries with the group. Facilitate a discussion on the importance of these legal acts and how they impact the role of interpreters and dual-role bilingual staff in schools (10 minutes). Finally, ask participants to write a brief reflection in their notebooks about the importance of understanding these legal foundations and how they can apply this knowledge in their work (5 minutes).

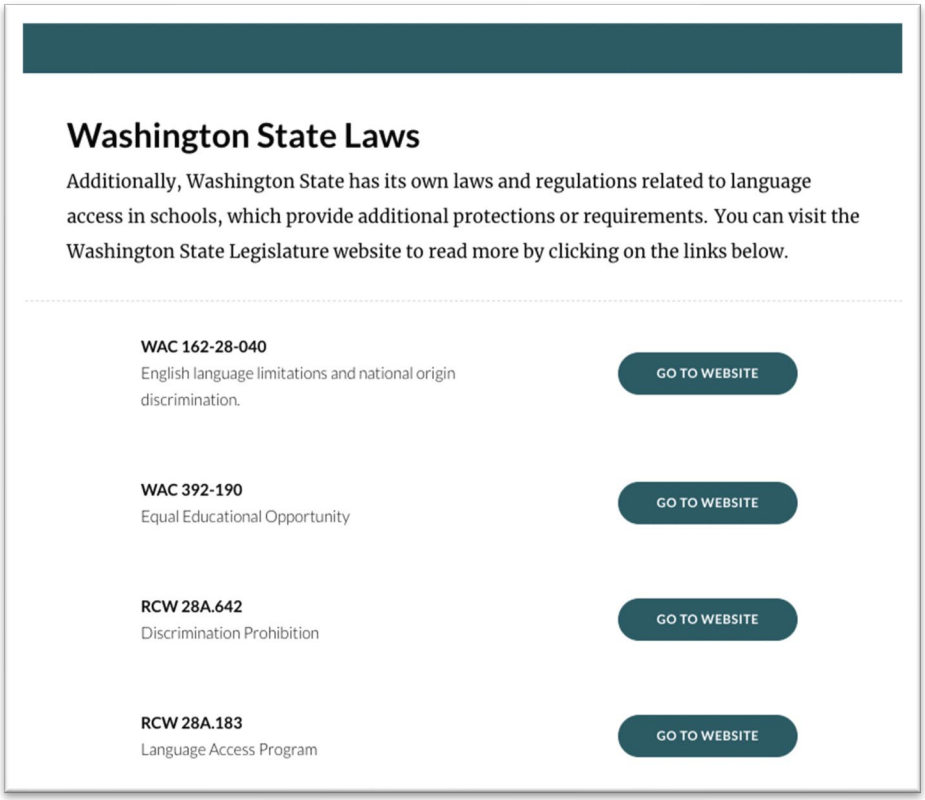
Time Frame: 30 minutes

Discussion Prompts:

1. *What are the key provisions of the Civil Rights Act Title VI, and how do they support language access?*

2. *How does the Rehabilitation Act Section 504 address language access for individuals with disabilities?*
3. *Why is it important for interpreters and dual-role bilingual staff to understand these legal acts?*
4. *How do these legal foundations impact the daily work of interpreters in educational settings?*
5. *What specific challenges might arise if these legal acts were not in place?*
6. *How can schools ensure compliance with these legal requirements?*
7. *What are the implications of these legal acts for parents and families with limited English proficiency?*
8. *How do these legal foundations promote equity in education?*
9. *Can you think of any real-life examples where these legal acts have made a significant impact on language access in schools?*
10. *What steps can interpreters take to stay informed about changes or updates to these legal foundations?*

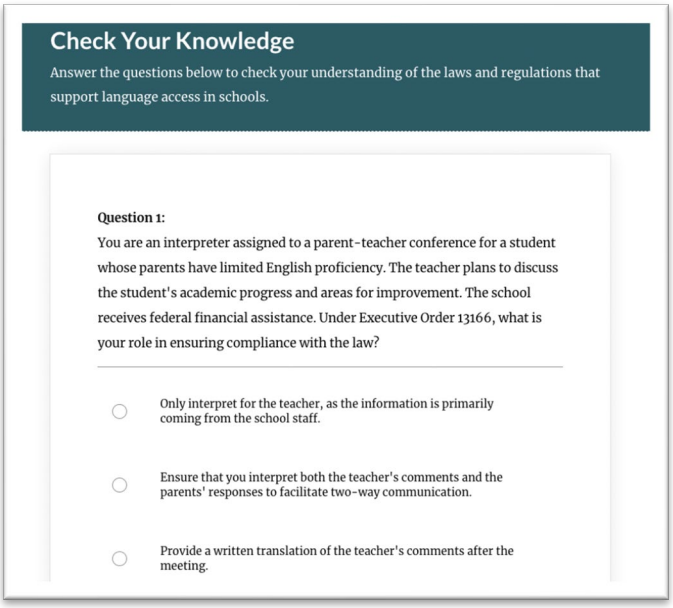
Activity 3: Exploring Washington State Laws on Language Access



Discussion Prompts:

1. *What key protections and requirements related to language access did you find in each law or regulation?*
2. *How do these laws impact your role as an interpreter or dual-role bilingual staff member in schools?*
3. *What challenges might schools face in complying with these laws, and how can they overcome them?*
4. *Why is it important for interpreters to be familiar with these specific state laws and regulations?*
5. *Can you provide an example of how one of these laws might be applied in a real-world educational setting?*

Activity 4: Checking Your Knowledge on Language Access Laws and Regulations



Instructions for the Facilitator:

Begin by explaining that this activity will help participants test their knowledge of language access laws and regulations in educational settings. Instruct participants to individually answer the "Check Your Knowledge" questions provided in the image. These questions are designed to assess their understanding of specific legal requirements and their application in real-world scenarios.

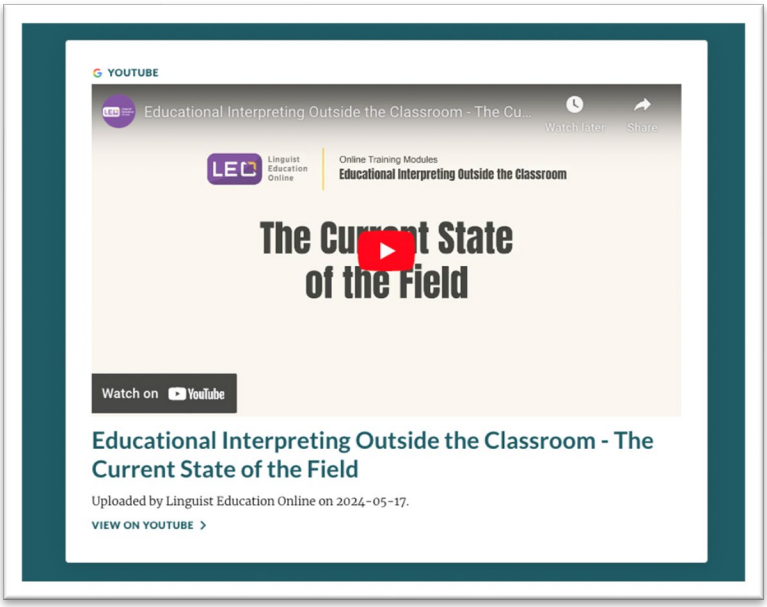
Time Frame: 20 minutes

Discussion Prompts:

- *What are the potential consequences for schools that do not comply with language access laws?*
- *Can you think of any real-life scenarios where understanding these laws would be crucial for effective communication?*

Lesson 5: The Current State of Field

Activity 1: Understanding the Current State of Educational Interpreting



Instructions for the Facilitator:

Begin by instructing participants to watch the video titled "The Current State of the Field" uploaded by Linguist Education Online. Explain that this activity will help them gain insights into the current state of educational interpreting outside the classroom. After watching the video, participants will engage in a discussion to explore the key themes and ideas presented.

- Have participants watch the video "The Current State of the Field" attentively.
- Ask participants to take notes during the video, focusing on key points, trends, challenges, and advancements discussed.

Group Discussion (15 minutes)

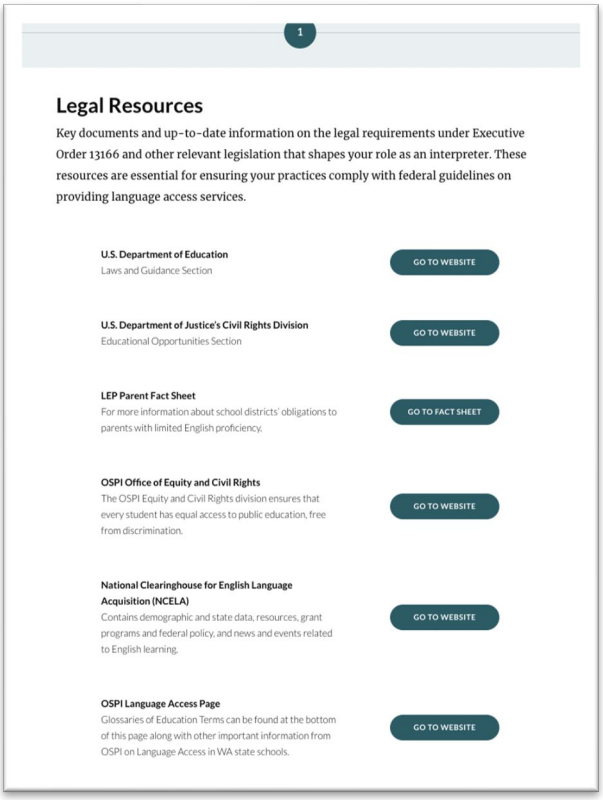
Facilitate a group discussion using the following open-ended questions to guide the conversation:

1. *What are the current trends in the field of educational interpreting mentioned in the video?*
2. *What challenges do educational interpreters face today, according to the video?*
3. *How have advancements in technology impacted the role of educational interpreters?*
4. *What are some strategies or solutions presented in the video to address the challenges in educational interpreting?*
5. *How can educational interpreters continue to develop professionally in light of the current state of the field?*

Time Frame: 30 minutes

Lesson 6: Resources and Support for Interpreters

Activity 1: Exploring Legal Resources for Language Access



Instructions for the Facilitator:

Begin by explaining that this activity will help participants explore important legal resources that provide up-to-date information on legal requirements under Executive Order 13166 and other relevant legislation. These resources are essential for ensuring compliance with federal guidelines on providing language access services. Instruct participants to visit the provided websites listed in the image (U.S. Department of Education, U.S. Department of Justice's Civil Rights Division, LEP Parent Fact Sheet, OSPI Office of Equity and Civil Rights, National Clearinghouse for English Language Acquisition (NCELA), OSPI Language Access Page).

1. **Online Exploration (10 minutes)**
    - Have participants individually or in pairs visit each of the listed websites.
    - Instruct them to explore the content, focusing on key legal requirements and guidelines related to language access in schools.
2. **Summary Creation (5 minutes)**
    - Ask participants to create a brief summary of the key points from each resource, noting how each one supports language access in educational settings.

3. **Group Discussion (5 minutes)**

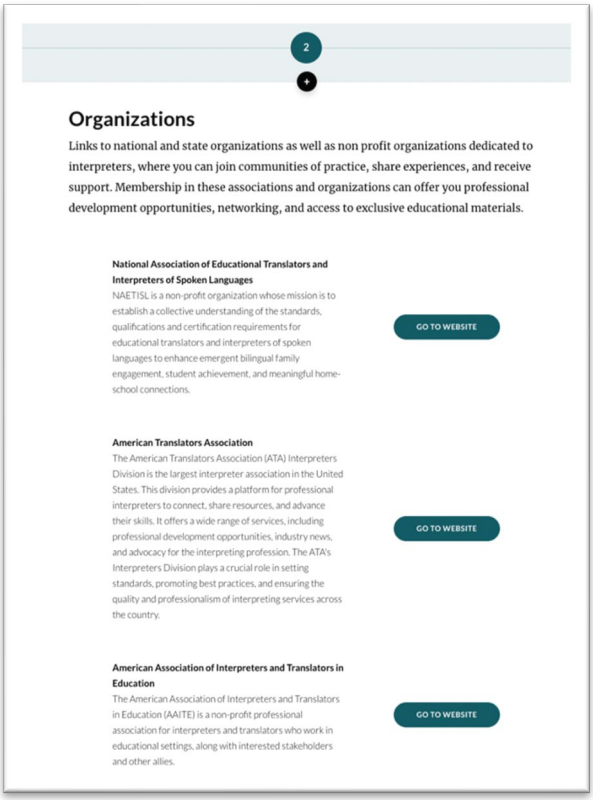
    - Bring participants back together for a brief group discussion.
    - Ask participants to share one key point they found most important or interesting from their exploration.
    - Facilitate a discussion on how these resources can be utilized in their roles as interpreters or dual-role bilingual staff.

Time Frame: 20 minutes

Discussion Prompts:

1. *What key legal requirements related to language access did you find on each website?*
2. *How can the information from these resources support your role as an interpreter?*
3. *Why is it important to stay informed about the latest guidelines and legal requirements for language access?*
4. *How can schools ensure they are complying with the legal requirements outlined in these resources?*
5. *Can you share an example of how you might use one of these resources in your daily work?*

Activity 2: Exploring Professional Organizations for Interpreters



Instructions for the Facilitator:

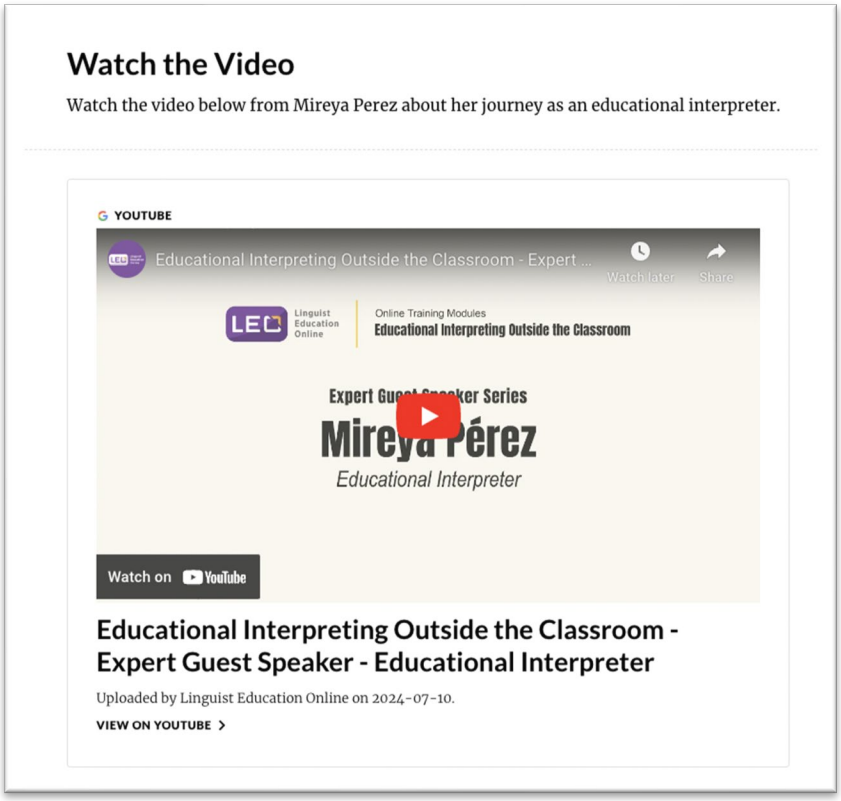
Ask participants to create a brief summary of the key points from each organization, noting their unique offerings and how they support interpreters. Encourage them to compare the organizations, identifying similarities and differences (5 minutes). Bring participants back together for a group discussion, asking them to share their summaries and comparisons with the group. Facilitate a discussion on the importance of joining professional organizations and how they can benefit from the resources and networking opportunities offered (10 minutes). Finally, ask participants to write a brief reflection in their notebooks about the value of professional organizations and how they plan to engage with these resources in their careers (5 minutes).

Time Frame: 30 minutes

Discussion Prompts:

1. *What are the unique benefits offered by each professional organization, and how do they support your role as an interpreter?*
2. *How can joining a professional organization enhance your professional development and networking opportunities?*
3. *In what ways can the resources and services provided by these organizations help you address challenges in your interpreting work?*

Activity 3: Exploring the Journey of an Educational Interpreter



Instructions for the Facilitator:

Begin by instructing participants to watch the video featuring Mireya Perez as a group. Explain that while watching the video, each participant should formulate five questions about the content presented by Mireya Perez regarding her journey as an educational interpreter. After watching the video, bring the group together to discuss and brainstorm answers to the questions they have come up with. Encourage participants to share their thoughts, insights, and any additional questions that arise during the discussion.

Module 1 Assessment

Evaluate participants' understanding of the key concepts, legal foundations, and professional practices related to educational interpreting outside the classroom. Inform participants that this assessment aims to gauge their comprehension of the material covered in Module 1. Instruct them to answer the following questions to the best of their ability. After completion, review the answers as a group to ensure understanding and address any misconceptions.

Module 2: Dual-Role Considerations

Welcome to the module on dual-role considerations for educational interpreters working with parents and families with limited English proficiency. In this module, you will learn about the differences between ad hoc interpreters, professional interpreters, and dual-role interpreters, as well as the ethical considerations, strategies for managing dual roles, and the importance of setting boundaries and maintaining impartiality. This training aims to ensure that bilingual staff can effectively and ethically fulfill their interpreting responsibilities in educational settings.

Module Objectives

By the end of this module, participants will be able to:

1. **Understand the differences between ad hoc interpreters, professional interpreters, and trained dual-role interpreters**: Learn about the distinctions among these roles in educational settings.
2. **Identify the ethical considerations and challenges faced by dual-role interpreters**: Recognize the ethical dilemmas and challenges and strategies for managing these challenges.
3. **Learn techniques for setting boundaries and maintaining impartiality**: Acquire skills for managing dual roles effectively while maintaining professionalism and impartiality.
4. **Develop skills for effective communication and transparency**: Ensure accurate and ethical interpretation in educational contexts.

Estimated Time to Complete: 2-3 hours

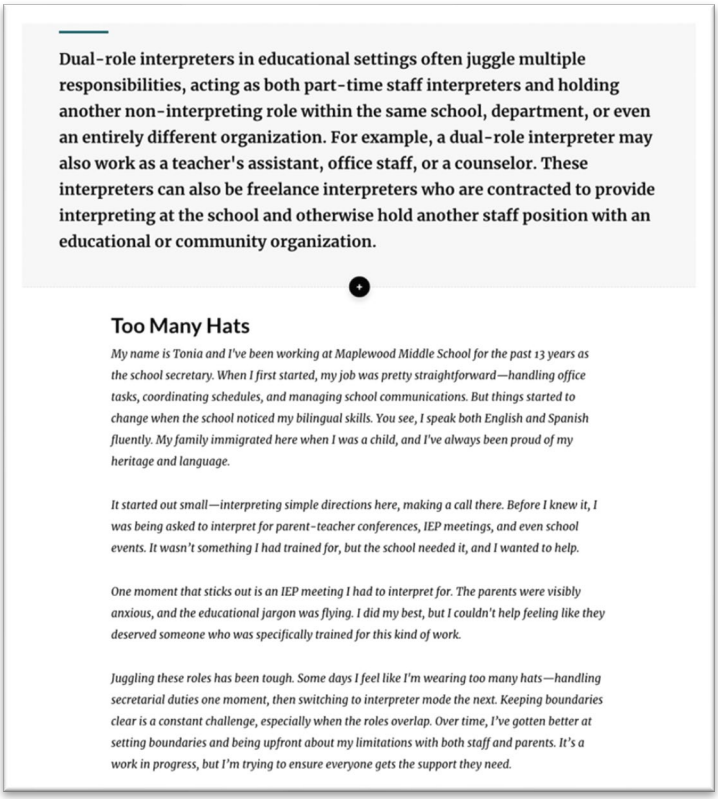
Module Outline

Lesson 1: Introduction
Lesson 2: Ethical Considerations in Dual Role
Lesson 3: Conflicts of Interest
Lesson 4: Setting Boundaries and Maintaining Impartiality and Neutrality
Module 2 Assessment

Facilitator Instructions

Lesson 1: Introduction

Activity 1: Reflecting on the Dual-Role Interpreter Experience



Dual-role interpreters in educational settings often juggle multiple responsibilities, acting as both part-time staff interpreters and holding another non-interpreting role within the same school, department, or even an entirely different organization. For example, a dual-role interpreter may also work as a teacher's assistant, office staff, or a counselor. These interpreters can also be freelance interpreters who are contracted to provide interpreting at the school and otherwise hold another staff position with an educational or community organization.

Too Many Hats

My name is Tonia and I've been working at Maplewood Middle School for the past 13 years as the school secretary. When I first started, my job was pretty straightforward—handling office tasks, coordinating schedules, and managing school communications. But things started to change when the school noticed my bilingual skills. You see, I speak both English and Spanish fluently. My family immigrated here when I was a child, and I've always been proud of my heritage and language.

It started out small—interpreting simple directions here, making a call there. Before I knew it, I was being asked to interpret for parent-teacher conferences, IEP meetings, and even school events. It wasn't something I had trained for, but the school needed it, and I wanted to help.

One moment that sticks out is an IEP meeting I had to interpret for. The parents were visibly anxious, and the educational jargon was flying. I did my best, but I couldn't help feeling like they deserved someone who was specifically trained for this kind of work.

Juggling these roles has been tough. Some days I feel like I'm wearing too many hats—handling secretarial duties one moment, then switching to interpreter mode the next. Keeping boundaries clear is a constant challenge, especially when the roles overlap. Over time, I've gotten better at setting boundaries and being upfront about my limitations with both staff and parents. It's a work in progress, but I'm trying to ensure everyone gets the support they need.

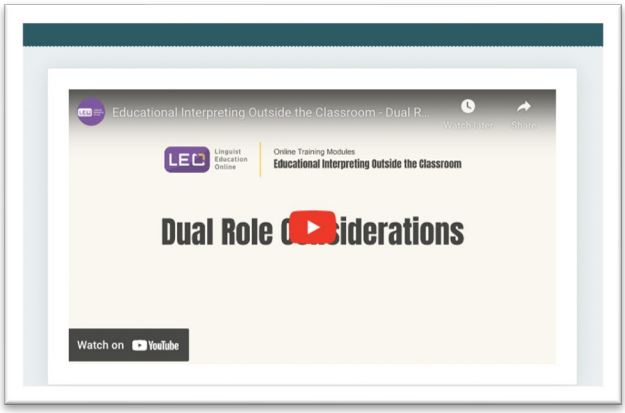
Instructions for the Facilitator:

Begin by asking participants to read the content in the image, which includes an explanation of dual-role interpreters and an anecdote titled "Too Many Hats." After reading, instruct participants to write a reflective paragraph about the challenges and experiences described in the anecdote. Provide the following guiding questions to help them write their reflection:

1. *How does Tonia describe her initial role at Maplewood Middle School, and how did it change over time?*
2. *What specific challenges did Tonia face as a dual-role interpreter?*
3. *How did Tonia feel about interpreting for the IEP meeting, and why?*
4. *What strategies did Tonia develop to manage her multiple responsibilities?*
5. *Why is it important for dual-role interpreters to set boundaries and communicate their limitations?*
6. *How can Tonia's experience inform your approach to balancing multiple roles as an interpreter?*

Time Frame: 20 minutes

Activity 2: Understanding Dual Role Considerations



Instructions for the Facilitator:

Begin by instructing participants to watch the video titled "Dual Role Considerations" together as a group. Explain that the video will provide insights into the challenges and important factors to consider when working in dual roles as an interpreter. After watching the video, ask each participant to write down three questions they have about dual roles based on the content of the video.

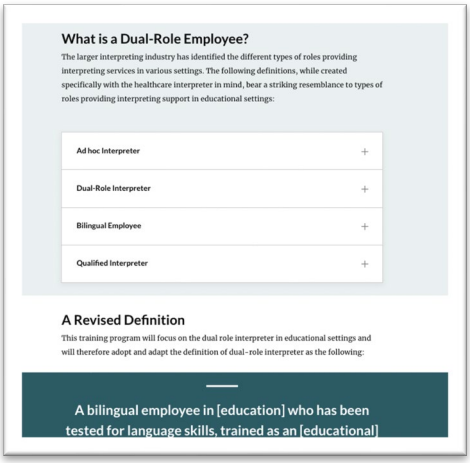
1. **Video Viewing (10 minutes)**
    - Watch the video "Dual Role Considerations" together as a group.
2. **Question Formulation (5 minutes)**
    - Instruct participants to individually write down three questions they have about dual roles based on what they learned from the video.
3. **Group Sharing (5 minutes)**
    - Bring the group together to share the questions they formulated.
    - Facilitate a brief discussion about the questions, encouraging participants to provide answers or insights based on their understanding and experiences.

Time Frame: 20 minutes

Discussion Prompts

- *What aspects of the video did you find most challenging or thought-provoking, and why?*
- *How can dual roles impact the effectiveness and impartiality of an interpreter?*
- *What strategies can interpreters employ to manage the complexities of dual roles?*
- *How does the video suggest balancing the responsibilities of multiple roles within an educational setting?*
- *What additional support or resources might be necessary for interpreters working in dual roles to ensure they can perform both roles effectively?*

Activity 2: Defining Dual-Role Employees



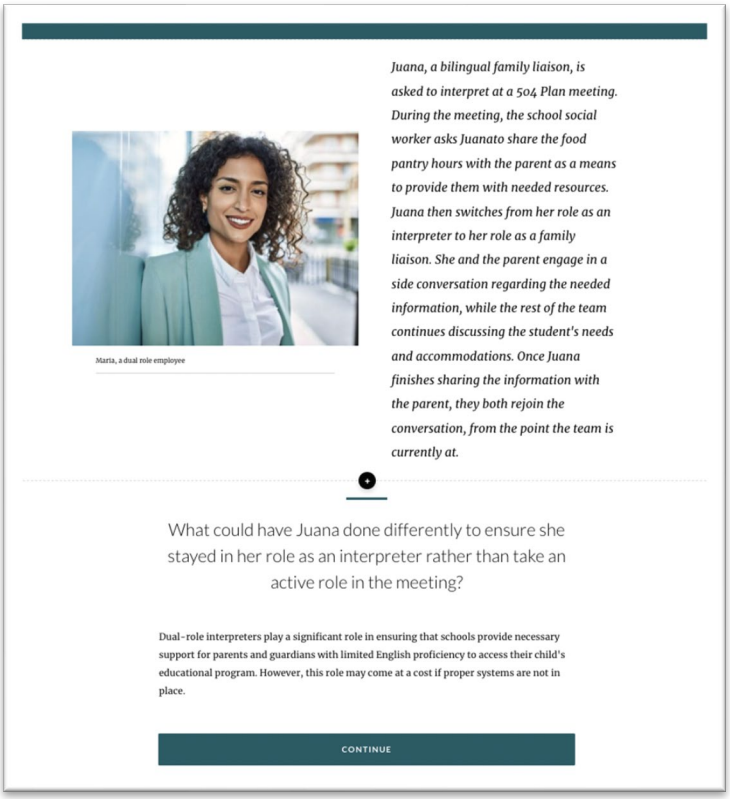
Instructions for the Facilitator:

Begin by referencing the content in the module that discusses the different types of roles providing interpreting support in educational settings, specifically focusing on the definitions provided for ad hoc interpreter, dual-role interpreter, bilingual employee, and qualified interpreter.

1. **Group Work (10 minutes)**
    - Divide participants into small groups.
    - Instruct each group to discuss the definitions provided in the module and collaboratively create their own definition of a dual-role employee based on the given information.
    - Encourage them to consider the key elements such as language skills testing, interpreter training, and part-time interpreting responsibilities.
2. **Group Sharing (5 minutes)**
    - Have each group share their definition with the larger group.
    - Write each group's definition on the whiteboard or large paper for everyone to see.
3. **Discussion and Consensus (10 minutes)**
    - Facilitate a discussion on the similarities and differences between the group definitions.
    - Guide the group towards a consensus definition that incorporates the key elements from the module.

Time Frame: 25 minutes

Activity 3: Role Clarification and Professional Boundaries



Instructions for the Facilitator:

Begin by explaining that this activity will help participants analyze a real-life scenario where a dual-role interpreter needs to maintain professional boundaries. Refer to the content in the module about Juana, a bilingual family liaison who was asked to interpret at a 504 Plan meeting but switched roles during the meeting.

1. **Individual Analysis (5 minutes)**
    - Ask participants to individually read the scenario provided about Juana.
    - Instruct them to think critically about what Juana did and what she could have done differently to stay within her role as an interpreter.
2. **Pair Discussion (5 minutes)**
    - Have participants pair up to discuss their individual analyses.
    - Instruct pairs to identify specific moments in the scenario where Juana switched roles and to suggest alternative actions she could have taken.
3. **Group Brainstorming (10 minutes)**
    - Bring the pairs together into larger groups.
    - Ask each group to brainstorm and list strategies that dual-role interpreters can

use to stay within their interpreting role during meetings.
- Encourage them to consider the importance of communication with the team, setting clear boundaries, and seeking support from colleagues or supervisors.

4. **Reflection (5 minutes)**

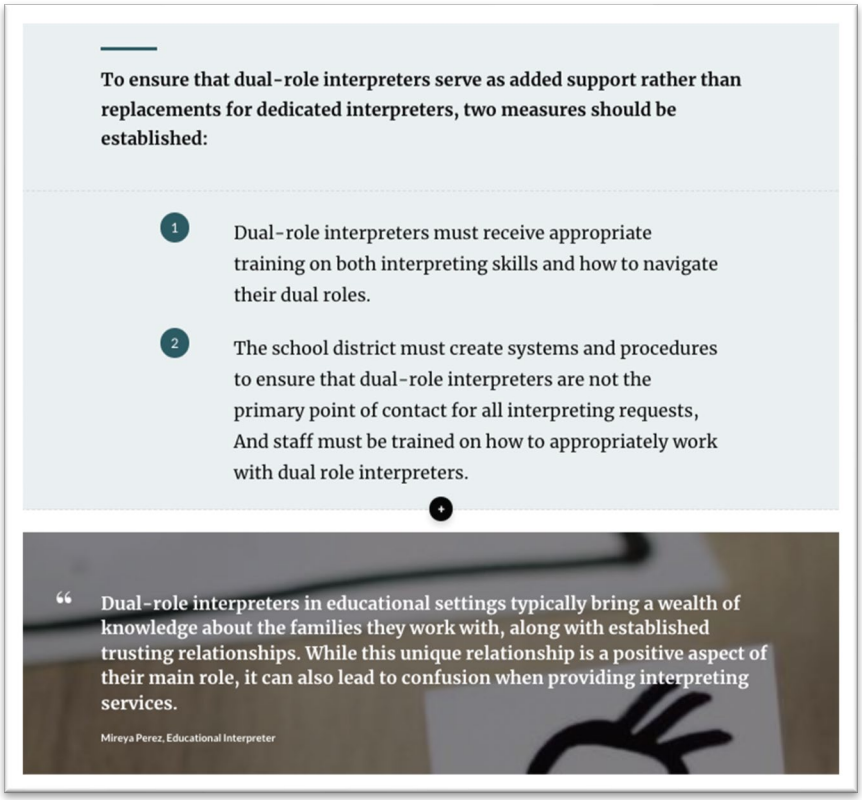
    - Ask participants to write a brief reflection in their notebooks about the importance of staying within their role as interpreters and how they plan to implement the strategies discussed in their professional practice.

Time Frame: 25 minutes

Facilitator Tips:

- Encourage participants to be honest and thoughtful in their analyses and discussions.
- Provide support and guidance as needed to help participants articulate their thoughts and strategies.
- Ensure that the role-playing activities are constructive and focused on learning and improvement.

Activity 4: Highlighting Key Concepts in Dual-Role Interpreting



Instructions for the Facilitator:

Begin by posting the provided content on a visible area (e.g., a whiteboard, large paper, or projected screen). Explain that this activity will involve participants highlighting words or phrases they find important in the text and then discussing why they chose those words and what they highlight about dual-role interpreting.

1. **Highlighting Key Words (5 minutes)**
    - Ask participants to read the provided content carefully.
    - Instruct each participant to choose and highlight 3-5 words or phrases they believe are key concepts in the text.
2. **Group Discussion (10 minutes)**
    - Facilitate a group discussion where participants share the words or phrases they highlighted.
    - Ask each participant to explain why they chose those specific words and what they highlight about dual-role interpreting.
    - Encourage participants to build on each other's points and discuss the importance of each highlighted concept.

3. **Reflection (5 minutes)**

    - Ask participants to write a brief reflection in their notebooks about the discussion and how the highlighted concepts impact their understanding of dual-role interpreting.

Time Frame: 20 minutes

Facilitator Script Example:

"Today, we will be focusing on understanding the key concepts in dual-role interpreting. I have posted a piece of content that outlines important measures and considerations for dual-role interpreters in educational settings. Take a few minutes to read through the text and highlight 3-5 words or phrases that you think are particularly important. Once you've done that, we'll come together to discuss why you chose those words and what they highlight about the role of dual-role interpreters.

Let's start by sharing the words or phrases you highlighted. [Call on a participant] Could you tell us which words you highlighted and why? [Wait for response] Thank you for sharing. Does anyone have a different word or phrase they highlighted? [Repeat process]

Sample Guided Questions:

- *What do you think the text means by "appropriate training"? Who determines what training is appropriate? Does this training qualify?*

- *Do the school districts you work in provide the systems and procedures mentioned in the text? Are the staff at your school trained in how to work with dual role interpreters? What can happen if staff are not trained? Have you experienced any of these issues personally?*

- *What does the text mean by a "wealth of knowledge"? We will discuss in the next section what interpreters can and can not do to maintain their role boundaries and follow ethical principles.*

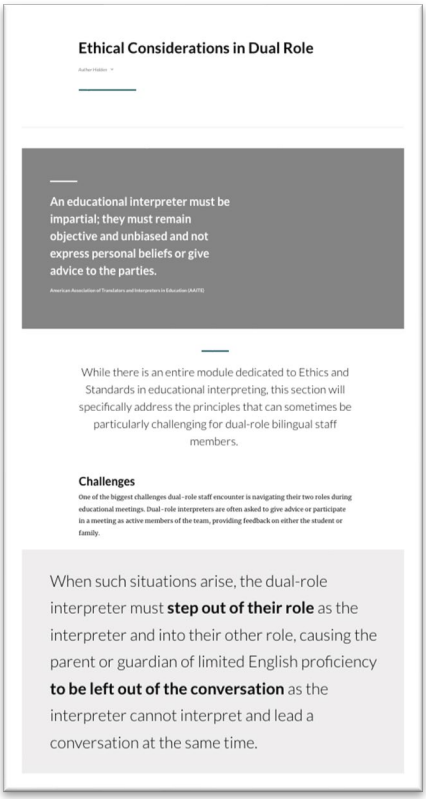
- *Have you formed "trusting relationships" with the families you work with? How did these relationships develop over time? How was trust built? Are there certain expectations that come with these relationships that could complicate your role as an interpreter? For example, the families you know might expect you to be more helpful during a meeting that you are asked to interpret in by providing guidance or advice. Can you do that as an interpreter?*

Facilitator Tips:

- Encourage participants to think critically about the text and choose words that they believe encapsulate the main ideas.
- Provide support and guidance during the discussion to help participants articulate their thoughts.
- Ensure the discussion stays focused on the importance of training, systems, and maintaining clear roles for dual-role interpreters.

Lesson 2: Ethical Considerations in Dual Role

Activity 1: Understanding and Addressing Ethical Challenges in Dual-Role Interpreting



Ethical Considerations in Dual Role

An educational interpreter must be impartial; they must remain objective and unbiased and not express personal beliefs or give advice to the parties.

American Association of Translators and Interpreters in Education (AATE)

While there is an entire module dedicated to Ethics and Standards in educational interpreting, this section will specifically address the principles that can sometimes be particularly challenging for dual-role bilingual staff members.

Challenges

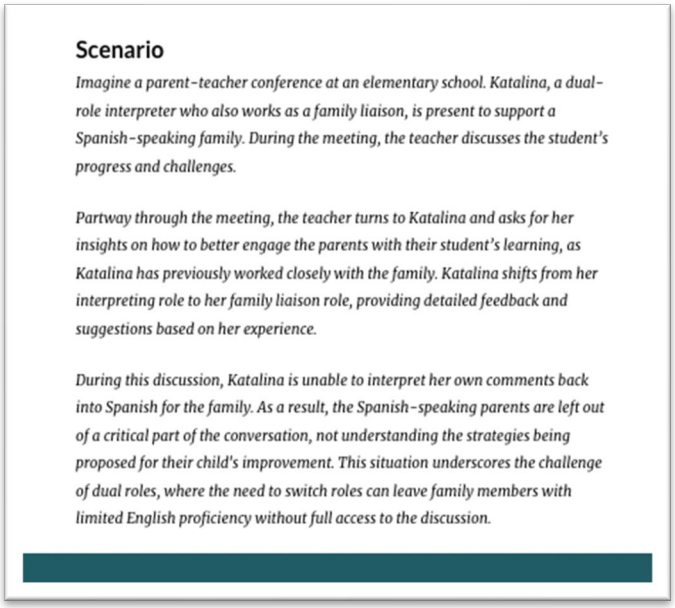
One of the biggest challenges dual-role staff encounter is navigating their two roles during educational meetings. Dual-role interpreters are often asked to give advice or participate in a meeting as active members of the team, providing feedback on either the student or family.

When such situations arise, the dual-role interpreter must **step out of their role** as the interpreter and into their other role, causing the parent or guardian of limited English proficiency **to be left out of the conversation** as the interpreter cannot interpret and lead a conversation at the same time.

Discussion Prompts

- *In pairs, discuss the importance of impartiality for educational interpreters. Why is it essential for interpreters to remain objective and unbiased, especially in dual-role situations? How can personal beliefs or advice from the interpreter impact the communication process?*
- *Reflect on the challenge of dual-role staff being asked to give advice or participate as active members of the team. Discuss with your partner how these dual responsibilities can create ethical dilemmas. What strategies can dual-role interpreters use to navigate these challenges while maintaining their professional integrity?*
- *When dual-role interpreters step out of their interpreter role to provide feedback or advice, the parent or guardian with limited English proficiency is left out of the conversation. In pairs, discuss the potential consequences of this situation. How can it affect the parent's understanding and involvement in their child's education?*
- *Consider the statement that interpreters cannot interpret and lead a conversation at the same time. Discuss with your partner the implications of this limitation. How can schools and educational teams better support dual-role interpreters to ensure that all voices are heard during meetings?*

- *Reflect on your own experiences or hypothetical scenarios where dual-role responsibilities might conflict. In pairs, brainstorm solutions or best practices that could help dual-role interpreters manage their roles effectively without compromising their ethical standards. How can clear boundaries and role definitions improve the situation?*



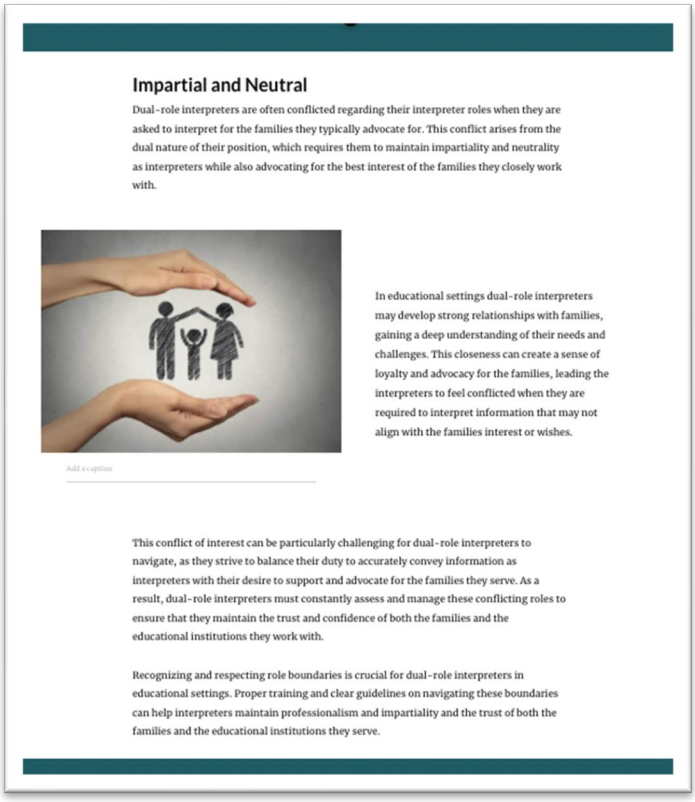
Scenario

Imagine a parent-teacher conference at an elementary school. Katalina, a dual-role interpreter who also works as a family liaison, is present to support a Spanish-speaking family. During the meeting, the teacher discusses the student's progress and challenges.

Partway through the meeting, the teacher turns to Katalina and asks for her insights on how to better engage the parents with their student's learning, as Katalina has previously worked closely with the family. Katalina shifts from her interpreting role to her family liaison role, providing detailed feedback and suggestions based on her experience.

During this discussion, Katalina is unable to interpret her own comments back into Spanish for the family. As a result, the Spanish-speaking parents are left out of a critical part of the conversation, not understanding the strategies being proposed for their child's improvement. This situation underscores the challenge of dual roles, where the need to switch roles can leave family members with limited English proficiency without full access to the discussion.

Activity 2: Balancing Impartiality and Advocacy in Dual-Role Positions



Impartial and Neutral

Dual-role interpreters are often conflicted regarding their interpreter roles when they are asked to interpret for the families they typically advocate for. This conflict arises from the dual nature of their position, which requires them to maintain impartiality and neutrality as interpreters while also advocating for the best interest of the families they closely work with.

In educational settings dual-role interpreters may develop strong relationships with families, gaining a deep understanding of their needs and challenges. This closeness can create a sense of loyalty and advocacy for the families, leading the interpreters to feel conflicted when they are required to interpret information that may not align with the families interest or wishes.

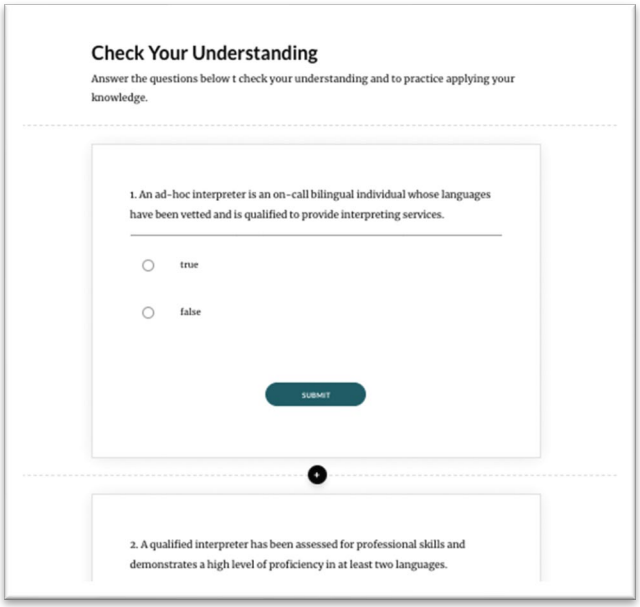
This conflict of interest can be particularly challenging for dual-role interpreters to navigate, as they strive to balance their duty to accurately convey information as interpreters with their desire to support and advocate for the families they serve. As a result, dual-role interpreters must constantly assess and manage these conflicting roles to ensure that they maintain the trust and confidence of both the families and the educational institutions they work with.

Recognizing and respecting role boundaries is crucial for dual-role interpreters in educational settings. Proper training and clear guidelines on navigating these boundaries can help interpreters maintain professionalism and impartiality and the trust of both the families and the educational institutions they serve.

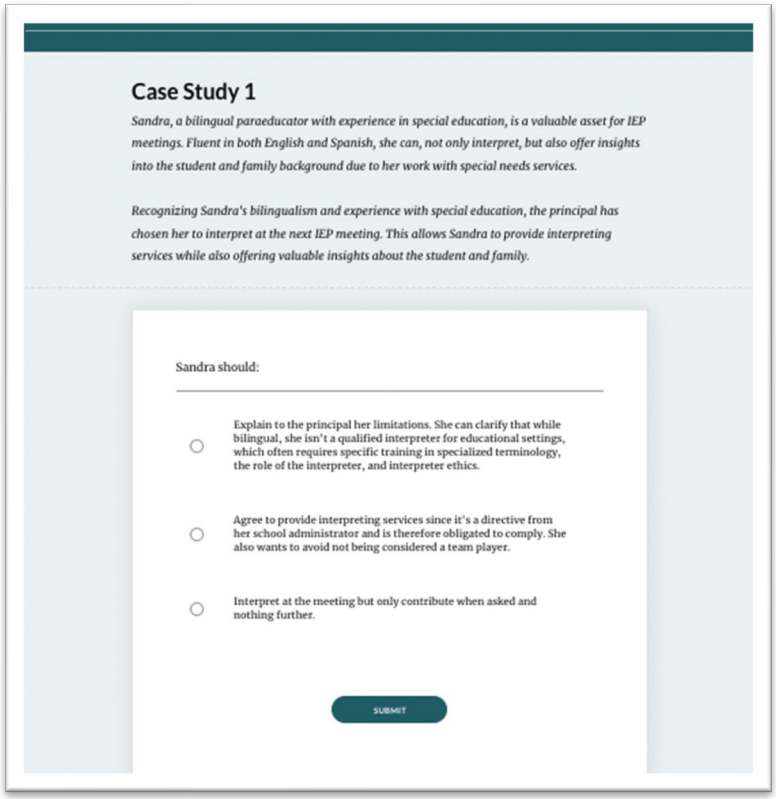
Discussion Prompts

- *In pairs, discuss the potential conflicts that dual-role interpreters face when balancing their duty to remain impartial with their desire to advocate for the families they serve. How can these conflicting roles impact their effectiveness as interpreters?*
- *Reflect on the relationships that dual-role interpreters develop with families. How can these strong relationships both support and challenge the interpreter's role in maintaining impartiality? Share any experiences where this balance was difficult to achieve.*
- *Consider the statement that dual-role interpreters must assess and manage conflicting roles to maintain trust and confidence. In pairs, discuss strategies that interpreters can use to navigate these conflicts while upholding their professional responsibilities. What guidelines or training might support them in this effort?*
- *The text mentions the importance of recognizing and respecting role boundaries. Discuss with your partner why these boundaries are crucial in educational settings. How can proper training and clear guidelines help dual-role interpreters maintain professionalism and impartiality?*
- *Think about a situation where a dual-role interpreter might feel conflicted between conveying information impartially and advocating for a family's interest. In pairs, role-play this scenario and practice ways to handle it effectively while adhering to ethical standards.*

Activity 3: Check Your Knowledge



Activity 4: Case Studies



Case Study 1: Sandra

In pairs, discuss the potential ethical dilemmas Sandra faces in this scenario. What are the risks associated with her dual role as both an interpreter and someone with valuable insights into the student's background?

Consider the three options presented for Sandra. Discuss with your partner the pros and cons of each choice. Which option do you believe best maintains professional boundaries and why?

Reflect on the importance of explaining professional limitations to school administrators. How can Sandra effectively communicate her role as an interpreter without compromising her position or the trust of the school staff?

Discuss how Sandra's bilingual and specialized knowledge in special education can be both an asset and a challenge. How can schools utilize her skills effectively while ensuring ethical standards are upheld?

Role-play with your partner how Sandra might approach a conversation with the principal to explain her limitations and the ethical considerations of her role. What key points should she emphasize to ensure clarity and understanding?

Case Study 2: Omar

In pairs, discuss the ethical concerns Omar faces due to his prior relationship with the family. How might this close relationship impact his ability to remain impartial during the meeting?

Consider the three options presented for Omar. Discuss with your partner the benefits and drawbacks of each choice. Which option do you believe Omar should choose and why?

Reflect on the importance of disclosing potential conflicts of interest in interpretation assignments. How can Omar balance transparency with maintaining professional responsibilities?

Discuss how Omar's recent training and assessment program could help him navigate this situation. What strategies from his training could he apply to ensure he remains objective and neutral?

Role-play with your partner how Omar might explain his situation to the school administrator or meeting facilitator. What arguments and evidence should he present to advocate for a more impartial interpreter for the meeting?

Estimated Time: 40 minutes

Lesson 3: Conflicts of Interest

Activity 1: Identifying and Managing Conflicts of Interest in Dual-Role Positions

Conflicts of Interest

Dual-role interpreters will undoubtedly face numerous situations which would be considered a conflict of interest.

Conflict of Interest

A conflict of interest occurs when an individual's personal interests, relationships, or financial gains could potentially influence their professional decisions or actions. This can compromise the integrity and objectivity required in their professional role.

Perceived Conflict of Interest

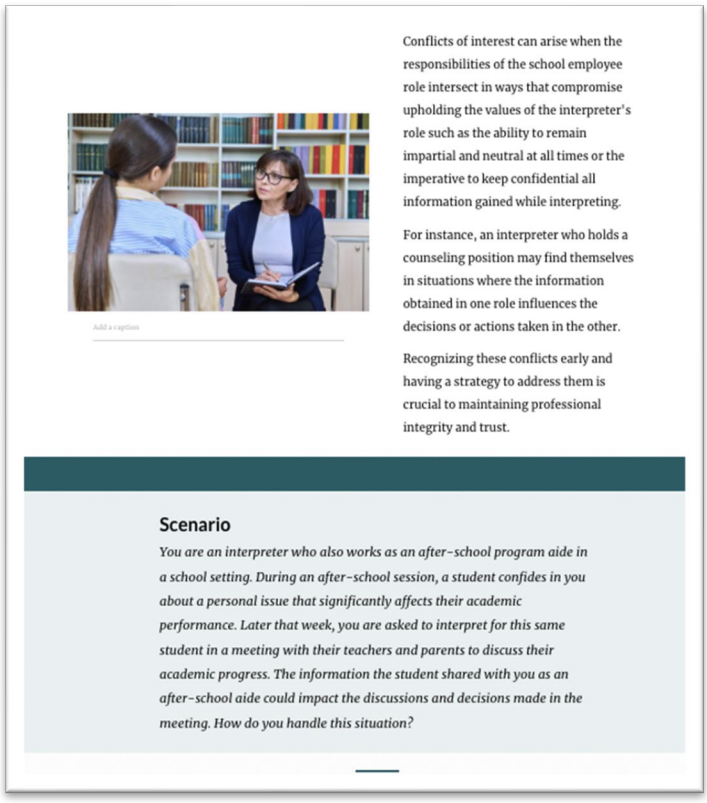
A perceived conflict of interest exists when it appears to others that an individual's personal interests, relationships, or financial gains could influence their professional decisions or actions, **even if no actual conflict exists**. The key difference is that a perceived conflict of interest relates to the appearance of a conflict, which can still undermine trust and credibility.

1. **Conflict of Interest Example:**

Discussion Prompts:

- *In pairs, discuss what constitutes a conflict of interest in the context of dual-role interpreting. Why is it important to recognize both actual and perceived conflicts of interest?*
- *Consider the example of a dual-role interpreter who is also a parent interpreting for an IEP meeting where their own child is in competition for a resource. Discuss the potential biases that could arise in this situation. How might these biases impact the integrity of the interpretation?*
- *Reflect on the concept of perceived conflicts of interest. In pairs, discuss the example where the same dual-role interpreter is asked to interpret at a meeting involving their child's teacher. How can perceptions of bias affect trust and credibility, even if the interpreter performs their duties impartially?*
- *Discuss strategies that dual-role interpreters can use to manage and mitigate conflicts of interest. What steps can they take to ensure they remain impartial and maintain the trust of both the families and the educational institutions they serve?*
- *Role-play a scenario where a dual-role interpreter must disclose a potential conflict of interest to their supervisor. What key points should the interpreter include in their disclosure, and how can they propose a solution that upholds ethical standards?*

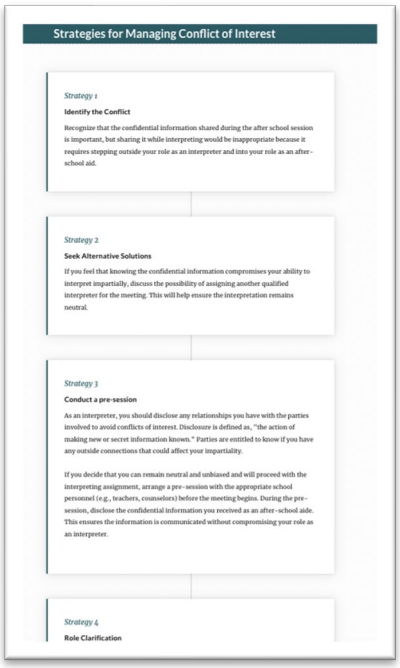
Activity 2: Managing Confidentiality and Conflicts of Interest in Dual Roles



Discussion Prompts:

- *Consider the scenario where the interpreter also works as an after-school aide and has confidential information about a student. Discuss how you would handle this situation if you were the interpreter. What steps would you take to ensure both roles are respected and ethical standards are maintained?*
- *Discuss strategies for recognizing and addressing conflicts of interest early on. What practical steps can dual-role interpreters take to manage these conflicts and maintain professional integrity and trust?*
- *Role-play with your partner the conversation you would have with a supervisor or colleague about the conflict of interest in the scenario. What key points would you include to explain the situation and propose a solution that adheres to ethical guidelines?*

Activity 3: Implementing Strategies to Manage Conflicts of Interest



Strategies for Managing Conflict of Interest

Strategy 1

Identify the Conflict

Recognize that the confidential information shared during the after school session is important, but sharing it while interpreting would be inappropriate because it requires stepping outside your role as an interpreter and into your role as an after-school aid.

Strategy 2

Seek Alternative Solutions

If you feel that knowing the confidential information compromises your ability to interpret impartially, discuss the possibility of assigning another qualified interpreter for the meeting. This will help ensure the interpretation remains neutral.

Strategy 3

Conduct a pre-session

As an interpreter, you should disclose any relationships you have with the parties involved to avoid conflicts of interest. Disclosure is defined as, "the action of making new or secret information known." Parties are entitled to know if you have any outside connections that could affect your impartiality.

If you decide that you can remain neutral and unbiased and will proceed with the interpreting assignment, arrange a pre-session with the appropriate school personnel (e.g., teachers, counselors) before the meeting begins. During the pre-session, disclose the confidential information you received as an after-school aide. This ensures the information is communicated without compromising your role as an interpreter.

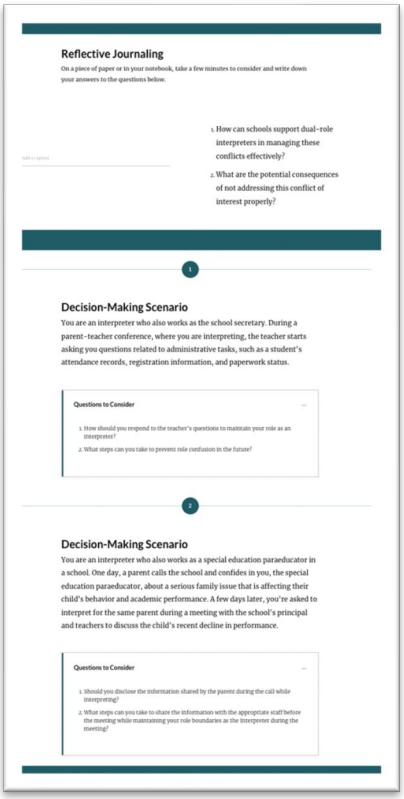
Strategy 4

Role Clarification

Discussion Prompts:

- *In pairs, discuss Strategy 1: Identify the Conflict. Why is it important for interpreters to recognize when they have confidential information that could compromise their impartiality? How can identifying conflicts early help in managing them effectively?*
- *Reflect on Strategy 2: Seek Alternative Solutions. Discuss with your partner the importance of considering alternative solutions when an interpreter feels their ability to remain neutral is compromised. What are some possible alternative solutions, and how can they help maintain the integrity of the interpretation process?*
- *Consider Strategy 3: Conduct a Pre-session. Discuss the benefits of arranging a pre-session to disclose any relationships or confidential information that may impact the interpreting assignment. How can this strategy help ensure transparency and trust among all parties involved?*
- *Discuss Strategy 4: Role Clarification. Why is it crucial to clarify the interpreter's role before the meeting begins? How can clearly stating that you will serve solely as an interpreter during the meeting help maintain professional boundaries and impartiality?*
- *Role-play with your partner a scenario where you need to explain your dual roles to the meeting participants and request that staff refrain from asking questions related to your role as an after-school aide. Practice how you would communicate this clearly and professionally to ensure role boundaries are maintained.*

Activity 4: Reflecting on and Navigating Conflicts of Interest in Dual Roles



Reflective Journaling Prompts: *On a piece of paper or in your notebook, take a few minutes to consider and write down your answers to the questions below.*

- *How can schools support dual-role interpreters in managing these conflicts effectively?*
- *What are the potential consequences of not addressing this conflict of interest properly?*

Discussion Prompts for Decision-Making Scenarios:

You are an interpreter who also works as the school secretary. During a parent-teacher conference, where you are interpreting, the teacher starts asking you questions related to administrative tasks, such as a student's attendance records, registration information, and paperwork status.

Questions to Consider:

How should you respond to the teacher's questions to maintain your role as an interpreter?

What steps can you take to prevent role confusion in the future?

Decision-Making Scenario 2: *You are an interpreter who also works as a special education paraeducator in a school. One day, a parent calls the school and confides in you, the special education paraeducator, about a serious family issue that is affecting their child's behavior and academic performance. A few days later, you're asked to interpret for the same parent during a*

meeting with the school's principal and teachers to discuss the child's recent decline in performance.

Questions to Consider:

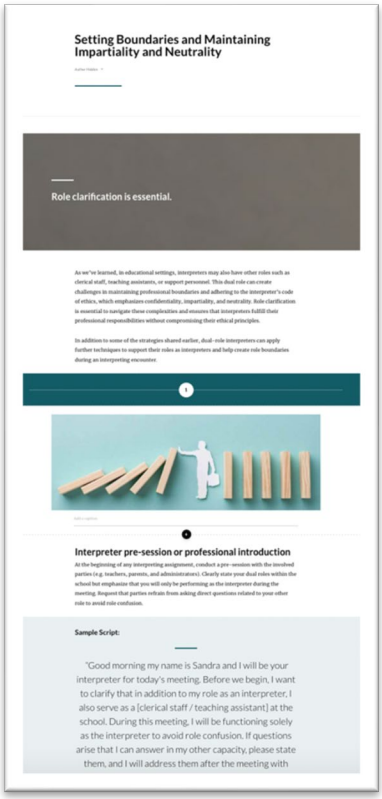
Should you disclose the information shared by the parent during the call while interpreting?

What steps can you take to share the information with the appropriate staff before the meeting while maintaining your role boundaries as the interpreter during the meeting?

Estimated Time: 45 minutes

Lesson 3: Setting Boundaries and Maintaining Impartiality and Neutrality

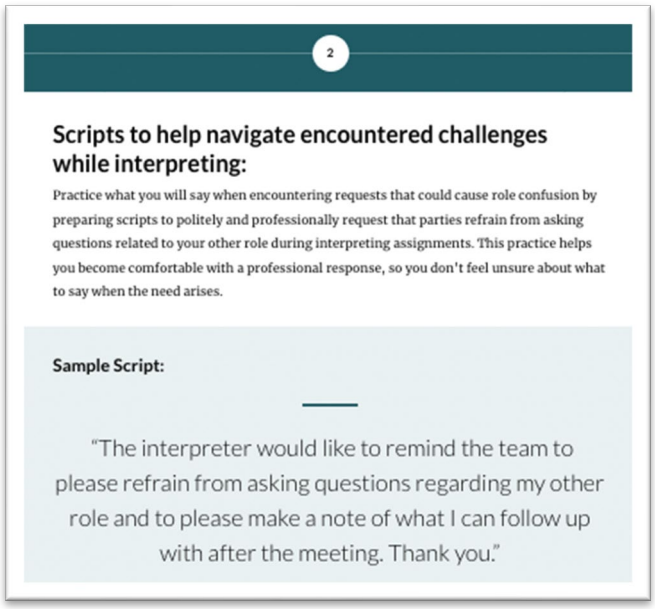
Activity 1: Ensuring Role Clarity and Maintaining Professional Boundaries



Discussion Prompts:

- *In pairs, discuss why role clarification is essential for dual-role interpreters in educational settings. How does clearly defining roles help maintain confidentiality, impartiality, and neutrality?*
- *Reflect on the challenges that dual-role interpreters might face when their responsibilities overlap. Share examples of potential conflicts and discuss strategies for managing these challenges while adhering to the interpreter's code of ethics.*
- *Consider the strategy of conducting a pre-session or professional introduction before interpreting assignments. How can this practice help prevent role confusion and ensure that all parties understand the interpreter's role during the meeting?*
- *Analyze the sample script provided for a pre-session introduction. Discuss how this script can be adapted to different scenarios and roles within the school setting. What elements are crucial to include to ensure clarity and professionalism?*
- *Role-play with your partner using the sample script provided. Practice delivering the introduction and addressing any potential questions or concerns that may arise from the participants. How can you ensure that your role as an interpreter is respected throughout the meeting?*

Activity 2: Practicing Professional Responses to Maintain Role Clarity



- *In pairs, discuss why it is important for interpreters to have pre-prepared scripts for addressing role confusion during interpreting assignments. How can having a professional response ready help interpreters maintain their boundaries and manage challenging situations effectively?*
- *Reflect on the sample script provided: "The interpreter would like to remind the team to please refrain from asking questions regarding my other role and to please make a note of what I can follow up with after the meeting. Thank you." Discuss with your partner how this script can be adapted to different scenarios you might encounter. What key elements should be included to ensure the message is clear and professional?*
- *Consider a situation where you might need to use this script during an interpreting session. Role-play this scenario with your partner, taking turns being the interpreter and the person asking questions. How did it feel to use the script? What feedback can you give each other to improve the delivery and effectiveness of the response?*

Activity 3: Enhancing Communication and Transparency for Dual-Role Employees

Communication and Transparency

Effective communication and transparency are vital for dual-role interpreters in educational settings. Clear communication helps manage expectations, build trust, and ensure that all parties understand the interpreter's roles and boundaries. Transparency about dual roles helps prevent misunderstandings and role confusion.

The following are strategies for enhancing communication and transparency integrating them with the techniques for setting boundaries and maintaining impartiality.

1. **Clear Introductions:**

   A clear introduction sets the state for effective communication by clarifying your roles and responsibilities before the meeting begins.

   - Begin each interpreting session with a concise introduction that states your dual roles and emphasizes your function as an interpreter during the session.

2. **Consistent Updates:**

   Regular updates help keep all parties informed and reinforce the boundaries of your roles.

   - Provide periodic updates to colleagues and school leadership.
   - Use emails or tip sheets to communicate these updates clearly and professionally.

3. **Professional Development:**

   Ongoing professional development helps you stay informed about best practices and improve your communication skills.

   - Attend workshops and training sessions focused on communication, transparency, and ethical practices for interpreters.

4. **Resource Sharing:**

   Providing resources to staff on how to effectively work with interpreters enhances mutual understanding and collaboration.

   - Develop and distribute guidelines or informational handouts about the roles of dual-role interpreters.
   - Offer training sessions or presentations to educate staff on best practices for interacting with interpreters.

Discussion Prompts:

- *Reflect on the importance of clear introductions in interpreting sessions. In pairs, discuss how starting with a concise introduction that states your dual roles and emphasizes your function as an interpreter can set the tone for effective communication. How can this practice prevent misunderstandings and role confusion?*

- *Consider the strategy of providing consistent updates to colleagues and school leadership. Discuss with your partner how periodic updates can help reinforce the boundaries of your roles. What methods, such as emails or tip sheets, could be effective in maintaining clear and professional communication?*

- *Discuss the role of professional development in maintaining effective communication and transparency. How can attending workshops and training sessions focused on communication, transparency, and ethical practices benefit dual-role interpreters? Share examples of professional development activities that have been beneficial in your experience.*

- *Reflect on the importance of resource sharing in enhancing mutual understanding and collaboration. In pairs, brainstorm ideas for developing and distributing guidelines or informational handouts about the roles of dual-role interpreters. How can these resources help staff interact more effectively with interpreters?*

- *Discuss the impact of training sessions or presentations on educating staff about best practices for interacting with interpreters. How can these sessions improve communication and collaboration within the school environment? What key points should be included in these trainings to maximize their effectiveness?*

Module 2 Assessment

Module 3: Ethics and Standards

This module aims to equip educational interpreters working with parents and guardians with limited English proficiency with the knowledge and skills to navigate ethical dilemmas that occur outside the classroom setting. By referencing the WA State DSHS Code of Professional Conduct the AAITE and NAETISL codes of ethics, educational interpreters will learn to uphold professional standards and ensure their work is conducted with the highest level of professionalism and ethical integrity.

Module Objectives

1. **Understand Ethical Principles:** Gain a comprehensive understanding of both state and national codes professional conduct and of ethics and their application in educational settings.
2. **Identify Ethical Challenges and Dilemmas:** Recognize common ethical challenges and dilemmas that educational interpreters may encounter outside the classroom setting.
3. **Develop Problem-Solving Skills:** Acquire the skills to effectively navigate and resolve ethical challenges and dilemmas, ensuring adherence to professional standards.
4. **Enhance Professionalism:** Learn strategies to uphold the highest level of professionalism and ethical integrity in all interpreting encounters and activities.
5. **Apply Ethical Standards:** Practice applying ethical standards to real-life scenarios, reinforcing the importance of maintaining confidentiality, impartiality, and accuracy and more.

Estimated Time to Complete: 4-6 hours

Module Outline

Lesson 1: Introduction

Washington State and National Codes

Lesson 2: DSHS Professional Code of Conduct
Lesson 3: AAITE National Code of Ethics and Standards of Practice
Lesson 4: NAETISL Code of Ethics and Standards of Practice

Standards of Practice

Lesson 5: Accuracy
Lesson 6: Confidentiality
Lesson 7: Impartiality & Non-Discrimination
Lesson 8: Professional Boundaries
Lesson 9: Professional Conduct
Lesson 10: Professional Development
Lesson 11: Representation of Qualifications

Lesson 12: Cultural Awareness
Lesson 13: Advocacy

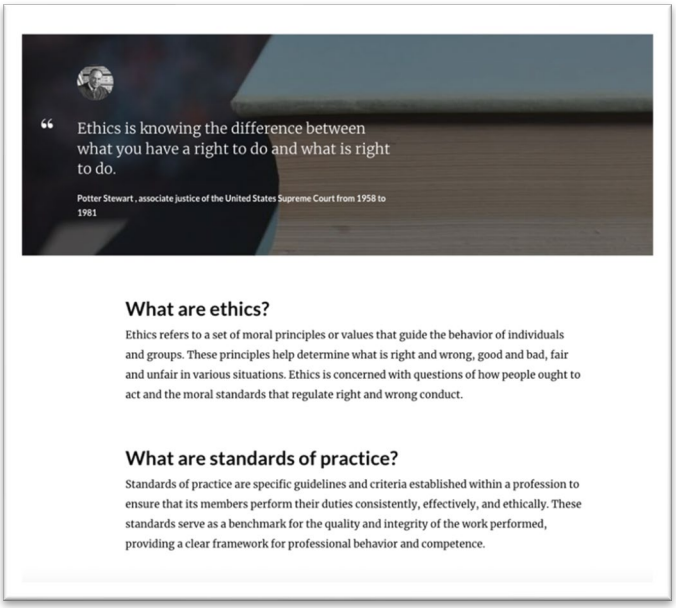
Practice and Assessment

Lesson 14: Practice Exercises
Module 3 Assessment

Facilitator Instructions

Lesson 1: Introduction

Activity 1: What Are Ethics and Standards of Practice



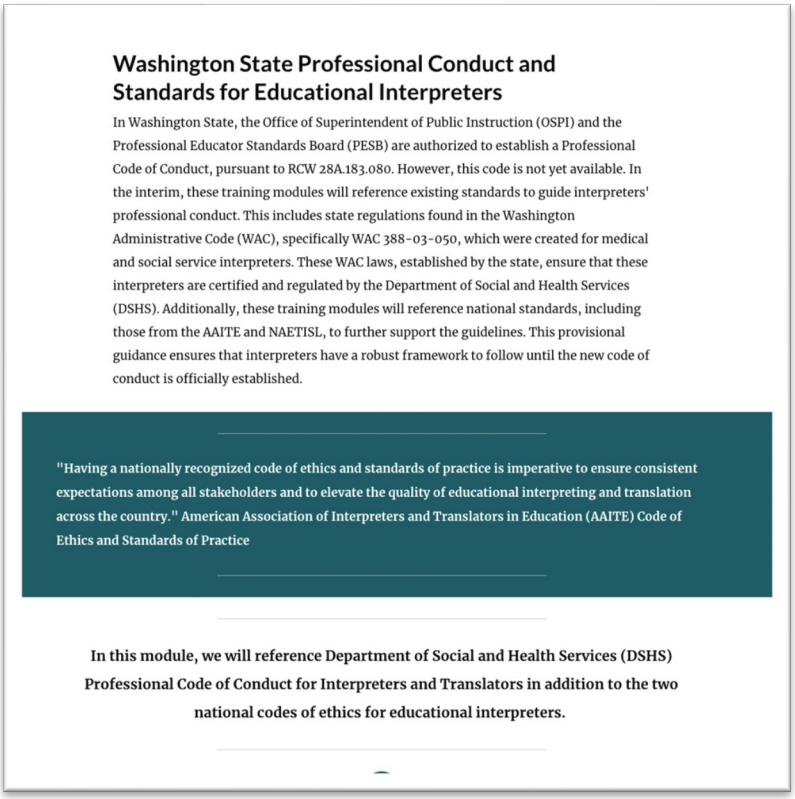
Discussion Prompts:

- *In pairs, share an experience where you faced an ethical dilemma in your role as an interpreter. How did you handle the situation, and what was the outcome? Reflect on how you might approach a similar situation differently in the future based on the principles outlined in the introduction.*

- *Discuss a scenario in an educational setting where adhering to standards of practice was particularly challenging. How did you navigate these challenges, and what strategies did you use to maintain professional integrity? Collaborate with your partner to develop a set of best practices for handling such scenarios.*

- *Consider why it is crucial for interpreters to have a strong understanding of ethics and standards of practice. Share examples of how these principles have positively impacted your work. Engage with your partner to identify key takeaways from the introduction and brainstorm ways to reinforce these principles in daily practice.*

Activity 2: Washington State Professional Conduct and Standards for Educational Interpreters



Discussion Prompts:

- *In pairs, discuss why it is important for Washington State to establish a Professional Code of Conduct for educational interpreters. How does having state and national codes of conduct, such as those from the AAITE and NAETISL, provide a robust framework for interpreters?*
- *Reflect on the impact of not having a specific Professional Code of Conduct available in Washington State. How might this affect the quality and consistency of interpreting services in educational settings? Share examples of potential challenges and discuss strategies for overcoming them while adhering to the interim standards.*
- *Consider the quote from the American Association of Interpreters and Translators in Education (AAITE) about the importance of a nationally recognized code of ethics. Why do you think consistent expectations across all stakeholders are crucial for the quality of educational interpreting and translation? Discuss with your partner how these national standards can be implemented effectively in your daily practice.*

Activity 3: Becoming Familiar with Codes

Washington Department of Social and Health Services (DSHS)- Professional Code of Conduct for Interpreters and Translators WAC 388-03-050

The Professional Code of Conduct for Interpreters and Translators from the Washington Department of Social and Health Services (DSHS) is the professional standard established by the department for all interpreters, translators, and LAPI, who provide language services to department programs and clients. Any violation of this code may disqualify a provider from providing those services.

AAITE - National Code of Ethics and Standards of Practice for Interpreters in Education

NATIONAL CODE OF ETHICS AND STANDARDS OF PRACTICE FOR INTERPRETERS IN EDUCATION

AAITE.ORG

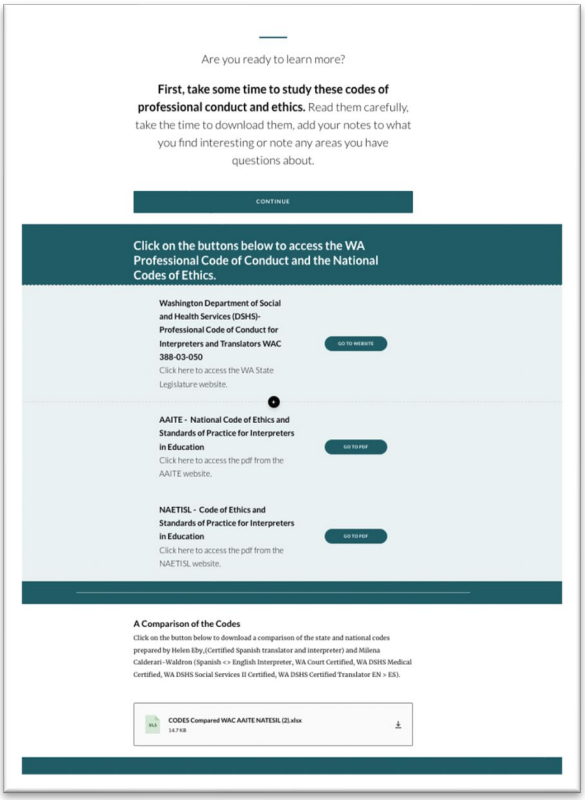
The National Code of Ethics and Standards of Practice for Interpreters in Education was established in December 2023 by the American Association of Interpreters and Translators in Education (AAITE). The code was developed by the Ethics and Standards Committee, with contributions from interpreters, translators, trainers, and other experts. Its purpose is to provide a comprehensive framework of ethical principles and standards to guide educational interpreters, ensuring consistent, professional, and ethical conduct across diverse educational settings.

NAETISL - Code of Ethics and Standards of Practice for Interpreters in Education

Code of Ethics and Standards of Practice for Educational Translators and Interpreters of Spoken Languages

The Code of Ethics and Standards of Practice for Interpreters in Education by the National Association of Educational Translators and Interpreters of Spoken Languages (NAETISL) was revised in 2022. It was developed through a collaborative effort involving educators, interpreters, and language experts. The purpose of the code is to provide

Activity 4: Reading the Three Codes and the Comparison



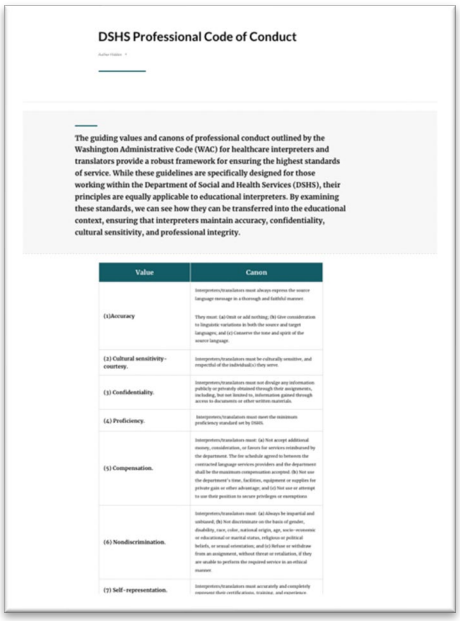
Discussion Prompts

- *In pairs, take some time to study the codes of professional conduct and ethics provided. Discuss any sections you found particularly interesting or had questions about. How do these codes of conduct help guide your work as an interpreter in educational settings?*
- *Reflect on the differences and similarities between the Washington Department of Social and Health Services (DSHS) Professional Code of Conduct and the national codes from AAITE and NAETISL. How do these codes complement each other, and what unique elements does each provide? Share your thoughts on how you can integrate the guidance from all these codes into your daily practice.*
- *Consider the benefits of having a comparison of the state and national codes. How does this comparison help you better understand the expectations and standards for your role as an interpreter? Discuss with your partner how you can use this comparison to ensure consistency and quality in your interpreting services.*

Washington State and National Codes

Lesson 2: DSHS Professional Code of Conduct

Activity 1: Review of the DSHS Professional Code of Conduct



DSHS Professional Code of Conduct

The guiding values and canons of professional conduct outlined by the Washington Administrative Code (WAC) for healthcare interpreters and translators provide a robust framework for ensuring the highest standards of service. While these guidelines are specifically designed for those working within the Department of Social and Health Services (DSHS), their principles are equally applicable to educational interpreters. By examining these standards, we can see how they can be transferred into the educational context, ensuring that interpreters maintain accuracy, confidentiality, cultural sensitivity, and professional integrity.

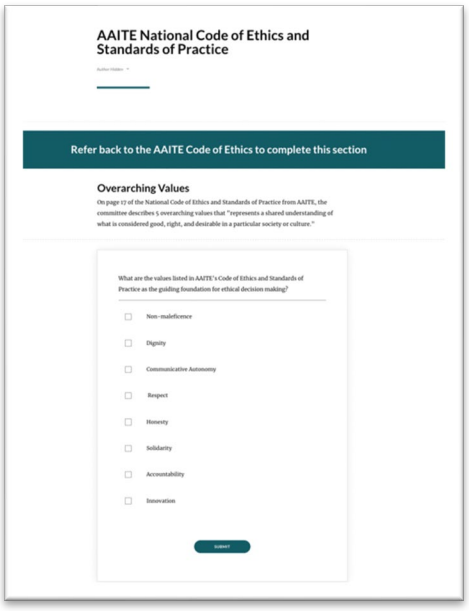
Value	Canon
(1)Accuracy	Interpreters/translators must always express the source language message in a thorough and faithful manner. They must: (a) Omit or add nothing; (b) Give consideration to linguistic variations in both the source and target languages, and (c) Conserve the tone and spirit of the source language.
(2) Cultural sensitivity - courtesy.	Interpreters/translators must be culturally sensitive, and respectful of the individual(s) they serve.
(3) Confidentiality.	Interpreters/translators must not divulge any information publicly or privately obtained through their assignments, including, but not limited to, information gained through access to documents or other written materials.
(4) Proficiency.	Interpreters/translators must meet the minimum proficiency standard set by DSHS.
(5) Compensation.	Interpreters/translators must: (a) Not accept additional money, consideration, or favors for services reimbursed by the department. The fee schedule agreed to between the contracted language services providers and the department shall be the maximum compensation accepted. (b) Not use the department's time, facilities, equipment or supplies for private gain or other advantage, and (c) Not use or attempt to use their position to secure privileges or exemptions
(6) Nondiscrimination.	Interpreters/translators must: (a) Always be impartial and unbiased, (b) Not discriminate on the basis of gender, disability, race, color, national origin, age, socio-economic or educational or marital status, religious or political beliefs, or sexual orientation, and (c) Refuse or withdraw from an assignment, without threat or retaliation, if they are unable to perform the required service in an ethical manner.
(7) Self-representation.	Interpreters/translators must accurately and completely represent their certifications, training, and experience.

Discussion Prompts

- *How can the value of "accuracy" outlined in the DSHS Professional Code of Conduct be applied in an educational interpreting setting to ensure that the source language message is faithfully conveyed? What challenges might arise, and how can they be mitigated?*
- *Reflect on a situation where cultural sensitivity and courtesy played a crucial role in your interpreting work. How did you handle it, and what strategies from the DSHS guidelines can help you navigate similar situations in the future?*
- *Consider the principle of confidentiality as described in the DSHS Professional Code of Conduct. What are some specific examples of information that must be protected in an educational context, and how can interpreters ensure they uphold this standard?*
- *Discuss the importance of maintaining professional proficiency as an interpreter. How do you stay current with your skills and knowledge, and what resources or strategies can you use to meet and exceed the minimum proficiency standards set by DSHS?*
- *Examine the potential conflicts of interest that could arise from the principle of impartiality. What steps can interpreters take to avoid or manage conflicts of interest, particularly when interpreting for family members or friends, while still adhering to the ethical guidelines?*

Lesson 3: AAITE National Code of Ethics and Standards of Practice

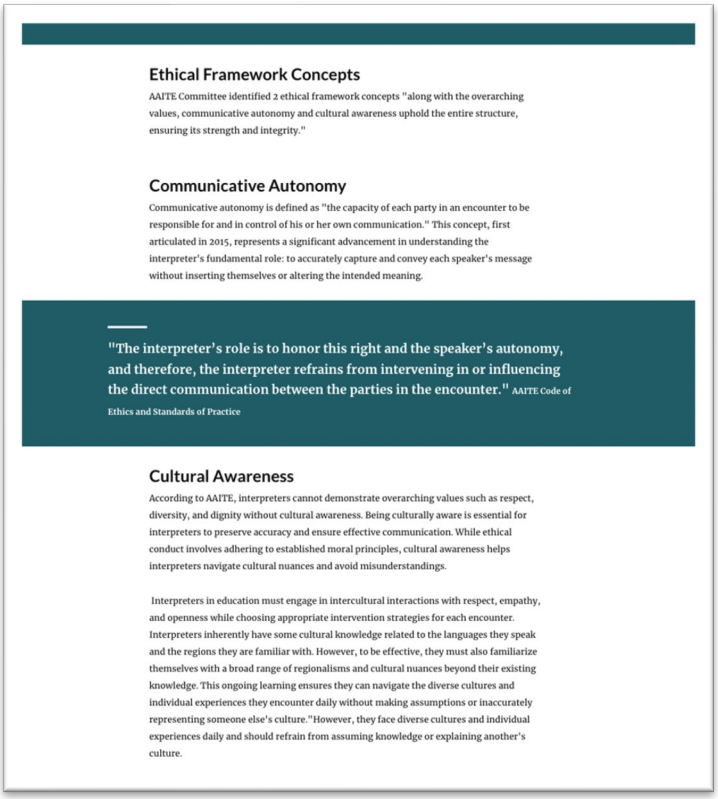
Activity 1: Overarching Values in the AAITE Code of Ethics



Discussion Prompts

- *Reflect on the overarching value of "non-maleficence" from the AAITE's Code of Ethics. How does this principle guide interpreters in their decision-making process, and can you provide an example of a situation where this value is critical?*
- *Discuss the importance of "communicative autonomy" in the context of educational interpreting. How does ensuring that all parties can communicate freely and effectively impact the overall outcome of an educational meeting or session?*
- *Consider the value of "dignity" as outlined in the AAITE's Code of Ethics. How can interpreters uphold the dignity of all participants in an educational setting, and what are some potential challenges they might face in doing so?*
- *Analyze how "respect" and "honesty" are interconnected values in the AAITE's Code of Ethics. Why are these values essential for interpreters, and how can they be applied to build trust and integrity in their professional relationships?*
- *Evaluate the role of "accountability" in the work of an educational interpreter. How does being accountable for one's actions and decisions enhance the quality of interpreting services, and what mechanisms can be put in place to ensure accountability is maintained?*

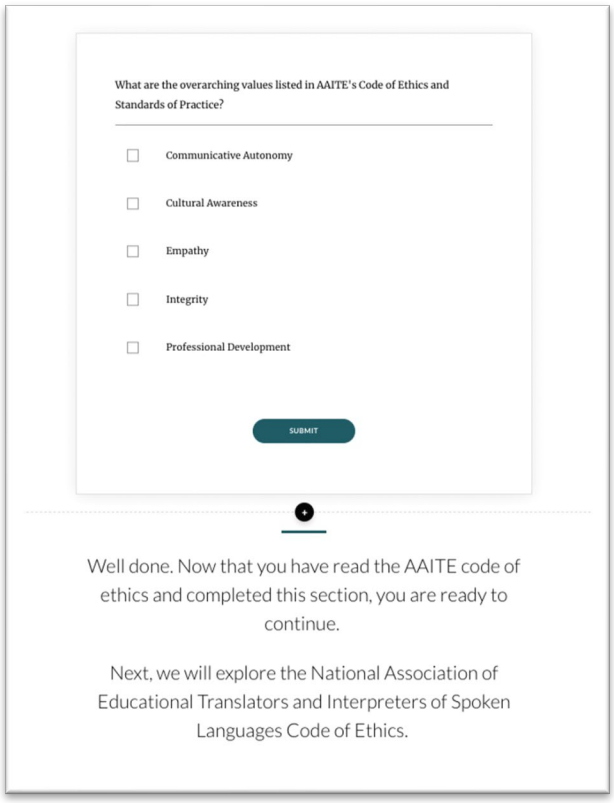
Activity 2: Ethical Framework Concepts



Discussion Prompts

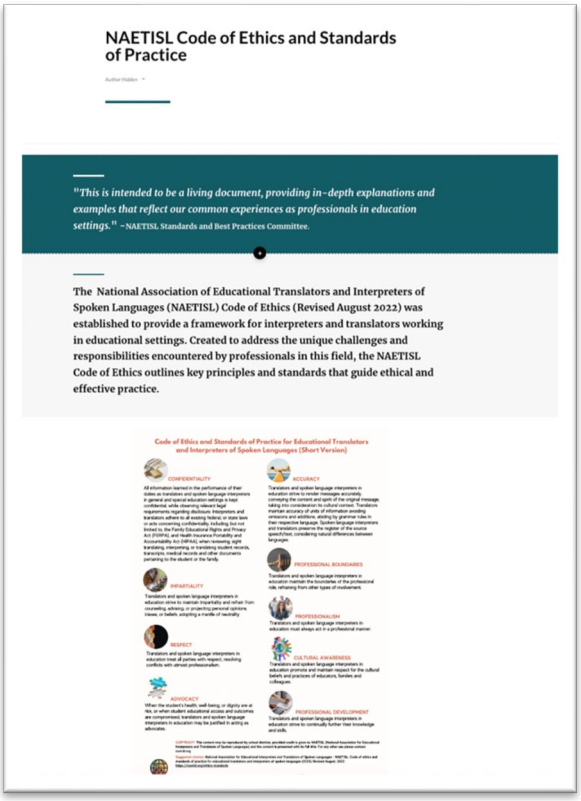
- *Discuss the concept of "communicative autonomy" as defined by AAITE. How does this principle guide the role of an interpreter in educational settings, and why is it crucial for maintaining the integrity of the interpreted communication?*
- *Reflect on the ethical framework concept of "cultural awareness." How does being culturally aware contribute to the accuracy and effectiveness of interpretation? Share an example of how cultural awareness has helped you navigate a challenging situation in your work.*
- *The AAITE Code of Ethics states that the interpreter's role is to honor the speaker's autonomy by refraining from intervening in the communication. Why is this principle important, and how can interpreters ensure they adhere to it in practice?*
- *How can interpreters balance their inherent cultural knowledge with the need to avoid assumptions and ensure accurate representation of diverse cultures? Discuss strategies for continuous learning and improvement in cultural competence.*
- *Consider the statement that interpreters must engage in intercultural interactions with respect, empathy, and openness. How can these qualities enhance the quality of interpreting services, and what are some practical ways to cultivate them in everyday professional practice?*

Activity 3: Check Your Knowledge



Lesson 4: NAETISL Code of Ethics and Standards of Practice

Activity 1: Overview of the NAETISL Code of Ethics



NAETISL Code of Ethics and Standards of Practice

"This is intended to be a living document, providing in-depth explanations and examples that reflect our common experiences as professionals in education settings." -NAETISL Standards and Best Practices Committee.

The National Association of Educational Translators and Interpreters of Spoken Languages (NAETISL) Code of Ethics (Revised August 2022) was established to provide a framework for interpreters and translators working in educational settings. Created to address the unique challenges and responsibilities encountered by professionals in this field, the NAETISL Code of Ethics outlines key principles and standards that guide ethical and effective practice.

Code of Ethics and Standards of Practice for Educational Translators and Interpreters of Spoken Languages (Short Version)

CONFIDENTIALITY

ACCURACY

PROFESSIONAL BOUNDARIES

IMPARTIALITY

PROFESSIONALISM

RESPECT

CULTURAL AWARENESS

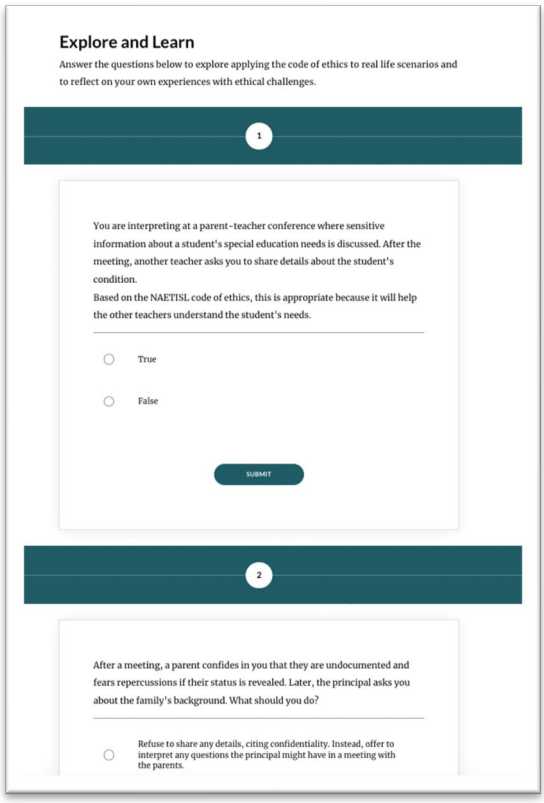
ADVOCACY

PROFESSIONAL DEVELOPMENT

Discussion Prompts

- *How do the principles of confidentiality as outlined in the code ensure the protection of student and family information in educational settings?*
- *In what ways do translators and spoken language interpreters maintain accuracy, particularly when considering the cultural context and linguistic differences?*
- *Discuss the importance of impartiality for interpreters in educational settings. How does adopting a mantle of neutrality affect their interactions with students and families?*

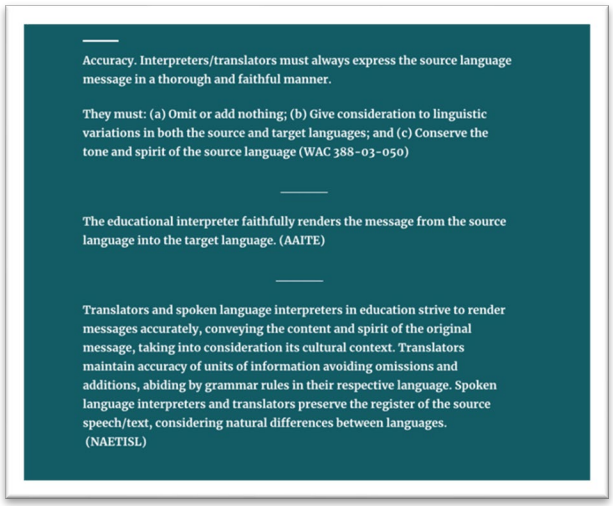
Activity 2: Explore and Learn



Standards of Practice

Lesson 5: Accuracy

Activity 1: The Ethical Principle of Accuracy



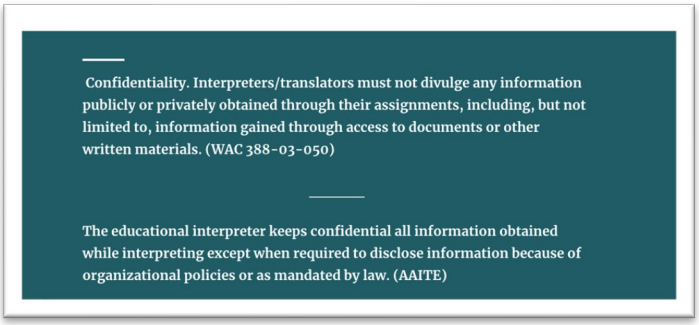
Activity 2: Watch the Accuracy Video & Discuss

Discussion Prompts

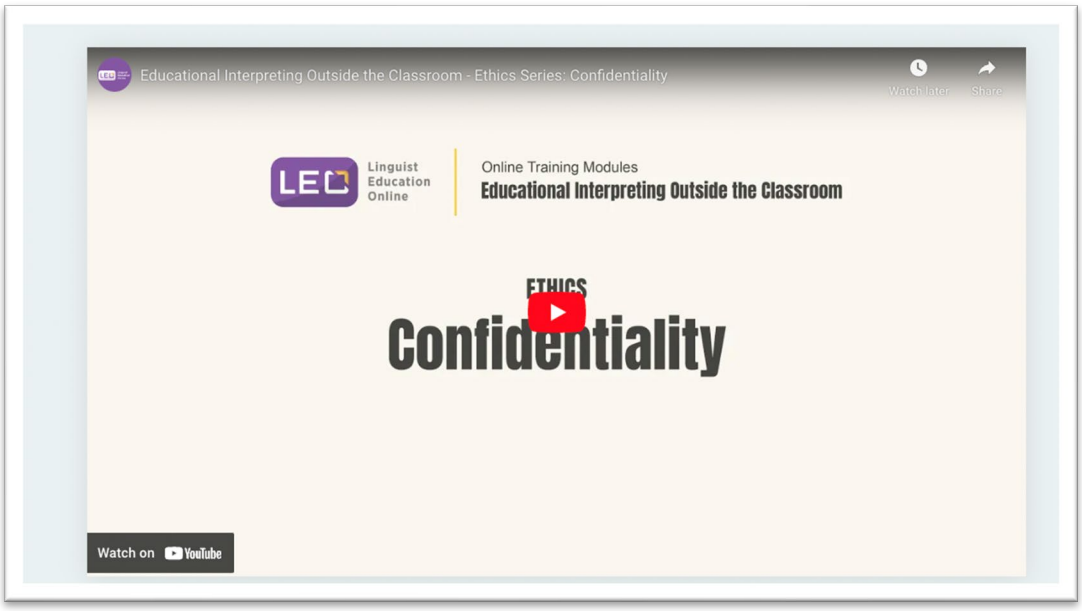
- *How does the principle of accuracy in interpreting, as discussed in the video, directly contribute to communicative autonomy for all parties involved in an educational setting? Provide examples from the video to illustrate your point.*
- *The video highlights potential ethical conflicts when an interpreter simplifies or modifies the original message to help the family understand better. How can interpreters navigate these conflicts while adhering to their professional responsibilities?*
- *Reflect on the role of an interpreter in ensuring that both the family and the staff communicate effectively, as shown in the video. How does maintaining accuracy support this role, and what are the consequences of failing to do so?*
- *Analyze the scenario in the video where the interpreter accurately conveyed a sarcastic or condescending comment made by the teacher. How did this adherence to accuracy empower the parent, and what lessons can be learned about the importance of transparency in interpreting?*
- *Considering the video's point that it is not the interpreter's responsibility to ensure understanding between speakers, discuss strategies that interpreters can use to remain accurate while also facilitating effective communication in educational settings.*
- *The video mentions the challenge of balancing being accurate and being helpful. How can interpreters address this challenge without compromising their ethical obligations? Discuss the importance of training in helping interpreters make these decisions.*

Lesson 6: Confidentiality

Activity 1: The Ethical Principle of Confidentiality



Activity 2: Watch the Confidentiality Video & Discuss



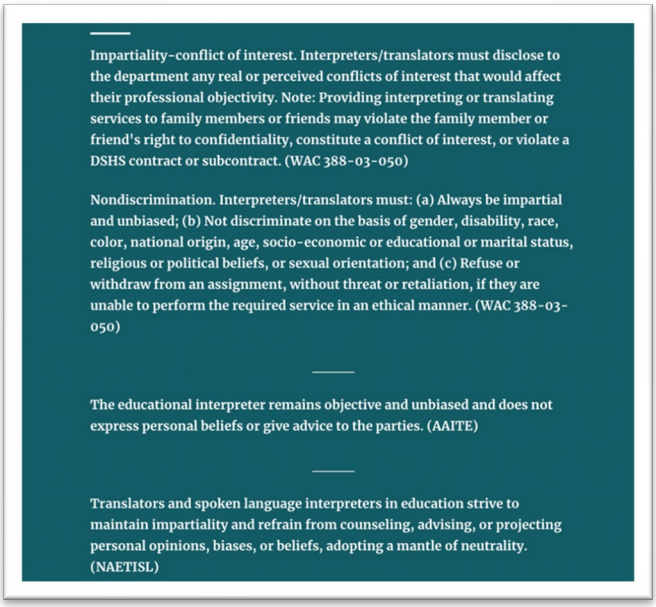
Discussion Prompts

- *How does the scenario presented in the video illustrate the complexities of maintaining confidentiality as an interpreter with dual roles in a school setting? Discuss with a partner the potential challenges and solutions for balancing confidentiality with the need to help families access resources.*
- *Reflect on the example where an interpreter shares information about a family's need for resources with an individual who was not part of the interpreting assignment. In small groups, discuss the ethical implications of this action and brainstorm alternative approaches that respect confidentiality while still aiming to support the family.*

-
- *The video emphasizes the importance of keeping student and family information confidential, even when the interpreter has good intentions. In pairs, analyze the potential consequences of breaching confidentiality in a school setting and propose strategies interpreters can use to navigate these situations without compromising ethical standards.*
- *Considering the video's discussion on confidentiality, how can interpreters handle situations where they know the family from outside the interpreted encounter? In small groups, role-play different scenarios and develop best practices for maintaining professionalism and confidentiality in these contexts.*
- *The video suggests alternative methods for connecting families with resources without breaching confidentiality. In pairs, evaluate these methods and create a step-by-step protocol that interpreters can follow to ensure they are providing the necessary support while adhering to ethical guidelines.*

Lesson 7: Impartiality & Non-Discrimination

Activity 1: The Ethical Principle Impartiality and Non-Discrimination Canons



Impartiality–conflict of interest. Interpreters/translators must disclose to the department any real or perceived conflicts of interest that would affect their professional objectivity. Note: Providing interpreting or translating services to family members or friends may violate the family member or friend's right to confidentiality, constitute a conflict of interest, or violate a DSHS contract or subcontract. (WAC 388-03-050)

Nondiscrimination. Interpreters/translators must: (a) Always be impartial and unbiased; (b) Not discriminate on the basis of gender, disability, race, color, national origin, age, socio-economic or educational or marital status, religious or political beliefs, or sexual orientation; and (c) Refuse or withdraw from an assignment, without threat or retaliation, if they are unable to perform the required service in an ethical manner. (WAC 388-03-050)

The educational interpreter remains objective and unbiased and does not express personal beliefs or give advice to the parties. (AAITE)

Translators and spoken language interpreters in education strive to maintain impartiality and refrain from counseling, advising, or projecting personal opinions, biases, or beliefs, adopting a mantle of neutrality. (NAETISL)

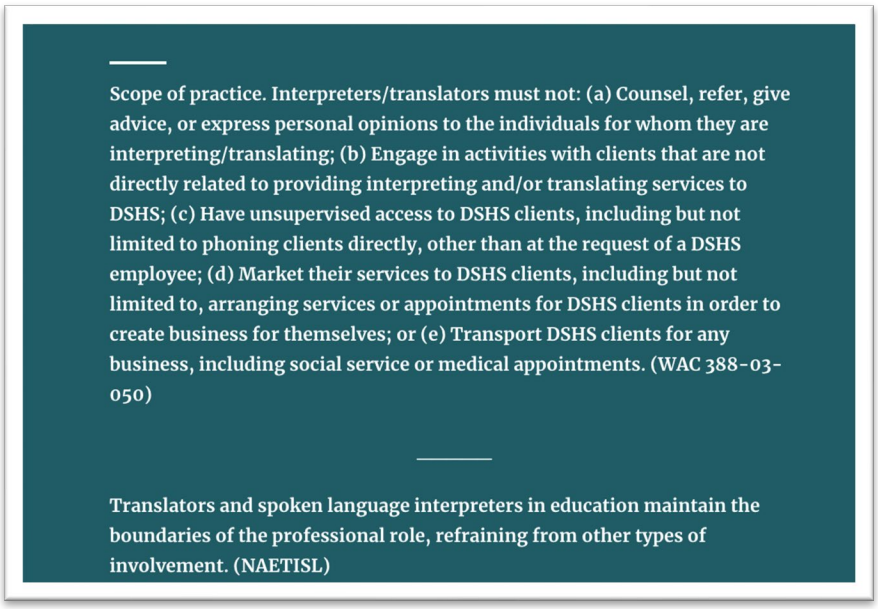
Activity 2: Watch the Video and Discuss

Discussion Prompts

- *In pairs, discuss the challenges dual role interpreters face in maintaining impartiality. Share personal experiences or hypothetical scenarios where balancing these roles was difficult, and brainstorm strategies to handle such situations effectively.*
- *In small groups, analyze a scenario where an interpreter has a close relationship with a family they are assigned to interpret for. How should the interpreter proceed to avoid a conflict of interest? Discuss the steps they should take and the importance of recognizing and addressing such conflicts.*
- *Discuss with a partner the importance of impartiality in interpreting assignments. How does impartiality impact the accuracy and effectiveness of communication between families and school staff? Share ideas on how interpreters can reinforce their impartiality during assignments.*
- *In groups, role-play the process of withdrawing from an interpreting assignment due to a potential conflict of interest. What considerations should be made when deciding to withdraw, and how should the interpreter communicate this to the relevant parties? Discuss the potential consequences of not withdrawing in such situations.*
- *With your partner, discuss the concept of being a "neutral party" in interpreting. How can interpreters ensure they are serving both the staff and the family without favoring one side? Share techniques and best practices for maintaining neutrality and impartiality during interpreting assignments.*

Lesson 8: Professional Boundaries

Activity 1: The Ethical Principle of Professional Boundaries



Activity 2: Watch the Video and Discuss

Discussion Prompts

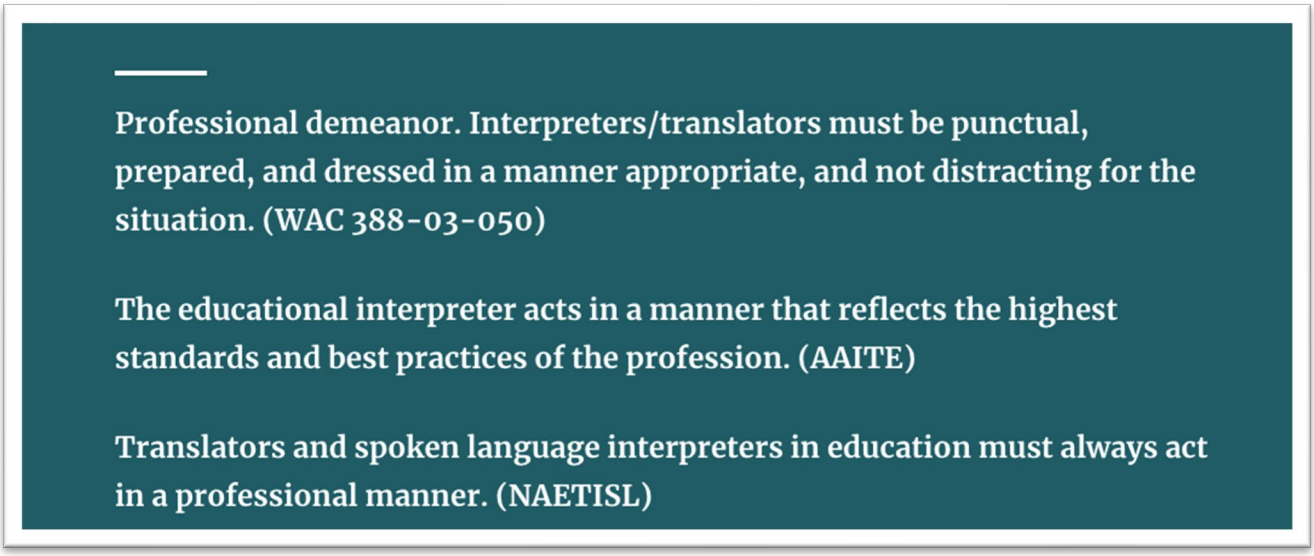
- *Discuss with a partner the potential challenges dual role interpreters face in maintaining professional boundaries. How can clearly defined role boundaries enhance the quality and consistency of interpreting services? Share personal experiences or hypothetical scenarios where role boundaries were difficult to maintain and brainstorm strategies to address these challenges.*

- *In small groups, analyze the impact of overlapping responsibilities on the effectiveness of dual role interpreters. How does juggling multiple roles, such as being both a bilingual liaison and an interpreter, affect the interpreter's ability to perform their duties effectively? What steps can be taken to ensure role clarity and avoid conflicts?*

- *With your group, evaluate the long-term implications of not maintaining professional boundaries for dual role interpreters. How might this impact their professional relationships, job satisfaction, and mental health? Develop a set of best practices for dual role interpreters to advocate for their role boundaries and ensure they are respected by colleagues and administrators.*

Lesson 9: Professional Conduct

Activity 1: The Ethical Principle of Professional Conduct



Activity 2: Watch the Video and Discuss

Discussion Prompts

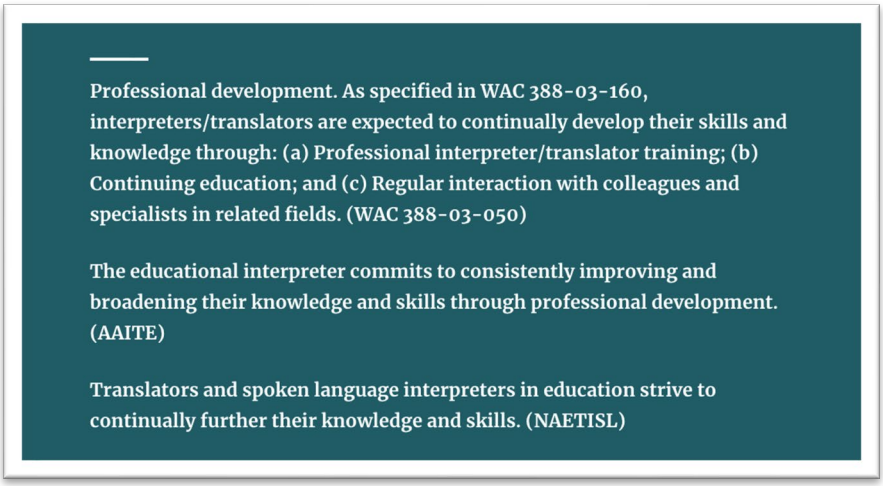
- *Reflect on the challenges interpreters might face in maintaining professional conduct during emotionally charged encounters. How can interpreters navigate these situations while ensuring they remain impartial and respectful to all parties involved? Share personal experiences or hypothetical scenarios and discuss strategies to handle such challenges effectively.*

- *Discuss the importance of preparation and punctuality in maintaining professional conduct as an interpreter. How does being well-prepared and arriving early for assignments impact the overall quality of interpreting services? Consider the potential consequences of neglecting these aspects and share best practices for ensuring thorough preparation.*

- *Consider the unique challenges of maintaining professional conduct during remote interpreting assignments. How do factors like internet connectivity, appropriate equipment, and a professional background influence the effectiveness and professionalism of remote interpreting? Discuss ways to address these challenges and ensure a high standard of professional conduct in virtual settings.*

Lesson 10: Professional Development

Activity 1: The Ethical Principle of Professional Development



Activity 2: Watch the Video and Discuss

Discussion Prompts

- *Reflect on the importance of continuous professional development for interpreters. How can ongoing learning and seeking new opportunities enhance your skills and effectiveness as an interpreter? Share your experiences or ideas on specific areas you would like to further develop and discuss strategies for finding and utilizing these opportunities.*

- *Consider the various skills and knowledge areas mentioned, such as note-taking, special education terminology, and managing the flow of communication. Which of these areas do you feel most confident in, and which do you think you need to improve? Discuss with your peers how strengthening these skills can contribute to your overall growth as a professional interpreter.*

Lesson 11: Representation of Qualifications

Activity 1: The Ethical Principle of Representation of Qualifications

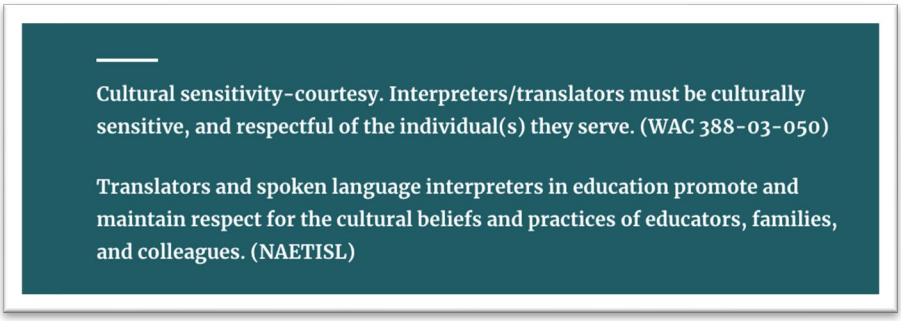
Activity 2: Watch the Video and Discuss

Discussion Prompts

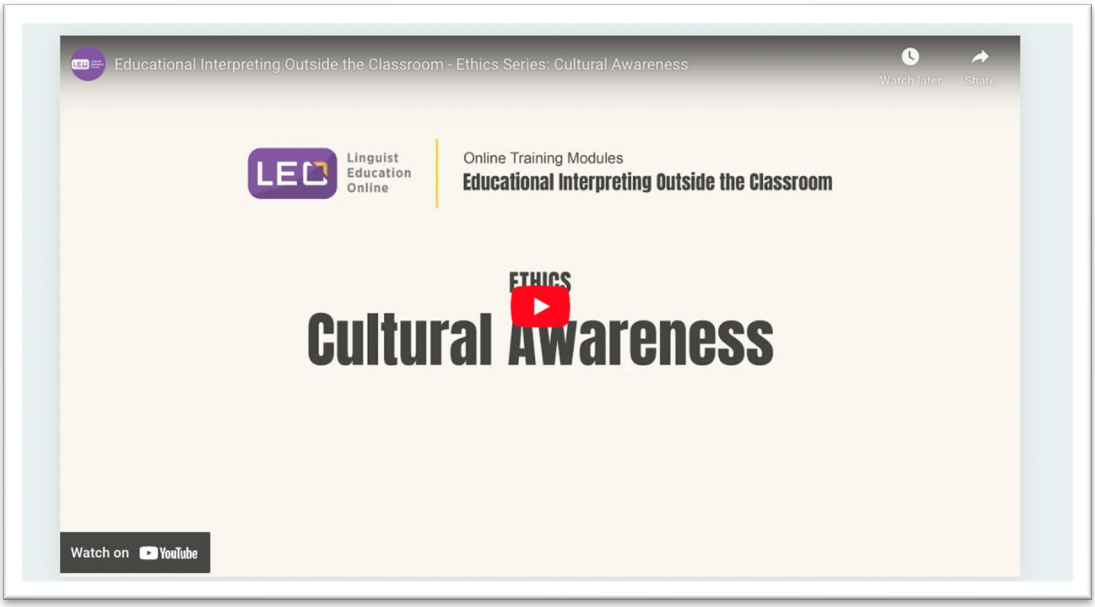
- *Reflect on the importance of accurately representing your qualifications as an interpreter. How does being transparent about your abilities and limitations enhance your professional integrity and the quality of service provided? Discuss with your peers examples of situations where misrepresentation could lead to challenges and how they were or could be resolved.*
- *Consider the scenario where you are asked to perform a task you are not qualified for, such as simultaneous interpretation. How should you approach this situation to maintain professionalism and ensure the client's needs are met? Share and discuss strategies for effectively communicating your limitations and suggesting alternative solutions.*
- *Discuss the broader implications of educating clients and colleagues about the specific skill sets required for different interpreting and translating tasks. How can this awareness contribute to more realistic expectations and better support for interpreters in their professional roles? Share experiences and ideas on how to effectively educate others about the complexities and requirements of interpreting work.*

Lesson 12: Cultural Awareness

Activity 1: The Ethical Principle of Cultural Awareness



Activity 2: Watch the Video and Discuss

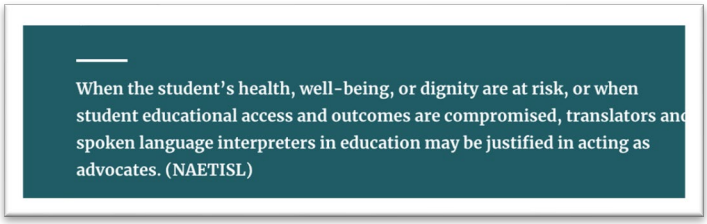


Discussion Prompts

- *Reflect on the challenges you might face as an interpreter when working with families from different cultural backgrounds. How can you ensure you remain impartial while being culturally aware and sensitive during interpreting assignments?*
- *Consider a scenario where you encounter a cultural practice or belief that is unfamiliar to the other party in the conversation. How would you handle this situation without overstepping your role as an interpreter? What strategies would you use to facilitate understanding while maintaining the family's communicative autonomy?*
- *Discuss the importance of communicative autonomy for parents during interpreting assignments. Why is it crucial for parents to explain their own cultural practices or beliefs, and how can you, as an interpreter, support this process?*

Lesson 13: Advocacy

Activity 1: The Ethical Principle of Advocacy



Activity 2: Watch the Video and Discuss

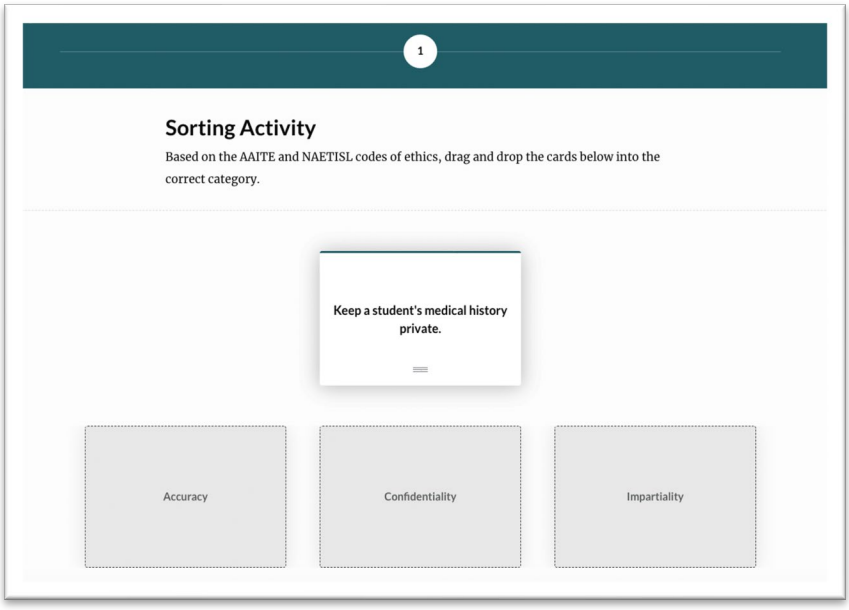
Discussion Prompts

- *Explore the concept of communicative autonomy and its importance in the context of interpreting. How does it influence the actions of an interpreter?*
- *Share your thoughts on the importance of understanding when interpreters should step out of their role to advocate. What factors should be considered in making this decision?*
- *Discuss the potential consequences, both positive and negative, of an interpreter stepping into the role of an advocate during an interpreting encounter.*
- *Consider the steps an interpreter should take to effectively return to their role after advocating. What strategies can help maintain the integrity of the interpreting process?*

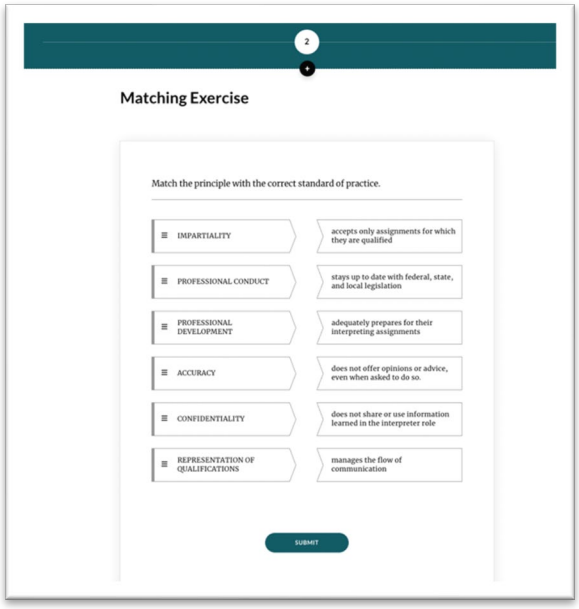
Practice and Assessment

Lesson 14: Practice Exercises

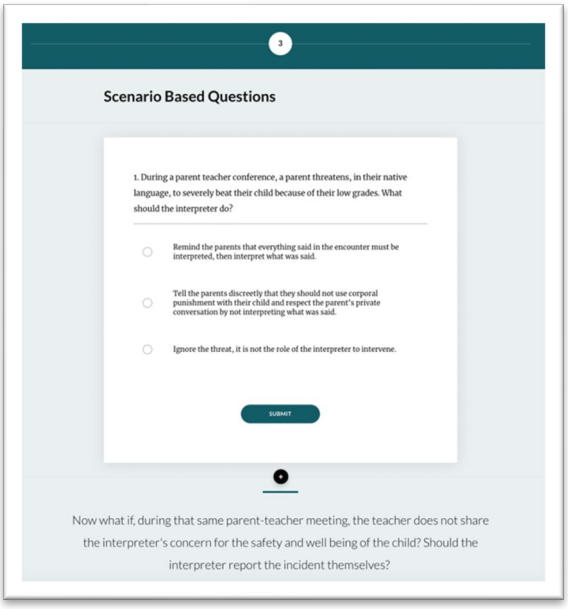
Activity 1: Sorting



Activity 2: Matching Exercises



Activity 3: Scenario Based Questions



Module 3 Assessment

Module 4: Cultural Competence

This module delves into the intricate ways culture shapes perceptions, communication styles, and interactions. It explores the profound influence of cultural nuances on language, non-verbal cues, and the overall communication process. By understanding these cultural elements, interpreters can better navigate and mediate conversations, ensuring effective and respectful exchanges. This module emphasizes the importance of cultural competence and awareness, providing interpreters with strategies to address and bridge cultural gaps in educational settings.

Module Objectives

By the end of this module, participants will be able to:

1. **Define Culture and Its Dimensions**: Define culture and explain its various dimensions and complexities.
2. **Analyze Cultural Influences on Communication**: Analyze how culture influences communication styles, including tone, eye contact, and self-disclosure.
3. **Understand Cultural Competence and Awareness**: Understand the concepts of cultural competence and cultural awareness and their importance in interpreting.
4. **Role of Interpreters in Resolving Misunderstandings**: Explore the role of interpreters in resolving cultural misunderstandings and ensuring clear communication.
5. **Apply Techniques for Enhanced Communication**: Apply techniques for active listening, recognizing communication breaks, and reading non-verbal cues to enhance interpreting accuracy.
6. **Develop Strategies for Cultural Mediation**: Develop strategies for effective cultural mediation while maintaining professional boundaries and ethical standards.

Estimated Time to Complete: 4-5 hours

Module Outline

Lesson 1: Introduction

Lesson 2: Culture and Its Impact on Communication

Lesson 3: Cultural Competence and Cultural Awareness

Lesson 4: Cultural Competence vs. Cultural Expertise

Lesson 5: Strategies for Culturally Competent Interpreting

Lesson 6: Overcoming Cultural Barriers in Interpretation

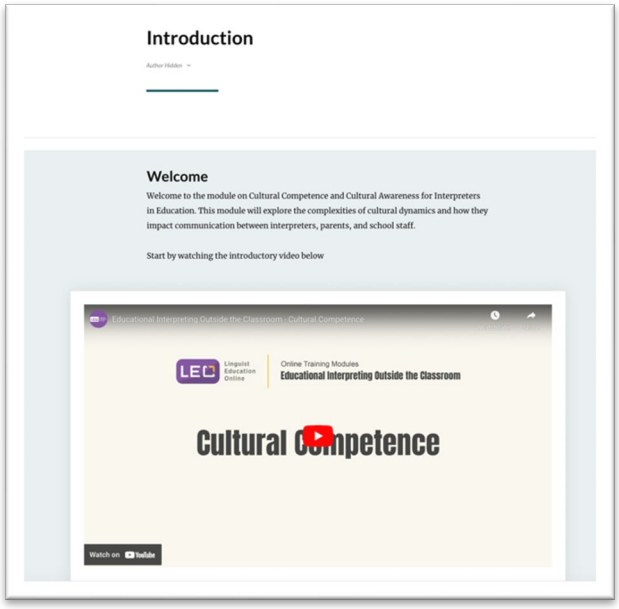
Lesson 7: Ethical Considerations and Cultural Competence

Module 4 Assessment

Facilitator Instructions

Lesson 1: Introduction

Activity 1: Introduction to Cultural Competence and Cultural Awareness



Instructions for Facilitators

Introduction (2 minutes):

- Briefly introduce the topic of cultural competence and its importance in educational interpreting. Explain that participants will watch a short video to gain insights into the complexities of cultural dynamics and how they impact communication.

Video Viewing (8 minutes):

- Play the introductory video on cultural competence from Linguist Education Online.

Reflective Journaling (5 minutes):

- After watching the video, ask participants to take a few minutes to reflect on the content. Have them write down their thoughts on the following prompts:
  - What key points stood out to you about cultural competence and its impact on communication?
  - How can you apply these insights to your role as an educational interpreter?

Pair Discussion (5 minutes):

- Have participants pair up to share their reflections with each other. Encourage

them to discuss:

- How their understanding of cultural competence has evolved after watching the video.
- Specific strategies they can implement to improve their cultural competence in their interpreting assignments.

Group Debrief (2 minutes):

- Bring the group back together for a brief debrief. Ask a few pairs to share their key takeaways and strategies discussed. Summarize the main points and emphasize the importance of continuous learning and cultural awareness in educational interpreting.

Time Frame: 20 minutes

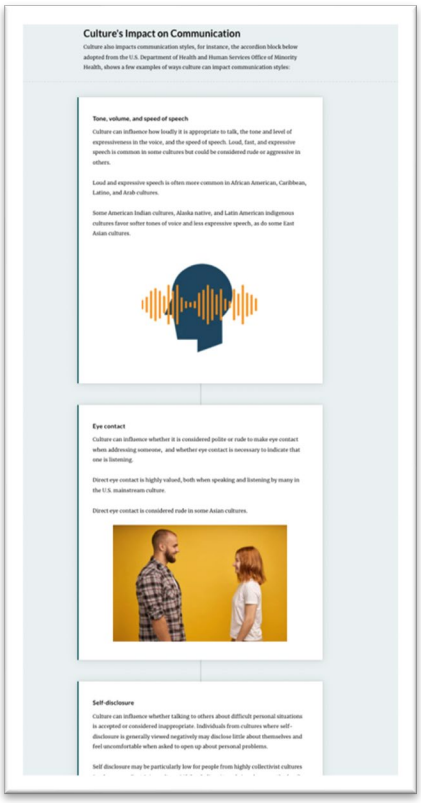
Lesson 2: Culture and Its Impact on Communication

Activity 1: Understanding Culture and Its Impact on Communication

Discussion Prompts:

- *In pairs, discuss how culture influences various aspects of a person's life and society. Reflect on how cultural differences might shape perceptions, feelings, and beliefs. Can you share an example from your own experience where cultural differences impacted communication?*
- *Based on the UNESCO definition, discuss with your partner the elements that constitute culture. How do arts, lifestyle, human rights, value systems, traditions, and beliefs contribute to the overall cultural identity of a society?*
- *Examine the concept of culture as an iceberg, as described by Dr. Gary Weaver. Discuss with your partner the visible and invisible elements of culture. How do the deeper, unconscious elements of culture influence communication and interactions in educational settings?*
- *Reflect on a scenario where cultural misunderstandings could occur in a school environment. Discuss with your partner how understanding the deeper elements of culture could help prevent these misunderstandings and facilitate better communication. What strategies can you employ to enhance cultural competence in your interpreting practice?*
- *Considering the visual metaphor of culture as an iceberg, discuss how interpreters can navigate both the visible and hidden aspects of culture during their assignments. How can this awareness improve the quality of interpretation and support for parents and school staff?*

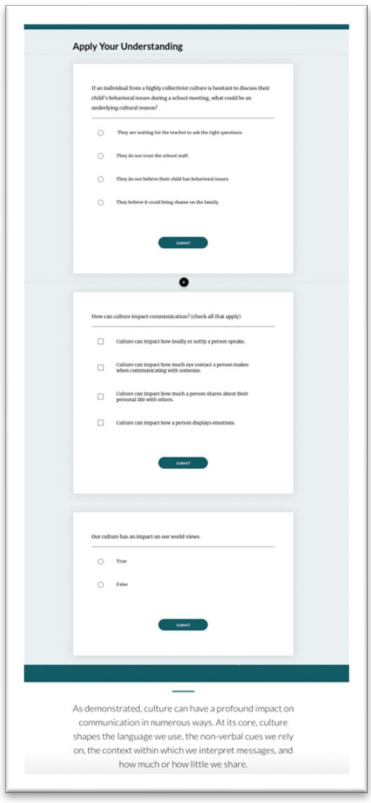
Activity 2: Exploring Cultural Impacts on Communication Styles



Discussion Prompts:

- *In pairs, discuss how tone, volume, and speed of speech can vary across different cultures. Share examples from your experiences where these differences influenced communication. How can interpreters adjust their approach to accommodate these cultural variations?*
- *Reflect on the cultural differences regarding eye contact. Discuss with your partner how eye contact is perceived in different cultures and the potential misunderstandings that can arise. How can interpreters navigate these differences to ensure effective communication?*
- *Examine the concept of self-disclosure in various cultures. Discuss with your partner how the willingness to share personal information can differ. How can interpreters create a supportive environment that respects these cultural norms while facilitating open communication?*
- *Consider a scenario where cultural differences in communication styles might lead to misunderstandings during a school meeting. Discuss with your partner how an interpreter can mediate these differences to ensure clear and respectful communication. What strategies can be used to address tone, eye contact, and self-disclosure effectively?*
- *Discuss the importance of cultural competence in interpreting. How can understanding and respecting cultural communication styles enhance the interpreter's role and build trust with parents and school staff? Share strategies for continuous learning and improvement in this area.*

Activity 3: Apply Your Knowledge



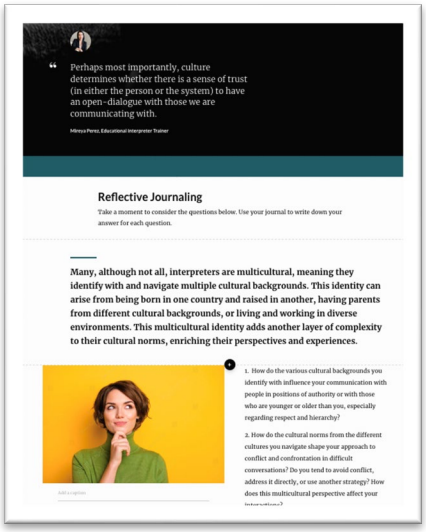
Instructions for Facilitator

Time Frame: 15 minutes

Begin by dividing participants into small groups of 3-4 members. Provide each group with the quiz questions related to cultural impacts on communication. Ask them to discuss and answer the questions together, focusing on how culture influences communication styles. Encourage them to share personal experiences where cultural differences played a role in communication.

Allow 10 minutes for group discussions. Afterward, bring everyone back together for a brief 5-minute debrief. Ask a few groups to share key insights and personal stories from their discussions. Emphasize the importance of understanding cultural influences to improve communication and avoid misunderstandings in educational settings.

Activity 4: Reflecting on Multicultural Identity and Communication



Discussion Prompts:

- *In pairs, discuss how the various cultural backgrounds you identify with influence your communication with people in positions of authority or with those who are younger or older than you. Consider aspects such as respect, hierarchy, and authority. How do these cultural influences shape your interactions?*

- *Reflect on how the cultural norms from the different cultures you navigate shape your approach to conflict and confrontation in difficult conversations. Do you tend to avoid conflict, address it directly, or use another strategy? How does this multicultural perspective affect your interactions in both personal and professional settings?*

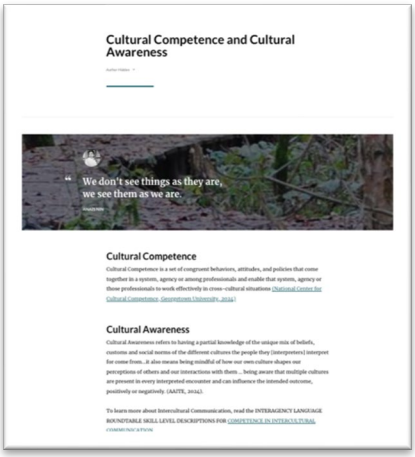
- *Consider the quote by Mireya Perez about the importance of trust in communication. Discuss with your partner how cultural factors can influence the sense of trust between individuals in a dialogue. Share examples where cultural understanding or misunderstanding impacted the level of trust in a conversation.*

- *Reflect on the idea that many interpreters are multicultural, adding complexity to their cultural norms and perspectives. How does this multicultural identity enrich your role as an interpreter? Discuss with your partner how embracing multiple cultural viewpoints can enhance your effectiveness in bridging communication gaps in educational settings.*

- *Think about the role of self-awareness in navigating cultural dynamics. How can being aware of your own cultural influences and biases improve your communication and interpreting skills? Discuss strategies for maintaining cultural sensitivity and openness in your professional interactions.*

Lesson 3: Cultural Competence and Cultural Awareness

Activity 1: Enhancing Cultural Competence and Awareness



Discussion Prompts:

- *Reflect on the quote by Anaïs Nin: "We don't see things as they are, we see them as we are." In pairs, discuss how this perspective applies to cultural competence and cultural awareness in the context of interpreting. How can this understanding help interpreters navigate cross-cultural situations more effectively?*

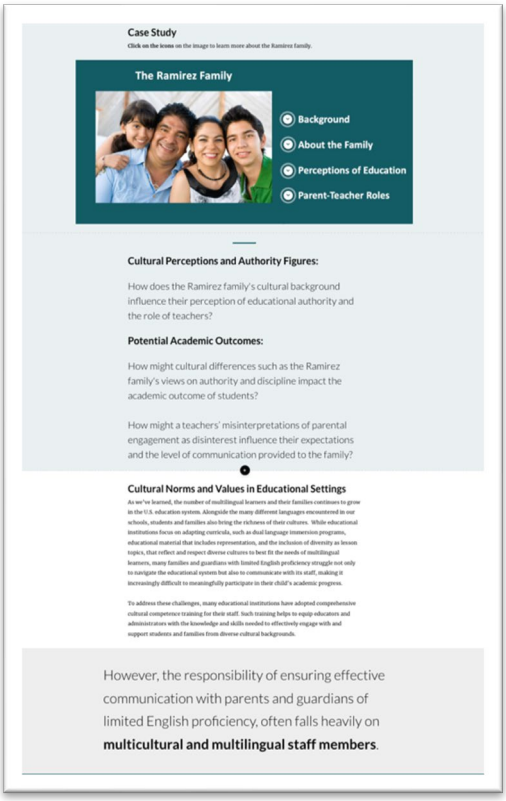
- *Discuss the definition of cultural competence provided by the National Center for Cultural Competence at Georgetown University. How do congruent behaviors, attitudes, and policies enable professionals to work effectively in cross-cultural situations? Share examples of how these elements can be integrated into your practice as an interpreter.*

- *Examine the concept of cultural awareness as described by AAITE. Discuss with your partner how having a partial knowledge of different cultures can influence your interactions and perceptions. How can interpreters remain mindful of their own cultural biases and those of the people they interpret for?*

- *Consider the role of interpreters in facilitating communication rather than explaining cultural beliefs and practices. Discuss how interpreters can maintain their professional boundaries while being culturally sensitive. What strategies can interpreters use to handle situations where cultural misunderstandings arise?*

- *Reflect on the importance of continuous learning in cultural competence and cultural awareness. Discuss with your partner how you can stay informed about different cultural norms and practices. What resources or activities can help you enhance your cultural competence on an ongoing basis?*

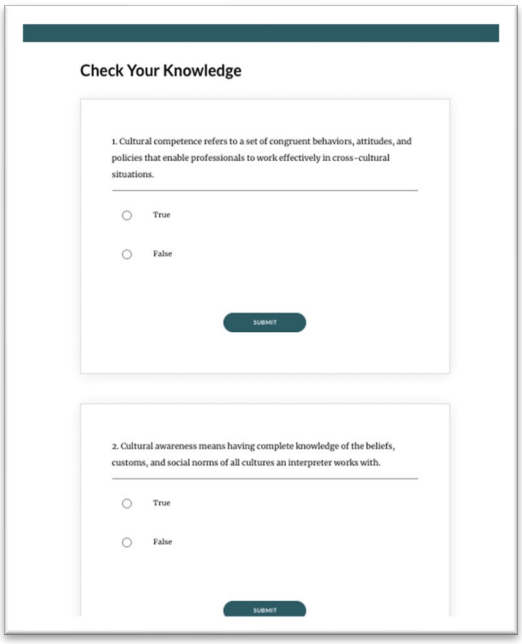
Activity 2: Understanding Cultural Perceptions and Their Impact on Education



Discussion Prompts:

- *In pairs, discuss how the Ramirez family's cultural background might influence their perception of educational authority and the role of teachers. What cultural factors could affect their interactions with school staff?*
- *Consider the potential academic outcomes of cultural differences regarding views on authority and discipline. How might these differences impact the academic performance of students in the Ramirez family?*
- *Reflect on how teachers' misinterpretations of parental engagement as disinterest could influence their expectations and communication with the Ramirez family. How can such misunderstandings be avoided to improve collaboration and support for the students?*
- *Discuss the importance of cultural norms and values in educational settings. How can schools adapt curricula and include diversity to better meet the needs of multilingual learners and their families?*
- *Reflect on the role of multicultural and multilingual staff in ensuring effective communication with parents and guardians of limited English proficiency. How can these staff members support meaningful participation of diverse families in their children's education? What additional training or resources might they need?*

Activity 3: Check Your Knowledge



Discussion Prompts:

- *In pairs, discuss the statement "Cultural competence refers to a set of congruent behaviors, attitudes, and policies that enable professionals to work effectively in cross-cultural situations." Do you agree with this definition? Why or why not? Share examples from your experience where cultural competence made a difference in communication.*

- *Reflect on the statement "Cultural awareness means having complete knowledge of the beliefs, customs, and social norms of all cultures an interpreter works with." Discuss why this statement is false and explore what cultural awareness truly entails. How can interpreters develop cultural awareness without having complete knowledge of every culture?*

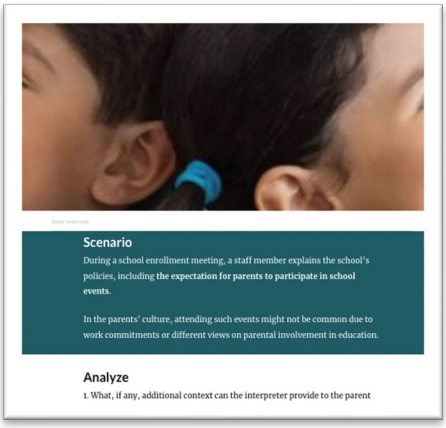
- *Discuss the practical steps interpreters can take to enhance their cultural competence and awareness. What resources, training, or experiences have you found helpful in improving your understanding and ability to navigate cross-cultural situations?*

- *Consider a situation where an interpreter encounters a cultural misunderstanding. Discuss with your partner how the interpreter can use their cultural competence and awareness to address and resolve the situation effectively. What strategies would you recommend?*

- *Reflect on the ongoing nature of developing cultural competence and awareness. How can interpreters commit to continuous learning in this area? Discuss strategies for staying informed about cultural dynamics and integrating new insights into your professional practice.*

Lesson 4: Cultural Competence vs Cultural Experts

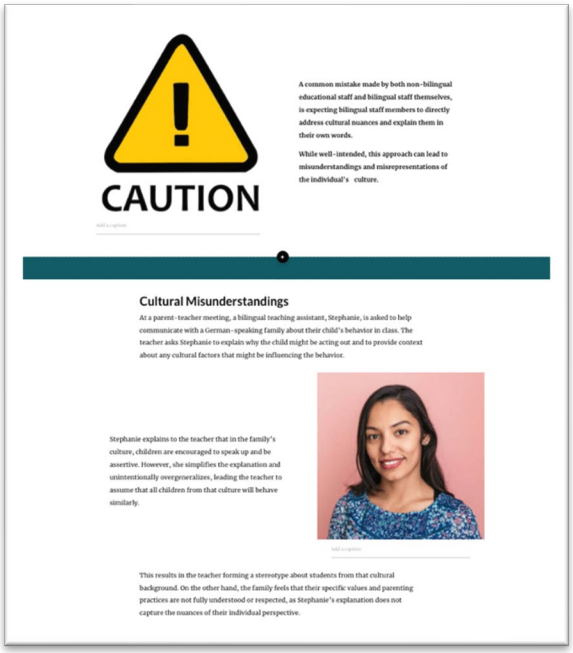
Activity 1: Balancing Cultural Competence and Professional Boundaries



Discussion Prompts:

- *In pairs, discuss the scenario where a staff member explains the school's policies during an enrollment meeting, including the expectation for parents to participate in school events. How might cultural differences regarding parental involvement impact the parents' understanding and response to these expectations?*
- *Analyze the additional context an interpreter could provide to the parent about how parental involvement is perceived in the school's culture. How can this context help avoid misunderstandings and support the parents' engagement in their child's education?*
- *Reflect on the balance between explaining cultural differences and maintaining professional boundaries as an interpreter. Discuss with your partner how interpreters can ensure clear communication without overstepping their role. What strategies can be employed to achieve this balance?*
- *Consider the challenges untrained bilingual staff might face when dealing with cultural nuances during an interpreting encounter. How can formal training in cultural competence help address these challenges and improve communication outcomes?*
- *Discuss the importance of cultural competence versus being a cultural expert. How can interpreters leverage their cultural competence to support effective communication while recognizing the limits of their knowledge? Share strategies for continuous learning and development in cultural competence.*

Activity 2: Balancing Cultural Competence and Professional Boundaries



Discussion Prompts:

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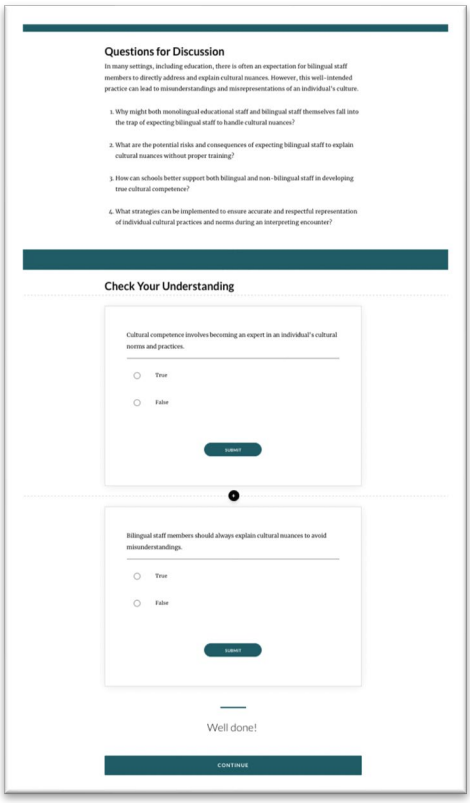
Activity 3: Discussion and Check Your Knowledge

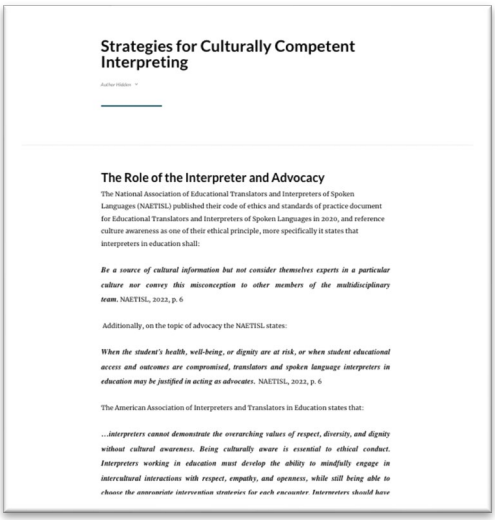


Discussion Prompts:

- *In pairs, discuss why both monolingual educational staff and bilingual staff themselves might fall into the trap of expecting bilingual staff to handle cultural nuances. What assumptions or misunderstandings might lead to this expectation?*
- *Reflect on the potential risks and consequences of expecting bilingual staff to explain cultural nuances without proper training. How might this practice lead to misunderstandings and misrepresentations of an individual's culture?*
- *Consider how schools can better support both bilingual and non-bilingual staff in developing true cultural competence. Discuss with your partner what training programs, resources, or policies could be implemented to enhance cultural competence in the educational setting.*
- *Analyze strategies that can be implemented to ensure accurate and respectful representation of individual cultural practices and norms during an interpreting encounter. What approaches can interpreters take to balance providing cultural context and maintaining professional boundaries?*

Lesson 5: Strategies for Culturally Competent Interpreting

Activity 1: Introduction to Strategies for Culturally Competent Interpreting



Strategies for Culturally Competent Interpreting

Author Hidden

The Role of the Interpreter and Advocacy

The National Association of Educational Translators and Interpreters of Spoken Languages (NAETISL) published their code of ethics and standards of practice document for Educational Translators and Interpreters of Spoken Languages in 2020, and reference culture awareness as one of their ethical principle, more specifically it states that interpreters in education shall:

Be a source of cultural information but not consider themselves experts in a particular culture nor convey this misconception to other members of the multidisciplinary team. NAETISL, 2022, p. 6

Additionally, on the topic of advocacy the NAETISL states:

When the student's health, well-being, or dignity are at risk, or when student educational access and outcomes are compromised, translators and spoken language interpreters in education may be justified in acting as advocates. NAETISL, 2022, p. 6

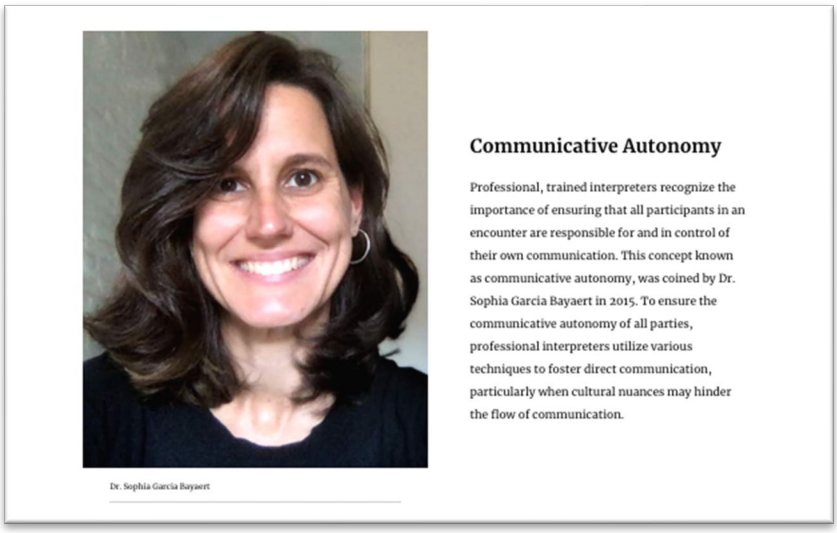
The American Association of Interpreters and Translators in Education states that:

...interpreters cannot demonstrate the overarching values of respect, diversity, and dignity without cultural awareness. Being culturally aware is essential to ethical conduct. Interpreters working in education must develop the ability to mindfully engage in intercultural interactions with respect, empathy, and openness, while still being able to choose the appropriate intervention strategies for each encounter. Interpreters should have

Discussion Prompts:

- *In pairs, discuss the role of the interpreter in providing cultural information without considering themselves cultural experts. How can interpreters balance this responsibility while avoiding misconceptions among the multidisciplinary team?*
- *Reflect on the statement by NAETISL regarding advocacy when a student's health, well-being, or dignity are at risk. Discuss with your partner when it might be justified for interpreters to act as advocates and how they can do so while maintaining their primary role as interpreters.*
- *Analyze the importance of cultural awareness in demonstrating the values of respect, diversity, and dignity in educational settings, as highlighted by AAITE. How can interpreters develop the ability to engage in intercultural interactions with respect, empathy, and openness?*
- *Consider the challenge of bilingual educational staff separating their main role from advocacy. Discuss strategies that can help staff navigate this dual responsibility effectively. What training or support might they need to manage this balance?*
- *Discuss the potential consequences of interpreters assuming knowledge and explaining someone else's culture. How can this impact the trust and effectiveness of the interpreter's role? Share strategies for ensuring accurate and respectful cultural representation without overstepping professional boundaries.*

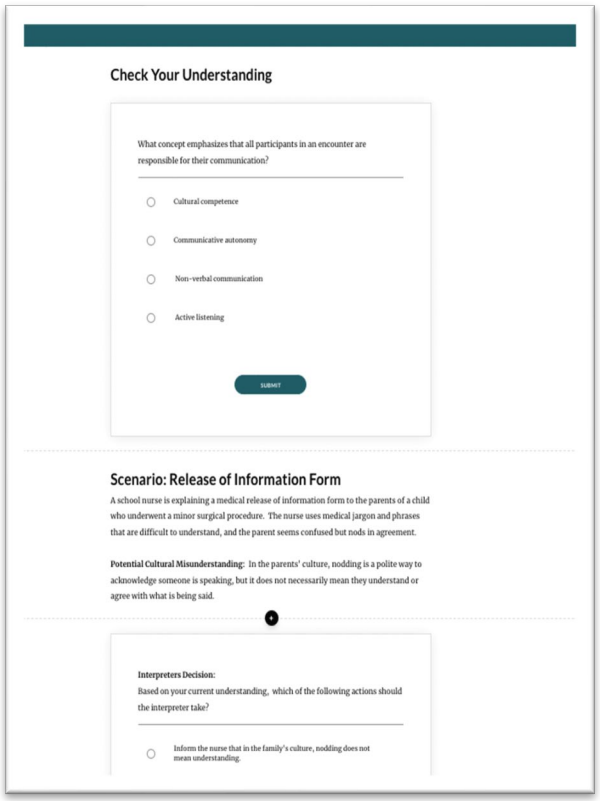
Activity 2: Understanding Communicative Autonomy



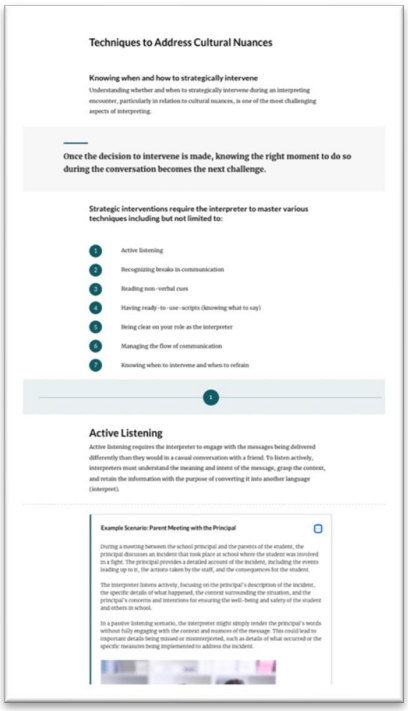
Discussion Prompts:

- *In pairs, discuss the concept of communicative autonomy as defined by Dr. Sophia Garcia Bayart. What does it mean for all participants to be responsible for and in control of their own communication during an encounter?*
- *Reflect on the role of interpreters in fostering communicative autonomy. How can interpreters ensure that they facilitate direct communication between parties without taking control of the conversation themselves? Share techniques that can be used to support this process.*
- *Consider situations where cultural nuances might hinder the flow of communication. Discuss with your partner how interpreters can navigate these nuances while maintaining the communicative autonomy of all parties involved. What strategies can help in such scenarios?*
- *Analyze the potential challenges interpreters might face in ensuring communicative autonomy. How can they overcome these challenges to promote effective and autonomous communication among participants?*
- *Discuss the importance of communicative autonomy in maintaining professional boundaries for interpreters. How does this concept help interpreters stay neutral and impartial during an encounter?*

Activity 3: Check Your Understanding



Activity 4: Mastering Techniques to Address Cultural Nuances



Techniques to Address Cultural Nuances

Knowing when and how to strategically intervene

Understanding whether and when to strategically intervene during an interpreting encounter, particularly in relation to cultural nuances, is one of the most challenging aspects of interpreting.

Once the decision to intervene is made, knowing the right moment to do so during the conversation becomes the next challenge.

Strategic interventions require the interpreter to master various techniques including but not limited to:

1. Active listening
2. Recognizing breaks in communication
3. Reading non-verbal cues
4. Having ready-to-use-scripts (knowing what to say)
5. Being clear on your role as the interpreter
6. Managing the flow of communication
7. Knowing when to intervene and when to refrain

Active Listening

Active listening requires the interpreter to engage with the messages being delivered differently than they would in a casual conversation with a friend. To listen actively, interpreters must understand the meaning and intent of the message, grasp the context, and retain the information with the purpose of converting it into another language (interpret).

Example Scenario: Parent Meeting with the Principal

During a meeting between the school principal and the parents of the student, the principal discusses an incident that took place at school where the student was involved in a fight. The principal provides a detailed account of the incident, including the events leading up to it, the actions taken by the staff, and the consequences for the student.

The interpreter listens actively, focusing on the principal's description of the incident, the specific details of what happened, the context surrounding the situation, and the principal's concerns and intentions for ensuring the well-being and safety of the student and others in school.

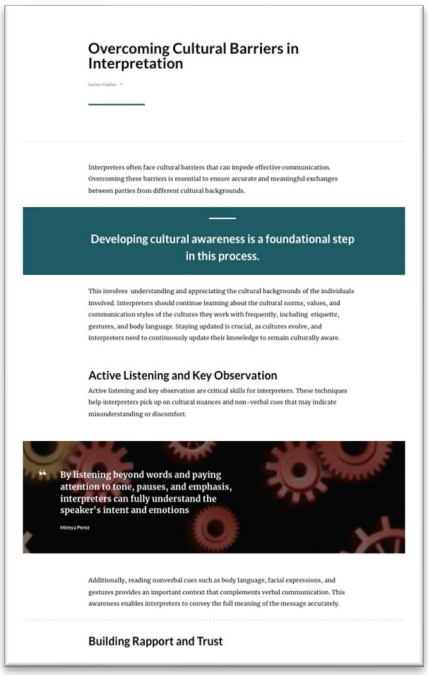
In a passive listening scenario, the interpreter might simply render the principal's words without fully engaging with the context and nuances of the message. This could lead to important details being missed or misinterpreted, such as details of what occurred or the specific measures being implemented to address the incident.

Discussion Prompts:

- *In pairs, discuss the importance of active listening in interpreting, particularly when dealing with cultural nuances. How does active listening help interpreters fully engage with the message and ensure accurate interpretation?*
- *Reflect on the scenario where the interpreter must recognize breaks in communication. Discuss with your partner how identifying these breaks can help in making strategic interventions. Share examples of when you might need to recognize and address breaks in communication during interpreting.*
- *Analyze the role of reading non-verbal cues in interpreting. How can non-verbal communication impact the flow of conversation and the accuracy of interpretation? Discuss strategies interpreters can use to effectively read and interpret non-verbal cues.*
- *Consider the use of ready-to-use scripts in strategic interventions. Discuss with your partner how having pre-prepared scripts can help interpreters know what to say in challenging situations. What are some situations where these scripts might be particularly useful?*
- *Discuss the significance of being clear on your role as the interpreter. How does clarity in your role help manage the flow of communication and prevent misunderstandings? Reflect on the balance between intervening and refraining in different scenarios.*

Lesson 6: Overcoming Cultural Barriers in Interpreting

Activity 1: Overcoming Cultural Barriers in Interpretation



Overcoming Cultural Barriers in Interpretation

Interpreters often face cultural barriers that can impede effective communication. Overcoming these barriers is essential to ensure accurate and meaningful exchanges between parties from different cultural backgrounds.

Developing cultural awareness is a foundational step in this process.

This involves understanding and appreciating the cultural backgrounds of the individuals involved. Interpreters should continue learning about the cultural norms, values, and communication styles of the cultures they work with frequently, including etiquette, gestures, and body language. Staying updated is crucial, as cultures evolve, and interpreters need to continuously update their knowledge to remain culturally aware.

Active Listening and Key Observation

Active listening and key observation are critical skills for interpreters. These techniques help interpreters pick up on cultural nuances and non-verbal cues that may indicate misunderstanding or discomfort.

By listening beyond words and paying attention to tone, pauses, and emphasis, interpreters can fully understand the speaker's intent and emotions

Additionally, reading nonverbal cues such as body language, facial expressions, and gestures provides an important context that complements verbal communication. This awareness enables interpreters to convey the full meaning of the message accurately.

Building Rapport and Trust

Discussion Prompts:

- *In pairs, discuss the importance of developing cultural awareness as a foundational step in overcoming cultural barriers in interpretation. How can understanding the cultural backgrounds of individuals improve the accuracy and effectiveness of communication?*
- *Reflect on the techniques of active listening and key observation. Discuss with your partner how paying attention to tone, pauses, emphasis, and non-verbal cues can help interpreters fully understand the speaker's intent and emotions. Share examples of how these techniques have been or could be effectively used in interpreting scenarios.*
- *Analyze the role of reading non-verbal cues such as body language, facial expressions, and gestures in complementing verbal communication. How can these cues provide additional context and help convey the full meaning of the message accurately?*
- *Consider the strategies for building rapport and trust with the parties involved in an interpreting encounter. Discuss how demonstrating cultural sensitivity, showing respect, and maintaining a neutral stance can help establish trust and improve communication outcomes.*
- *Discuss the ongoing process of staying culturally aware. How can interpreters continuously update their knowledge to keep up with evolving cultural norms and practices? Share ideas for ongoing learning and professional development in this area.*

Lesson 7: Ethical Considerations and Cultural Competence

Activity 1: Understanding Ethical Considerations and Cultural Competence in Interpreting

> Interpreters interpret meaning for meaning – they do not translate word for word; and the only way to achieve an accurate, impartial, and complete interpretation is by exercising cultural awareness.
>
> NAATI Code of Ethics

As we covered in Module 3 of this course, ethical considerations are paramount for interpreters to ensure the integrity and effectiveness of their work.

Confidentiality is a fundamental principle, requiring interpreters to keep all information shared during sessions strictly private. This builds trust and ensures sensitive information is protected.

Accuracy is equally important; interpreters must faithfully convey the speaker's message without adding, omitting, or altering information. If clarification is needed, it is ethical to ask for it to maintain accuracy.

Impartiality is essential, as interpreters must remain neutral, avoiding any bias or personal opinions that could influence the message. Any potential conflicts of interest should be disclosed to all parties involved to maintain impartiality.

Professionalism involves a commitment to continuous learning, staying updated on best practices and industry standards, and demonstrating respectful conduct, including meeting preparedness and respectful exchanges.

Cultural awareness is crucial for interpreters, as it involves understanding how cultural differences may affect the flow of communication. By being aware of these vital canons of the Code of Ethics, interpreters can navigate potential misunderstandings and ensure more effective and respectful exchanges between parties.

Summary

Cultural competence encompasses the ability to understand, communicate with, and effectively interact with people across cultures. This includes acknowledging cultural differences, maintaining respect and neutrality, and ensuring accurate and clear communication. Ethical considerations like confidentiality, accuracy, impartiality, professionalism, and cultural awareness all contribute to an interpreter's cultural competence by ensuring that they are respectful, effective, and trustworthy in their role.

Together, these elements help interpreters navigate the complexities of cross-cultural communication and uphold the integrity of their profession.

Discussion Prompts:

- *In pairs, discuss the importance of confidentiality in interpreting. How does maintaining confidentiality build trust and protect sensitive information? Share examples of situations where confidentiality might be challenged and discuss strategies to uphold this principle.*
- *Reflect on the principle of accuracy in interpreting. Why is it crucial for interpreters to faithfully convey the speaker's message without alterations? Discuss how asking for clarification can help maintain accuracy in interpretation.*
- *Analyze the role of impartiality in interpreting. How can interpreters ensure they remain neutral and avoid bias? Discuss potential conflicts of interest and how they should be disclosed to maintain impartiality.*
- *Consider the commitment to professionalism in interpreting. Discuss with your partner the importance of continuous learning and staying updated on best practices and industry standards. How does professionalism contribute to effective and respectful exchanges?*

Module 4 Assessment

Module 5: Modes of Interpreting

Module 5 focuses on the practical application skills of various interpreting modes, commonly used in educational settings outside the classroom setting.

Interpreters and dual-role staff will learn the key characteristics, advantages, and challenges of different interpreting modes, develop skills to switch effectively between these modes based on the context and needs of parents and families with limited English proficiency and school staff, and apply best practices in various interpreting scenarios encountered outside the classroom. This module includes detailed sections on consecutive interpreting, simultaneous interpreting, and sight translation, supplemented with practical exercises for each.

Module Objectives

1. **Learn Interpreting Modes**: Understand the key characteristics, advantages, and challenges of different interpreting modes used outside the traditional classroom, including consecutive interpreting, simultaneous interpreting, and sight translation.
2. **Apply Best Practices**: Implement best practices for each interpreting mode through practical exercises, enhancing the ability to handle various interpreting scenarios outside the classroom.
3. **Practical Application**: Put learning into practice by engaging in exercises designed to simulate real-life situations, helping to solidify skills and improve overall interpreting performance.

Estimated Time to Complete 6-8 hours

Module Outline

Lesson 1: Introduction to Modes of Interpreting

Lesson 2: Interpreter Skills & Best Practices

Lesson 3: Consecutive Interpreting

Lesson 4: Simultaneous Interpreting

Lesson 5: Sight Translation

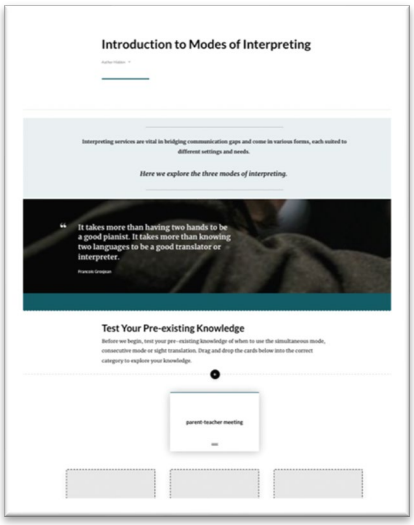
Lesson 6: Relay Interpreting

Module 5 Assessment

Facilitator Instructions

Lesson 1: Introduction to Modes of Interpreting

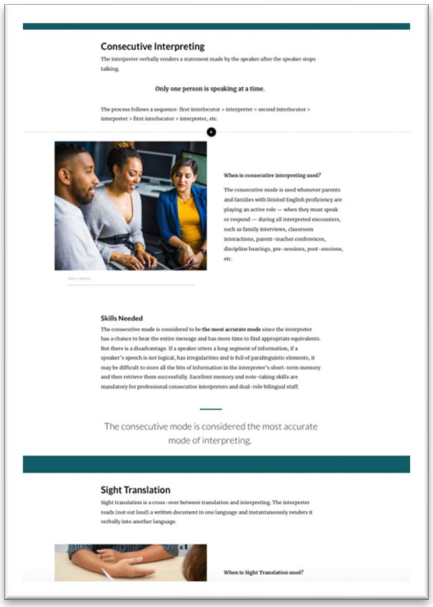
Activity 1: Understanding Modes of Interpreting



Discussion Prompts:

- *In pairs, discuss the three modes of interpreting: simultaneous interpreting, consecutive interpreting, and sight translation. Describe each mode and provide examples of settings where each would be most appropriately used.*
- *Reflect on the skills required for each mode of interpreting. How do the skills differ between simultaneous interpreting, consecutive interpreting, and sight translation? Discuss with your partner which skills are most challenging and why.*
- *Consider the practical applications of each interpreting mode in an educational setting. How would you decide which mode to use for different school-related scenarios, such as parent-teacher meetings, IEP meetings, or school board presentations? Share examples and reasoning with your partner.*
- *Analyze the quote by François Grosjean: "It takes more than having two hands to be a good pianist. It takes more than knowing two languages to be a good translator or interpreter." Discuss how this applies to the different modes of interpreting and the additional skills and competencies required.*
- *Discuss any personal experiences you have had with using or observing the different modes of interpreting. What challenges did you encounter, and how did you address them? Share insights with your partner on how to improve effectiveness in each mode.*

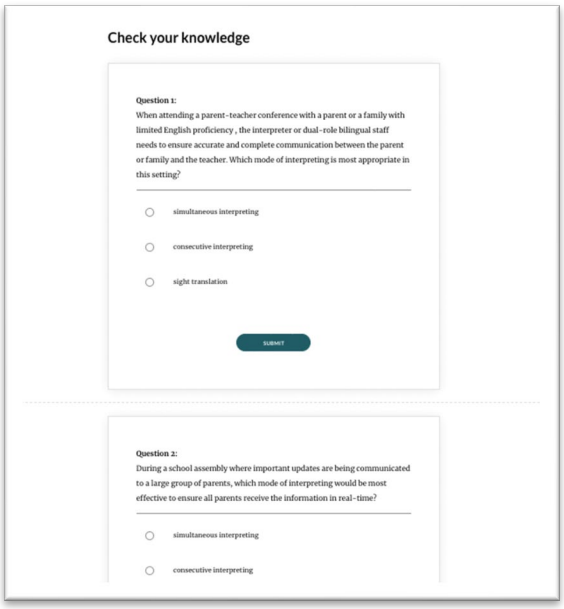
Activity 2: Exploring the Three Modes of Interpreting



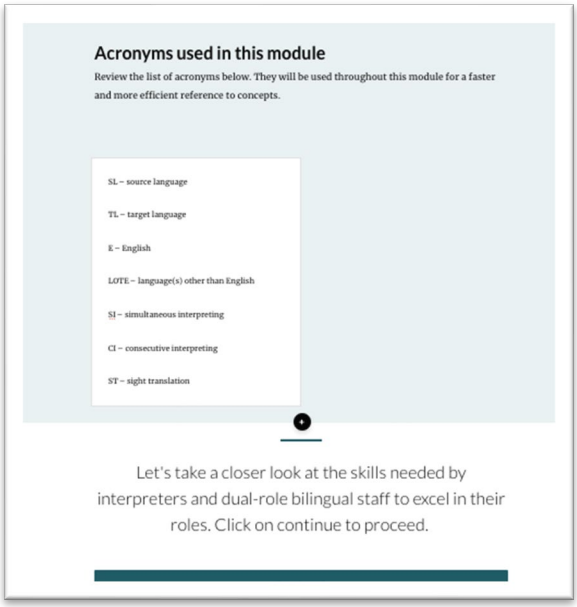
Discussion Prompts:

- *Discuss the key characteristics of consecutive interpreting. Why is it considered the most accurate mode of interpreting? In which scenarios is consecutive interpreting most effectively used in educational settings?*
- *Reflect on the skills needed for effective consecutive interpreting, such as excellent memory and note-taking skills. Share techniques and strategies that can help improve these skills in your interpreting practice.*
- *Describe the process of sight translation. When is sight translation commonly used in educational settings? Discuss the advantages and challenges of using sight translation.*
- *Compare and contrast simultaneous interpreting with consecutive interpreting and sight translation. What are the key differences in how each mode is performed, and in which scenarios would each be most appropriate?*
- *Consider a parent-teacher meeting scenario. Discuss with your partner which mode of interpreting (simultaneous, consecutive, or sight translation) would be most appropriate for this setting and why. Share any personal experiences or examples where you have used these modes in educational settings.*

Activity 3: Check Your Knowledge

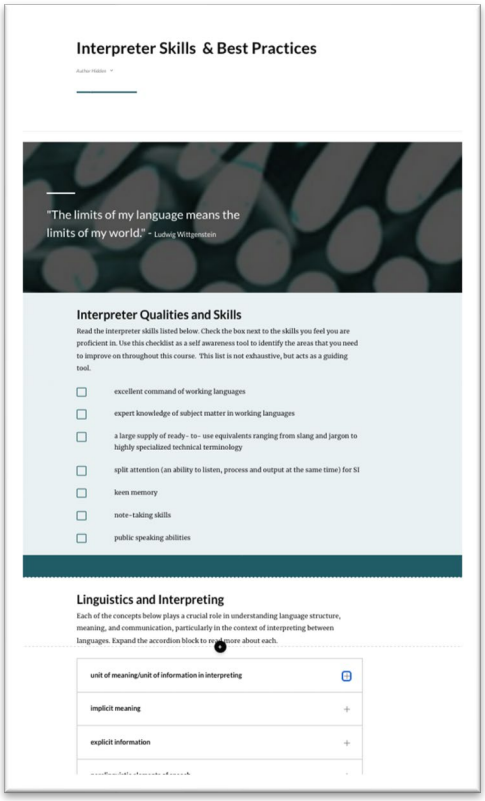


Activity 4: Understanding the Acronyms Used in these Modules



Lesson 2: Interpreter Skills & Best Practices

Activity 1: Interpreter Quality and Skills



Discussion Prompts:

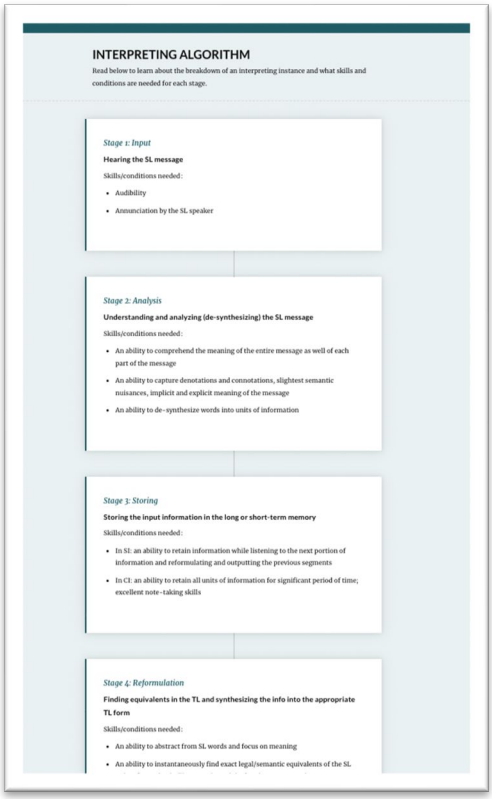
Self-Assessment Reflection (5 minutes):

- Begin by asking participants to complete the checklist individually, checking off the skills they feel confident in and noting any areas they would like to improve.
- Prompt: "Which skills from the checklist do you feel most confident in, and which ones do you think you need to develop further?"

Group Sharing (7 minutes):

- Form small groups and have participants share one skill they excel in and one skill they wish to improve. Encourage them to explain why they chose these skills and provide examples from their experience.
- Prompt: "Share an example of how you have effectively used one of your strong skills in an interpreting scenario. How did it benefit the communication process?"

Activity 2: Understanding and Applying the Interpreting Algorithm



INTERPRETING ALGORITHM

Read below to learn about the breakdown of an interpreting instance and what skills and conditions are needed for each stage.

Stage 1: Input

Hearing the SL message

Skills/conditions needed:

- Audibility
- Annunciation by the SL speaker

Stage 2: Analysis

Understanding and analyzing (de-synthesizing) the SL message

Skills/conditions needed:

- An ability to comprehend the meaning of the entire message as well of each part of the message
- An ability to capture denotations and connotations, slightest semantic nuisances, implicit and explicit meaning of the message
- An ability to de-synthesize words into units of information

Stage 3: Storing

Storing the input information in the long or short-term memory

Skills/conditions needed:

- In SI: an ability to retain information while listening to the next portion of information and reformulating and outputting the previous segments
- In CI: an ability to retain all units of information for significant period of time; excellent note-taking skills

Stage 4: Reformulation

Finding equivalents in the TL and synthesizing the info into the appropriate TL form

Skills/conditions needed:

- An ability to abstract from SL words and focus on meaning
- An ability to instantaneously find exact legal/semantic equivalents of the SL

Objective: To help participants understand the different stages of the interpreting process and identify the skills and conditions necessary for each stage.

Time Frame: 20 minutes

Discussion Prompts:

Stage 1: Input (5 minutes)

- Discuss the importance of audibility and annunciation by the SL speaker. How can interpreters ensure they accurately hear and capture the source language message?
- Prompt: "What strategies do you use to ensure clear audibility and annunciation from the speaker during an interpreting session?"

Stage 2: Analysis (5 minutes)

- Explore the skills needed for understanding and analyzing the source language message. How can interpreters effectively capture denotations, connotations, and implicit meanings?
- Prompt: "Can you share an example of a challenging interpretation where

capturing implicit meanings and semantic nuances was crucial? How did you handle it?"

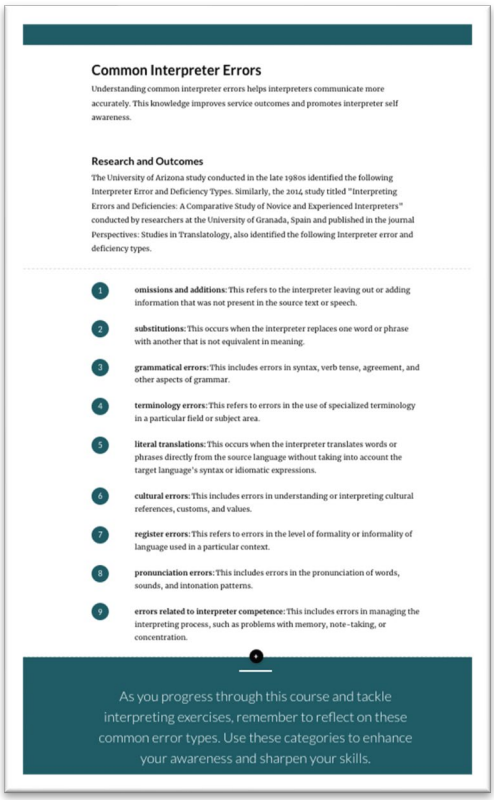
Stage 3: Storing (5 minutes)

- Examine the differences in storing information for simultaneous interpreting (SI) and consecutive interpreting (CI). What techniques can interpreters use to improve their memory retention and note-taking skills?
- Prompt: "What note-taking techniques do you find most effective for retaining detailed information during consecutive interpreting sessions?"

Stage 4: Reformulation (5 minutes)

- Discuss the process of finding equivalents in the target language (TL) and synthesizing the information appropriately. What challenges do interpreters face in this stage, and how can they overcome them?
- Prompt: "How do you ensure that the meaning, tone, and register of the source message are accurately conveyed in the target language during reformulation?"

Activity 3: Common Interpreter Errors



Common Interpreter Errors

Understanding common interpreter errors helps interpreters communicate more accurately. This knowledge improves service outcomes and promotes interpreter self awareness.

Research and Outcomes

The University of Arizona study conducted in the late 1980s identified the following Interpreter Error and Deficiency Types. Similarly, the 2014 study titled "Interpreting Errors and Deficiencies: A Comparative Study of Novice and Experienced Interpreters" conducted by researchers at the University of Granada, Spain and published in the journal Perspectives: Studies in Translatology, also identified the following interpreter error and deficiency types.

1. **omissions and additions:** This refers to the interpreter leaving out or adding information that was not present in the source text or speech.
2. **substitutions:** This occurs when the interpreter replaces one word or phrase with another that is not equivalent in meaning.
3. **grammatical errors:** This includes errors in syntax, verb tense, agreement, and other aspects of grammar.
4. **terminology errors:** This refers to errors in the use of specialized terminology in a particular field or subject area.
5. **literal translations:** This occurs when the interpreter translates words or phrases directly from the source language without taking into account the target language's syntax or idiomatic expressions.
6. **cultural errors:** This includes errors in understanding or interpreting cultural references, customs, and values.
7. **register errors:** This refers to errors in the level of formality or informality of language used in a particular context.
8. **pronunciation errors:** This includes errors in the pronunciation of words, sounds, and intonation patterns.
9. **errors related to interpreter competence:** This includes errors in managing the interpreting process, such as problems with memory, note-taking, or concentration.

As you progress through this course and tackle interpreting exercises, remember to reflect on these common error types. Use these categories to enhance your awareness and sharpen your skills.

Objective: To help participants identify and understand common interpreter errors, promoting self-awareness and improving accuracy in their interpreting practice.

Time Frame: 15 minutes

Discussion Prompts:

Omissions and Additions (3 minutes)

- Discuss how omissions and additions can impact the accuracy of the interpreted message. What strategies can interpreters use to avoid these errors?
- Prompt: "Can you share an instance where you realized an omission or addition was made during an interpretation? How did you handle it?"

Substitutions and Literal Translations (3 minutes)

- Explore the reasons behind substitutions and literal translations. How can interpreters ensure they find appropriate equivalents in the target language?
- Prompt: "Have you ever faced a situation where you had to avoid a literal translation to convey the correct meaning? What approach did you take?"

Grammatical and Terminology Errors (3 minutes)

- Examine the importance of grammar and specialized terminology in interpreting. How can interpreters improve their knowledge in these areas to minimize errors?
- Prompt: "What resources or practices do you use to stay updated on specialized terminology relevant to your interpreting assignments?"

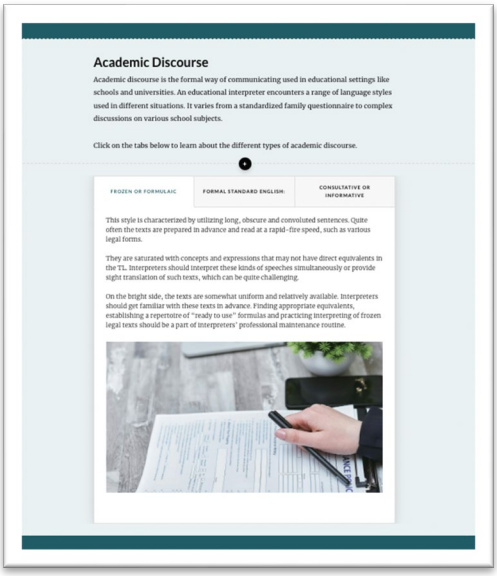
Cultural and Register Errors (3 minutes)

- Discuss the significance of cultural awareness and appropriate register in interpreting. How can interpreters ensure they accurately convey cultural references and the correct level of formality?
- Prompt: "Can you describe a time when cultural knowledge helped you avoid an error in interpretation? How did it impact the outcome?"

Pronunciation and Competence-Related Errors (3 minutes)

- Focus on pronunciation and overall interpreter competence. What techniques can interpreters use to enhance their pronunciation and manage the interpreting process effectively?
- Prompt: "How do you practice and improve your pronunciation for the languages you interpret? What methods do you find most effective?"

Activity 4: Understanding Academic Discourse



Discussion Prompts:

Frozen or Formulaic Style (5 minutes)

- Discuss the challenges and strategies for interpreting frozen or formulaic texts. What are the key elements to focus on when dealing with long, obscure, and convoluted sentences?
- Prompt: "Have you encountered frozen or formulaic texts in your interpreting work? How did you prepare for and handle these types of texts?"

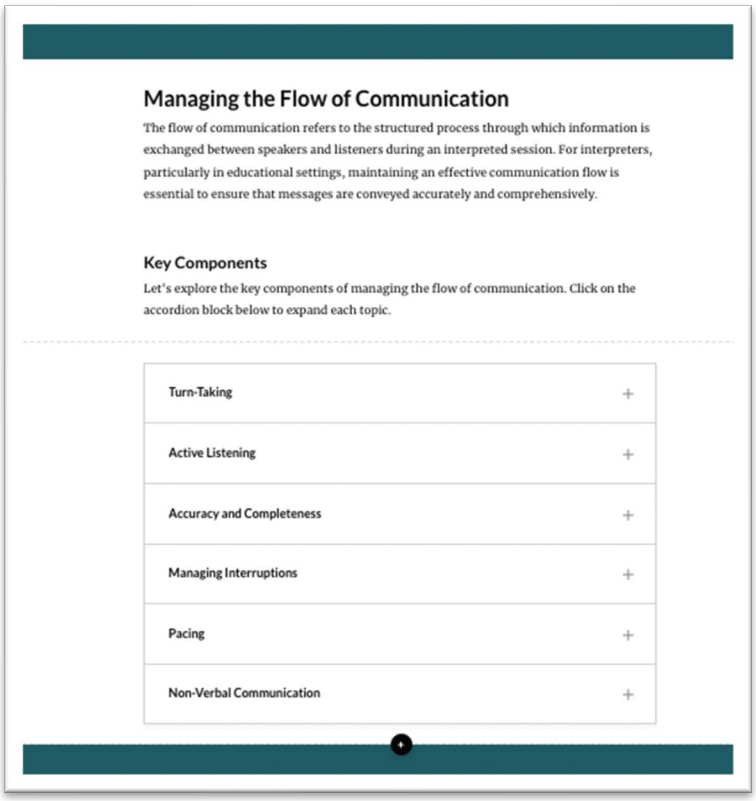
Formal Standard English (5 minutes)

- Explore the characteristics and complexities of formal standard English in academic settings. How can interpreters ensure accuracy and maintain the formal tone required for such texts?
- Prompt: "Can you share an example of interpreting formal standard English? What strategies did you use to maintain the appropriate tone and accuracy?"

Consultative or Informative Style (5 minutes)

- Examine the consultative or informative style of academic discourse. How can interpreters effectively manage the flow of information and ensure clarity when interpreting these types of texts?
- Prompt: "In your experience, what are the best practices for interpreting consultative or informative discourse? How do you handle the balance between conveying detailed information and ensuring comprehension?"

Activity 5: Considerations for Managing the Flow of Communication



Objective: To help participants understand and apply key components of managing the flow of communication during interpreted sessions, ensuring accuracy and comprehensiveness.

Time Frame: 20 minutes

Discussion Prompts:

Turn-Taking (5 minutes)

- Discuss the importance of turn-taking in managing the flow of communication. What strategies can interpreters use to facilitate effective turn-taking in educational settings?
- Prompt: "Can you share an experience where managing turn-taking was crucial in your interpreting session? How did you handle it?"

Active Listening (5 minutes)

- Explore the role of active listening in maintaining effective communication. How can interpreters improve their active listening skills to ensure they accurately convey the speaker's message?
- Prompt: "What techniques do you use to stay fully engaged and actively listen during an interpreting session? How does active listening impact the quality of your interpretation?"

Accuracy and Completeness (5 minutes)

- Examine the importance of accuracy and completeness in interpretation. What methods can interpreters employ to ensure they capture and convey the full message without omissions or additions?
- Prompt: "Describe a situation where ensuring accuracy and completeness was challenging. What steps did you take to overcome this challenge?"

Managing Interruptions (5 minutes)

- Discuss how to effectively manage interruptions during an interpreting session. What strategies can interpreters use to minimize disruptions and maintain the flow of communication?
- Prompt: "How do you handle interruptions during your interpreting sessions? Can you provide an example of a time when managing interruptions was particularly important?"

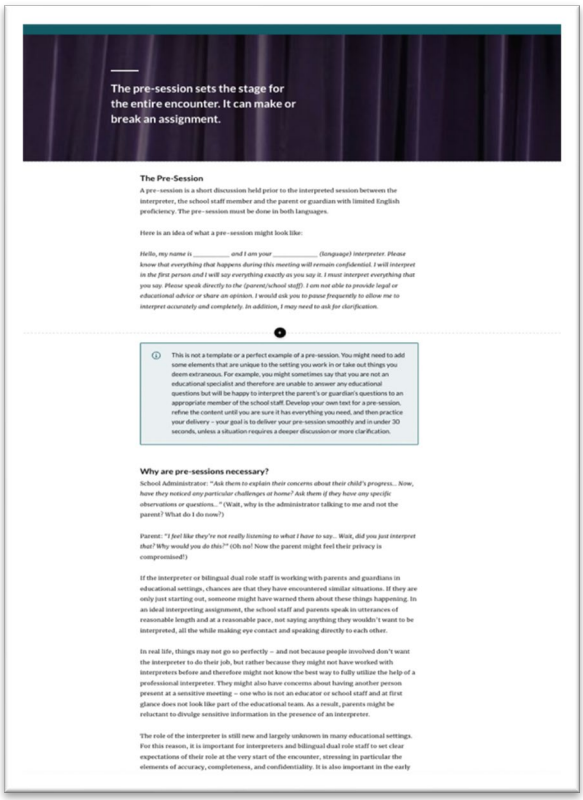
Pacing (5 minutes)

- Explore the significance of pacing in interpreted sessions. How can interpreters adjust their pacing to match the speaker's delivery and ensure clear communication?
- Prompt: "Have you ever had to adjust your pacing during an interpreting session? What techniques did you use to maintain an appropriate pace?"

Non-Verbal Communication (5 minutes)

- Examine the role of non-verbal communication in interpreting. How can interpreters effectively use and interpret non-verbal cues to enhance communication?
- Prompt: "Can you think of a time when non-verbal communication played a key role in your interpretation? How did you incorporate these cues into your interpretation?"

Activity 6: The Importance of a Pre-Session



Discussion Prompts

- *Based on the provided pre-session script, what do you think are the most crucial points to convey to both the school staff and the parents? How do these points help in setting the right expectations and building trust?*

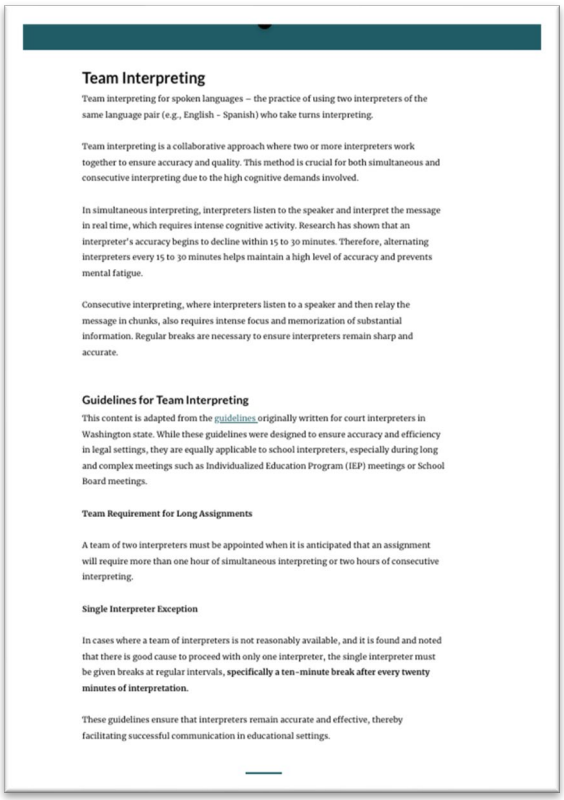
- *Can you share an example of a unique situation in your interpreting assignments where you had to modify the pre-session content? What changes did you make and why were they necessary?*

- *What are some common challenges you have faced during pre-sessions? How did you handle these challenges to ensure that the session ran smoothly and that all parties were comfortable?*

- *Have you experienced situations where school staff directed their questions or comments to you instead of the parents? How did you redirect the communication to ensure that the parents were directly engaged in the conversation?*

- *In what ways can you emphasize the importance of confidentiality during the pre-session? How do you address any concerns parents or school staff might have about the privacy of their discussions?*

Activity 7: Understanding Team Interpreting



Team Interpreting

Team interpreting for spoken languages – the practice of using two interpreters of the same language pair (e.g., English – Spanish) who take turns interpreting.

Team interpreting is a collaborative approach where two or more interpreters work together to ensure accuracy and quality. This method is crucial for both simultaneous and consecutive interpreting due to the high cognitive demands involved.

In simultaneous interpreting, interpreters listen to the speaker and interpret the message in real time, which requires intense cognitive activity. Research has shown that an interpreter's accuracy begins to decline within 15 to 30 minutes. Therefore, alternating interpreters every 15 to 30 minutes helps maintain a high level of accuracy and prevents mental fatigue.

Consecutive interpreting, where interpreters listen to a speaker and then relay the message in chunks, also requires intense focus and memorization of substantial information. Regular breaks are necessary to ensure interpreters remain sharp and accurate.

Guidelines for Team Interpreting

This content is adapted from the guidelines originally written for court interpreters in Washington state. While these guidelines were designed to ensure accuracy and efficiency in legal settings, they are equally applicable to school interpreters, especially during long and complex meetings such as Individualized Education Program (IEP) meetings or School Board meetings.

Team Requirement for Long Assignments

A team of two interpreters must be appointed when it is anticipated that an assignment will require more than one hour of simultaneous interpreting or two hours of consecutive interpreting.

Single Interpreter Exception

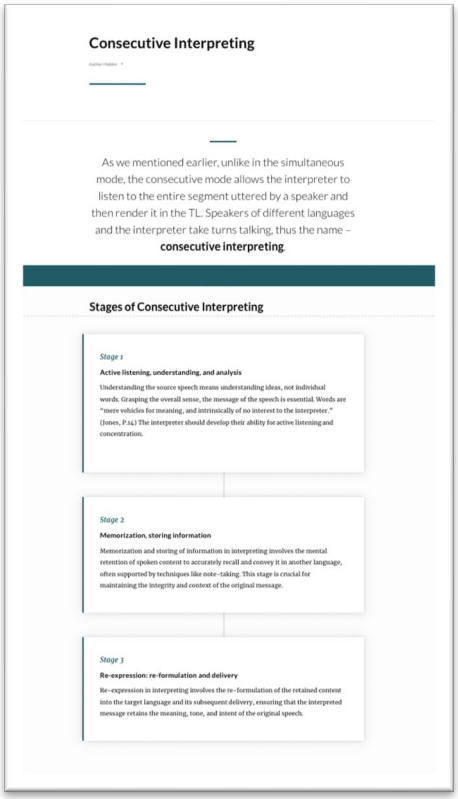
In cases where a team of interpreters is not reasonably available, and it is found and noted that there is good cause to proceed with only one interpreter, the single interpreter must be given breaks at regular intervals, **specifically a ten-minute break after every twenty minutes of interpretation.**

These guidelines ensure that interpreters remain accurate and effective, thereby facilitating successful communication in educational settings.

- *Discuss the reasons why team interpreting is essential for both simultaneous and consecutive interpreting, particularly in settings such as IEP meetings or School Board meetings. How does it help enhance accuracy and reduce cognitive load for interpreters?*
- *Review the specific guidelines for team interpreting provided in the text. How can these guidelines be applied to ensure effective communication during long and complex meetings? Share an example of a situation where these guidelines would be particularly beneficial.*
- *Identify potential challenges that may arise when implementing team interpreting in educational settings. What strategies can be used to address these challenges to ensure interpreters remain accurate, effective, and mentally sharp throughout the session?*

Lesson 3: Consecutive Interpreting

Activity 1: Introduction to the Stages of Consecutive Interpreting



Consecutive Interpreting

As we mentioned earlier, unlike in the simultaneous mode, the consecutive mode allows the interpreter to listen to the entire segment uttered by a speaker and then render it in the TL. Speakers of different languages and the interpreter take turns talking, thus the name – **consecutive interpreting**.

Stages of Consecutive Interpreting

Stage 1

Active listening, understanding, and analysis

Understanding the source speech means understanding ideas, not individual words. Grasping the overall sense, the message of the speech is essential. Words are "mere vehicles for meaning, and intrinsically of no interest to the interpreter." (Jones, P.14) The interpreter should develop their ability for active listening and concentration.

Stage 2

Memorization, storing information

Memorization and storing of information in interpreting involves the mental retention of spoken content to accurately recall and convey it in another language, often supported by techniques like note-taking. This stage is crucial for maintaining the integrity and context of the original message.

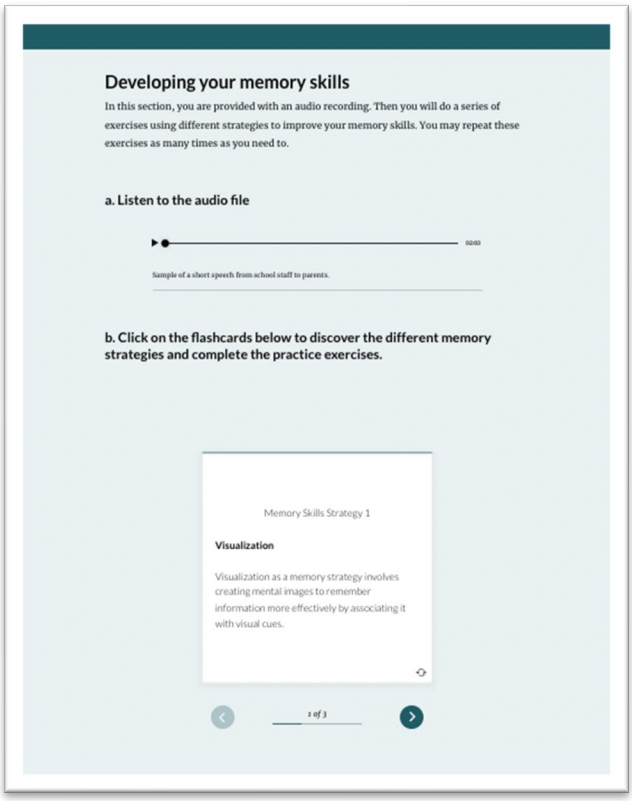
Stage 3

Re-expression: re-formulation and delivery

Re-expression in interpreting involves the re-formulation of the retained content into the target language and its subsequent delivery, ensuring that the interpreted message retains the meaning, tone, and intent of the original speech.

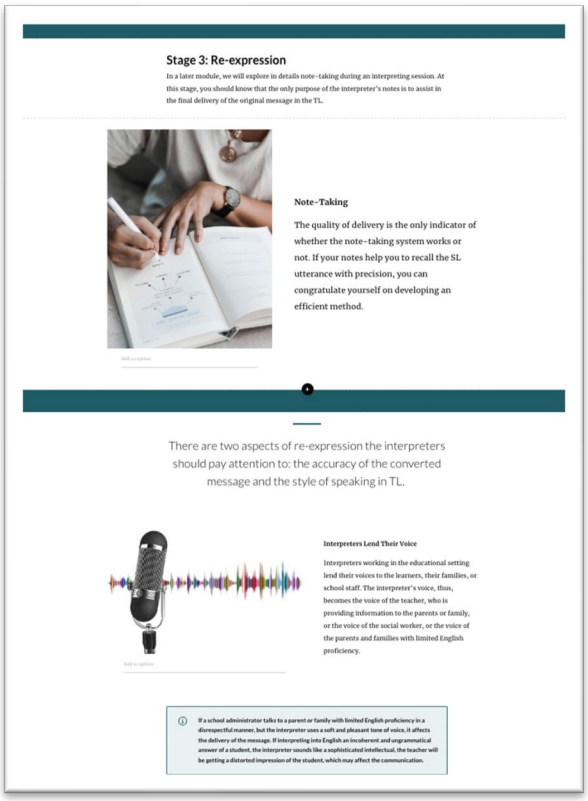
- *Discuss the importance of active listening in the first stage of consecutive interpreting. How does understanding the overall sense and message of the speech enhance the interpreter's effectiveness?*
- *In the second stage of consecutive interpreting, memorization and storing of information are crucial. What techniques can interpreters use to improve their ability to retain and accurately recall spoken content?*
- *During the third stage of consecutive interpreting, re-expression and delivery are key. How can interpreters ensure they maintain the meaning, tone, and intent of the original speech during this stage?*

Activity 2: Developing Your Memory Skills



- *Discuss how visualization can enhance memory retention for interpreters. Can you share a personal experience or technique that has helped you effectively use visualization in your work?*
- *After listening to the audio file, reflect on the memory strategies presented in the flashcards. Which strategy do you find most effective, and why? How do you plan to integrate this strategy into your interpreting practice?*
- *Practice using the different memory strategies provided. How did each strategy impact your ability to recall the information from the audio recording? Discuss any challenges you faced and how you overcame them.*

Activity 3: Performing Accurate Re-Expression



Stage 3: Re-expression

In a later module, we will explore in details note-taking during an interpreting session. At this stage, you should know that the only purpose of the interpreter's notes is to assist in the final delivery of the original message in the TL.

Note-Taking

The quality of delivery is the only indicator of whether the note-taking system works or not. If your notes help you to recall the SL utterance with precision, you can congratulate yourself on developing an efficient method.

There are two aspects of re-expression the interpreters should pay attention to: the accuracy of the converted message and the style of speaking in TL.

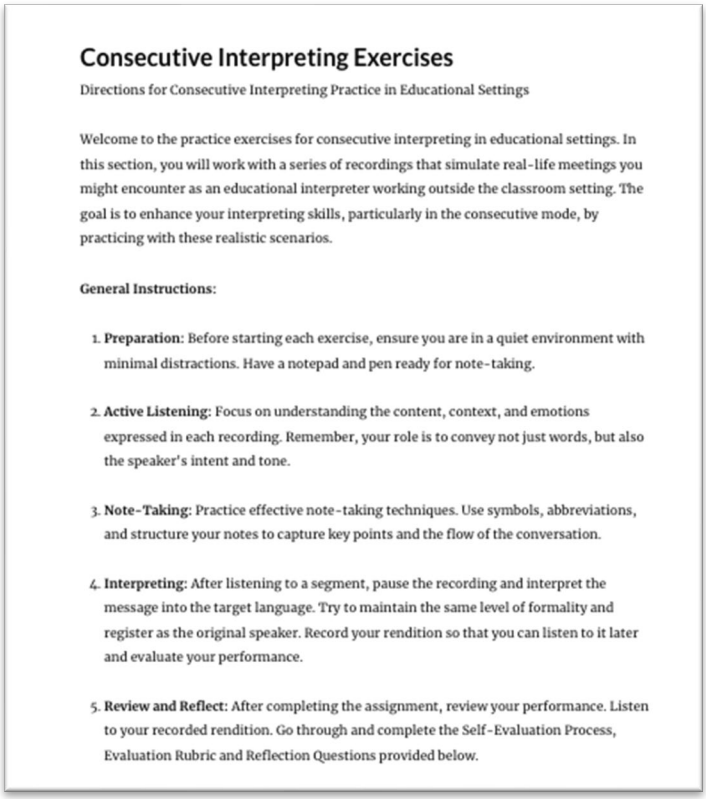
Interpreters Lend Their Voice

Interpreters working in the educational setting lend their voices to the learners, their families, or school staff. The interpreter's voice, thus, becomes the voice of the teacher, who is providing information to the parents or family, or the voice of the social worker, or the voice of the parents and families with limited English proficiency.

If a school administrator talks to a parent or family with limited English proficiency in a disrespectful manner, but the interpreter uses a soft and pleasant tone of voice, it affects the delivery of the message. If interpreting into English an incoherent and ungrammatical answer of a student, the interpreter sounds like a sophisticated intellectual, the teacher will be getting a distorted impression of the student, which may affect the communication.

- *Discuss the importance of note-taking during an interpreting session. How can a well-developed note-taking method enhance the accuracy and quality of re-expression in the target language? Share your experiences and techniques.*
- *Reflect on the two aspects of re-expression: accuracy of the converted message and style of speaking in the target language. How do you ensure that both aspects are effectively addressed during your interpreting sessions?*
- *Consider the scenario where an interpreter's voice and style affect the delivery of the message. How can an interpreter's tone and manner of speaking influence the perception of the message by the listener? Share strategies to maintain an appropriate and effective delivery style.*

Activity 4: Consecutive Interpreting Exercises



Consecutive Interpreting Exercises

Directions for Consecutive Interpreting Practice in Educational Settings

Welcome to the practice exercises for consecutive interpreting in educational settings. In this section, you will work with a series of recordings that simulate real-life meetings you might encounter as an educational interpreter working outside the classroom setting. The goal is to enhance your interpreting skills, particularly in the consecutive mode, by practicing with these realistic scenarios.

General Instructions:

1. **Preparation:** Before starting each exercise, ensure you are in a quiet environment with minimal distractions. Have a notepad and pen ready for note-taking.
2. **Active Listening:** Focus on understanding the content, context, and emotions expressed in each recording. Remember, your role is to convey not just words, but also the speaker's intent and tone.
3. **Note-Taking:** Practice effective note-taking techniques. Use symbols, abbreviations, and structure your notes to capture key points and the flow of the conversation.
4. **Interpreting:** After listening to a segment, pause the recording and interpret the message into the target language. Try to maintain the same level of formality and register as the original speaker. Record your rendition so that you can listen to it later and evaluate your performance.
5. **Review and Reflect:** After completing the assignment, review your performance. Listen to your recorded rendition. Go through and complete the Self-Evaluation Process, Evaluation Rubric and Reflection Questions provided below.

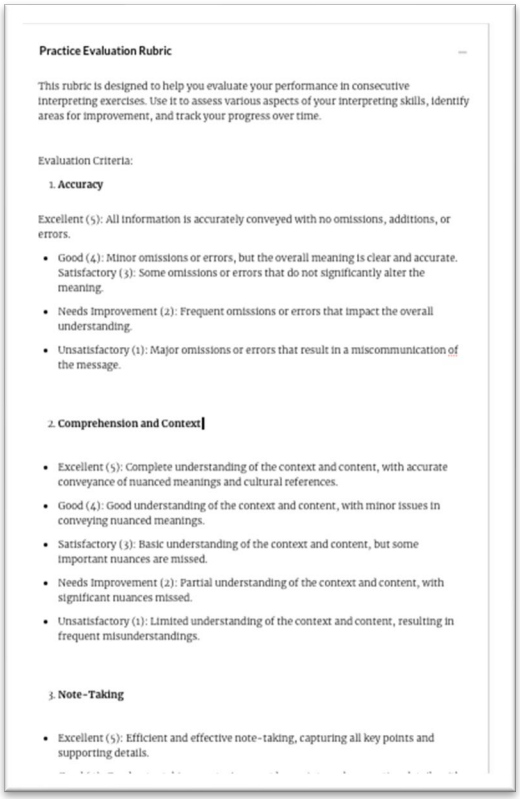
Self-Evaluation Process:

- Record and Review: Record your rendition for each exercise. After completing the assignment, listen to your recording and assess each criterion using the rubric.
- Rate Each Criterion: Assign a rating (1-5) for each criterion based on your performance.
- Provide Examples: For each rating, provide specific examples from your recording to justify your score. Note areas where you excelled and areas needing improvement.
- Set Goals: Based on your evaluation, set specific, measurable goals for improvement. For example, if you rated yourself a 3 in note-taking, your goal might be to practice more structured note-taking techniques.
- Seek Feedback: If possible, share your recordings and self-evaluation with a peer or mentor to get additional feedback and perspectives.

Reflection Questions:

1. What did you find most challenging about this exercise?
2. How did you handle difficult terminology or concepts?
3. Were there any moments where you felt particularly confident or unsure?
4. How did your note-taking support your interpreting?
5. What strategies can you use to improve in areas where you rated lower?

Rubric for Self-Evaluation – see module for complete rubric



Practice Evaluation Rubric

This rubric is designed to help you evaluate your performance in consecutive interpreting exercises. Use it to assess various aspects of your interpreting skills, identify areas for improvement, and track your progress over time.

Evaluation Criteria:

1. **Accuracy**

Excellent (5): All information is accurately conveyed with no omissions, additions, or errors.

- Good (4): Minor omissions or errors, but the overall meaning is clear and accurate. Satisfactory (3): Some omissions or errors that do not significantly alter the meaning.
- Needs Improvement (2): Frequent omissions or errors that impact the overall understanding.
- Unsatisfactory (1): Major omissions or errors that result in a miscommunication of the message.

2. **Comprehension and Context**

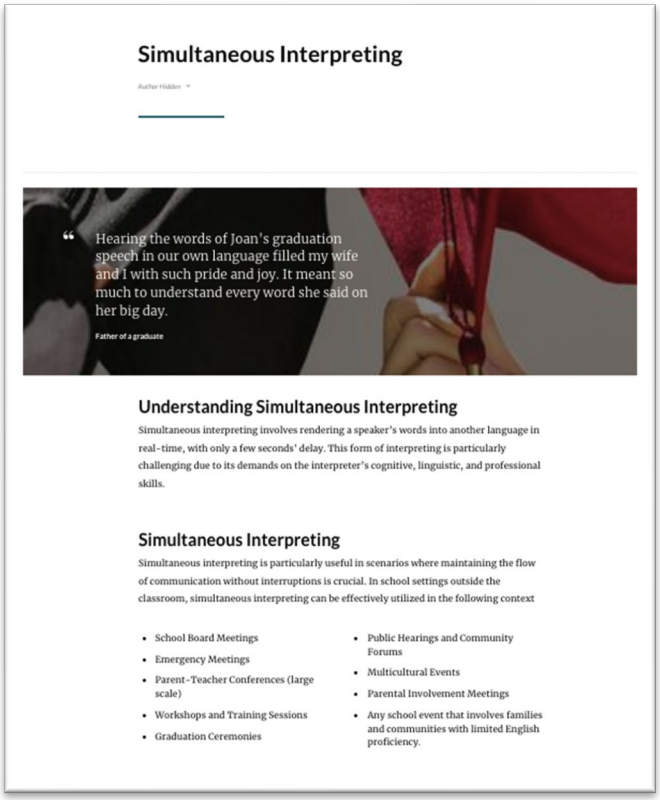
- Excellent (5): Complete understanding of the context and content, with accurate conveyance of nuanced meanings and cultural references.
- Good (4): Good understanding of the context and content, with minor issues in conveying nuanced meanings.
- Satisfactory (3): Basic understanding of the context and content, but some important nuances are missed.
- Needs Improvement (2): Partial understanding of the context and content, with significant nuances missed.
- Unsatisfactory (1): Limited understanding of the context and content, resulting in frequent misunderstandings.

3. **Note-Taking**

- Excellent (5): Efficient and effective note-taking, capturing all key points and supporting details.

Lesson 4: Simultaneous Interpreting

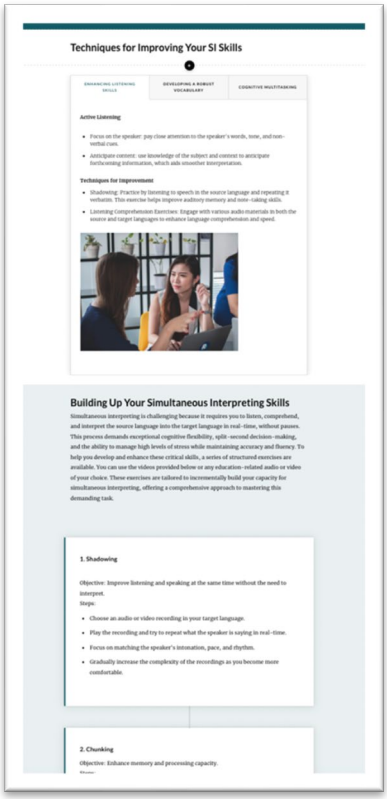
Activity 1: Understanding Simultaneous Interpreting



Discussion Prompts

- *Discuss the cognitive, linguistic, and professional skills required for effective simultaneous interpreting. How do you prepare yourself to meet these demands, and what strategies do you find most effective in maintaining high performance during interpreting sessions?*
- *Reflect on the different contexts where simultaneous interpreting is particularly useful in school settings. Share your experiences with simultaneous interpreting in any of these scenarios and discuss the unique challenges and rewards associated with them.*
- *Consider a situation where maintaining the flow of communication without interruptions is crucial. How does simultaneous interpreting ensure this flow, and what techniques can be employed to minimize potential disruptions during an interpreting session?*
- *Discuss the impact of simultaneous interpreting on the inclusivity and engagement of families and communities with limited English proficiency. How does this mode of interpreting enhance their participation in school events and meetings? Share any experiences where simultaneous interpreting made a significant difference in communication and understanding.*

Activity 2: Techniques for Improving SI Skills



Techniques for Improving Your SI Skills

ENHANCING LISTENING SKILLS | DEVELOPING A ROBUST VOCABULARY | COGNITIVE MULTITASKING

Active Listening

- Focus on the speaker: pay close attention to the speaker's words, tone, and non-verbal cues.
- Anticipate content: use knowledge of the subject and context to anticipate forthcoming information, which aids smoother interpretation.

Techniques for Improvement

- Shadowing: Practice by listening to speech in the source language and repeating it verbatim. This exercise helps improve auditory memory and note-taking skills.
- Listening Comprehension Exercises: Engage with various audio materials in both the source and target languages to enhance language comprehension and speed.

Building Up Your Simultaneous Interpreting Skills

Simultaneous interpreting is challenging because it requires you to listen, comprehend, and interpret the source language into the target language in real-time, without pauses. This process demands exceptional cognitive flexibility, split-second decision-making, and the ability to manage high levels of stress while maintaining accuracy and fluency. To help you develop and enhance these critical skills, a series of structured exercises are available. You can use the videos provided below or any education-related audio or video of your choice. These exercises are tailored to incrementally build your capacity for simultaneous interpreting, offering a comprehensive approach to mastering this demanding task.

1. Shadowing

Objective: Improve listening and speaking at the same time without the need to interpret.
Steps:

- Choose an audio or video recording in your target language.
- Play the recording and try to repeat what the speaker is saying in real-time.
- Focus on matching the speaker's intonation, pace, and rhythm.
- Gradually increase the complexity of the recordings as you become more comfortable.

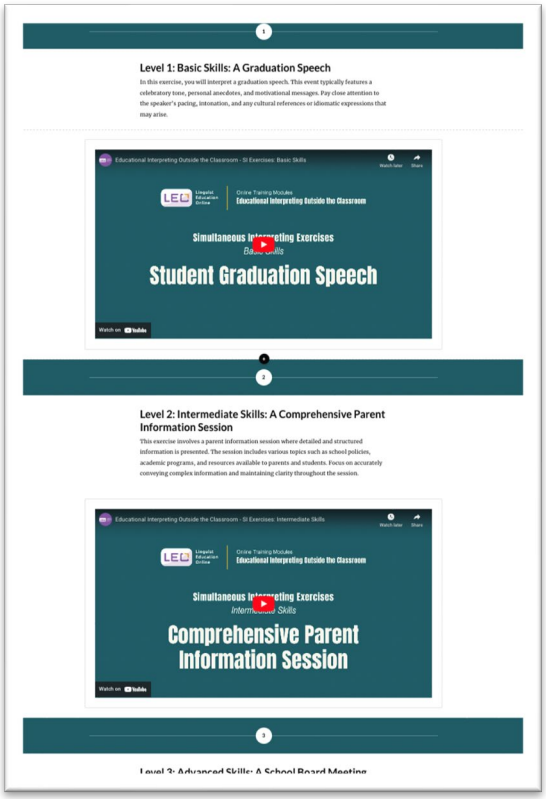
2. Chunking

Objective: Enhance memory and processing capacity.

Discussion Prompts

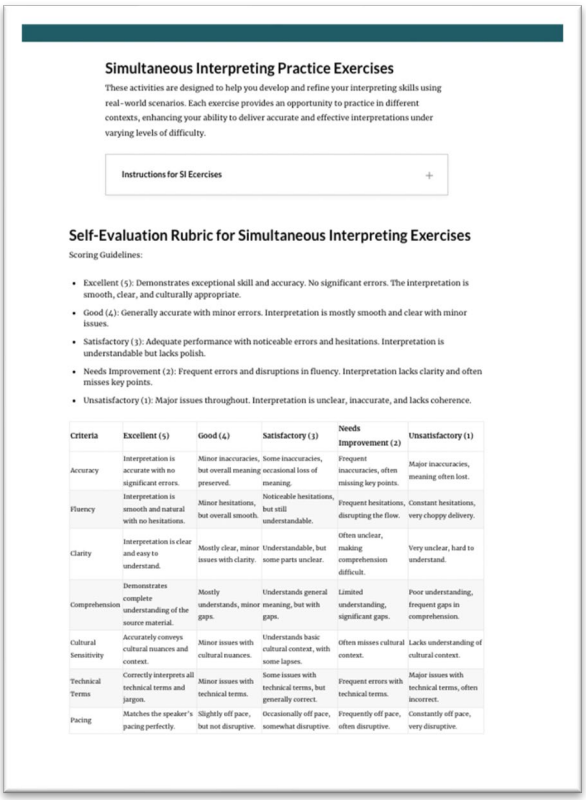
- *Discuss the importance of active listening in simultaneous interpreting. How do you maintain focus on the speaker's words, tone, and non-verbal cues during an interpreting session?*
- *Reflect on the technique of shadowing as a method for improving auditory memory and note-taking skills. Share your experiences with shadowing exercises and how they have impacted your interpreting performance.*
- *Consider the role of listening comprehension exercises in enhancing language comprehension and speed. What types of materials do you find most effective for these exercises, and how do you incorporate them into your practice routine?*
- *Explore the challenges of cognitive multitasking in simultaneous interpreting. What strategies do you use to manage split-second decision-making and high levels of stress while maintaining accuracy and fluency?*
- *Discuss the benefits and potential drawbacks of using chunking as a memory strategy in simultaneous interpreting. How do you apply this technique during your interpreting sessions, and what improvements have you noticed?*

Activity 3: Simultaneous Interpreting Practice Exercises



Discussion Prompts

- *After completing the simultaneous interpreting practice exercises, reflect on your accuracy. Were there specific instances where you struggled to maintain accuracy? What strategies did you use to overcome these challenges, and how can you improve your accuracy in future exercises?*
- *Think about your fluency and clarity during the practice exercises. Did you experience any hesitations or disruptions in fluency? How did these affect the clarity of your interpretation? Reflect on ways you can enhance your fluency and ensure clear delivery in your next practice session.*
- *Consider the feedback from your self-evaluation on cultural sensitivity and technical terms. Were there moments when you found it difficult to convey cultural nuances or technical jargon accurately? Reflect on these moments and discuss how you can better prepare to handle similar challenges in future interpreting scenarios.*



Simultaneous Interpreting Practice Exercises

These activities are designed to help you develop and refine your interpreting skills using real-world scenarios. Each exercise provides an opportunity to practice in different contexts, enhancing your ability to deliver accurate and effective interpretations under varying levels of difficulty.

Instructions for SI Ecercises +

Self-Evaluation Rubric for Simultaneous Interpreting Exercises

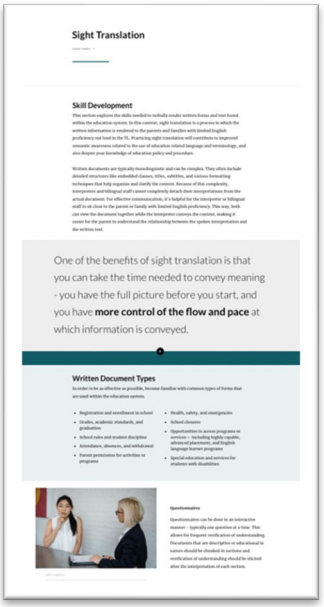
Scoring Guidelines:

- Excellent (5): Demonstrates exceptional skill and accuracy. No significant errors. The interpretation is smooth, clear, and culturally appropriate.
- Good (4): Generally accurate with minor errors. Interpretation is mostly smooth and clear with minor issues.
- Satisfactory (3): Adequate performance with noticeable errors and hesitations. Interpretation is understandable but lacks polish.
- Needs Improvement (2): Frequent errors and disruptions in fluency. Interpretation lacks clarity and often misses key points.
- Unsatisfactory (1): Major issues throughout. Interpretation is unclear, inaccurate, and lacks coherence.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Accuracy	Interpretation is accurate with no significant errors.	Minor inaccuracies, but overall meaning preserved.	Some inaccuracies, occasional loss of meaning.	Frequent inaccuracies, often missing key points.	Major inaccuracies, meaning often lost.
Fluency	Interpretation is smooth and natural with no hesitations.	Minor hesitations, but overall smooth.	Noticeable hesitations, but still understandable.	Frequent hesitations, disrupting the flow.	Constant hesitations, very choppy delivery.
Clarity	Interpretation is clear and easy to understand.	Mostly clear, minor issues with clarity.	Understandable, but some parts unclear.	Often unclear, making comprehension difficult.	Very unclear, hard to understand.
Comprehension	Demonstrates complete understanding of the source material.	Mostly understands, minor gaps.	Understands general meaning, but with gaps.	Limited understanding, significant gaps.	Poor understanding, frequent gaps in comprehension.
Cultural Sensitivity	Accurately conveys cultural nuances and context.	Minor issues with cultural nuances.	Understands basic cultural context, with some lapses.	Often misses cultural context.	Lacks understanding of cultural context.
Technical Terms	Correctly interprets all technical terms and jargon.	Minor issues with technical terms.	Some issues with technical terms, but generally correct.	Frequent errors with technical terms.	Major issues with technical terms, often incorrect.
Pacing	Matches the speaker's pacing perfectly.	Slightly off pace, but not disruptive.	Occasionally off pace, somewhat disruptive.	Frequently off pace, often disruptive.	Constantly off pace, very disruptive.

Lesson 5: Sight Translation

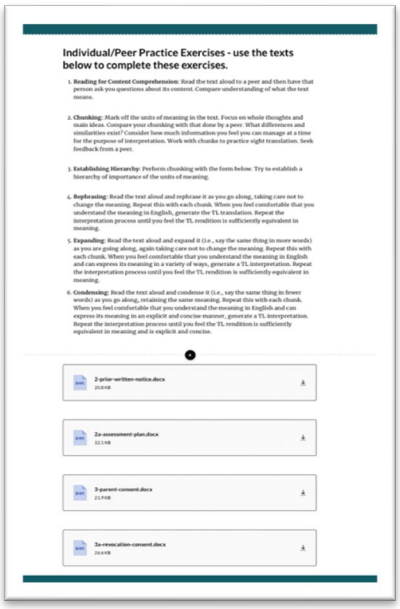
Activity 1: Understanding Sight Translation



Discussion Prompts

- *Reflect on your experience with sight translation. How do you ensure that you maintain the semantic accuracy and flow of the document while interpreting for parents with limited English proficiency?*
- *Considering the complexity of written documents in the education system, what strategies do you use to effectively convey embedded clauses, titles, and other formatting details during sight translation?*
- *When practicing sight translation, how do you manage the flow and pacing to ensure that parents and families fully understand the content being conveyed? Share any techniques that have worked well for you.*
- *How do you handle situations where the written document contains highly technical or specialized terminology? Discuss any resources or preparation methods you use to familiarize yourself with such terms.*
- *Reflect on a time when you had to perform sight translation for a particularly complex document. What steps did you take to prepare, and how did you ensure the clarity and accuracy of your interpretation?*

Activity 2: Peer Practice with Sight Translation



Individual/Peer Practice Exercises - use the texts below to complete these exercises.

1. **Reading for Content Comprehension**: Read the text aloud to a peer and then have that person ask you questions about its content. Compare understanding of what the text means.

2. **Chunking**: Mark off the units of meaning in the text. Focus on whole thoughts and main ideas. Compare your chunking with that done by a peer. What differences and similarities exist? Consider how much information you feel you can manage at a time for the purpose of interpretation. Work with chunks to practice sight translation. Seek feedback from a peer.

3. **Establishing Hierarchy**: Perform chunking with the form below. Try to establish a hierarchy of importance of the units of meaning.

4. **Rephrasing**: Read the text aloud and rephrase it as you go along, taking care not to change the meaning. Repeat this with each chunk. When you feel comfortable that you understand the meaning in English, generate the TL translation. Repeat the interpretation process until you feel the TL rendition is sufficiently equivalent in meaning.

5. **Expanding**: Read the text aloud and expand it (i.e., say the same thing in more words) as you are going along, again taking care not to change the meaning. Repeat this with each chunk. When you feel comfortable that you understand the meaning in English and can express its meaning in a variety of ways, generate a TL interpretation. Repeat the interpretation process until you feel the TL rendition is sufficiently equivalent in meaning.

6. **Condensing**: Read the text aloud and condense it (i.e., say the same thing in fewer words) as you go along, retaining the same meaning. Repeat this with each chunk. When you feel comfortable that you understand the meaning in English and can express its meaning in an explicit and concise manner, generate a TL interpretation. Repeat the interpretation process until you feel the TL rendition is sufficiently equivalent in meaning and is explicit and concise.

2-prior-written-notice.docx 20.8 KB

2a-assessment-plan.docx 32.1 KB

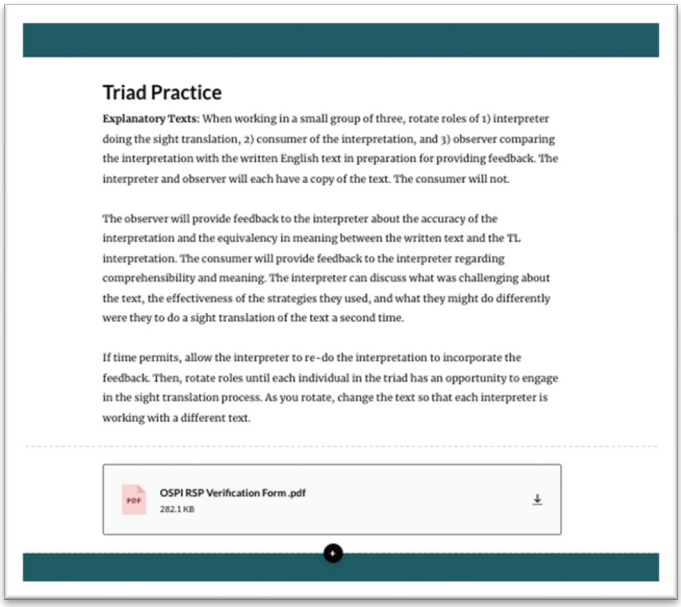
3-parent-consent.docx 21.7 KB

3a-revocation-consent.docx 20.6 KB

Discussion Prompts

- *Reflect on your experience with reading the text aloud for content comprehension. How did the process of reading and then answering questions enhance your understanding of the text? Did you encounter any challenges in this activity?*
- *When chunking the text for meaning, how did you decide which parts were the main ideas and which were the supporting details? How did your chunking compare with that of your peers, and what insights did you gain from the differences?*
- *Establishing a hierarchy of importance for the units of meaning can be challenging. Discuss the strategies you used to determine the most critical parts of the text. How did this exercise help you in organizing and prioritizing information?*
- *Rephrasing the text into English before translating it into the target language can be an effective method. Share your experience with this activity. What techniques did you find most helpful in ensuring the rephrased text retained its original meaning?*
- *Expanding the text by saying the same thing in more words can provide a deeper understanding. How did this process impact your comprehension and interpretation? Discuss any difficulties you faced in keeping the expanded version accurate and equivalent in meaning.*

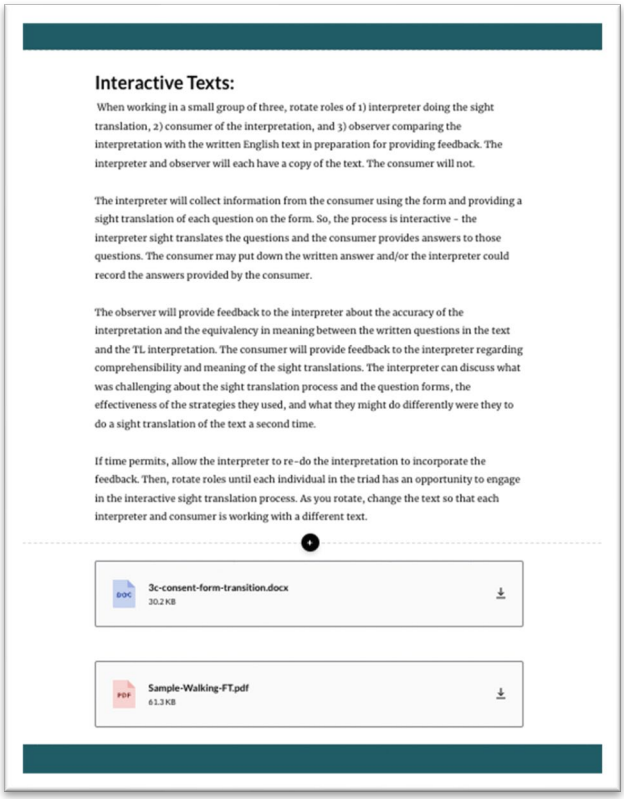
Activity 3: Triad Exercises for Sight Translation



Discussion Prompts

- *Reflect on your role as the interpreter during the triad practice. What strategies did you use to ensure the accuracy and equivalency of your sight translation? How did the feedback from the observer and consumer help you refine your interpretation?*
- *As the observer, what specific elements did you focus on when evaluating the interpreter's sight translation? How did you determine the accuracy and equivalency between the written text and the target language interpretation?*
- *In the role of the consumer, how did you assess the comprehensibility and meaning of the sight translation? What feedback did you provide to the interpreter, and how did this feedback contribute to their improvement?*
- *After incorporating the feedback, how did your second attempt at sight translation differ from the first? What changes did you make, and how did these changes impact the overall quality of your interpretation?*
- *How did rotating through the different roles (interpreter, observer, and consumer) enhance your understanding of the sight translation process? What insights did you gain from each perspective, and how will these insights help you in your future interpreting tasks?*

Activity 4: Interactive Texts

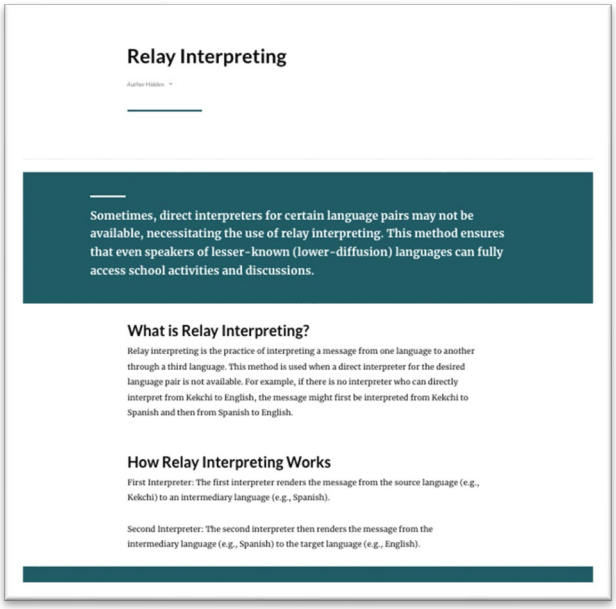


Discussion Prompts

- *Reflect on your experience as the interpreter during the interactive sight translation exercise. How did you manage the process of translating questions and collecting answers from the consumer? What strategies did you find most effective, and what challenges did you encounter?*
- *As the observer, how did you evaluate the interpreter's accuracy and equivalency in sight translating the questions? What specific feedback did you provide to enhance the interpreter's performance, and how did the interpreter incorporate this feedback in their second attempt?*
- *In the role of the consumer, how did you assess the clarity and comprehensibility of the interpreter's sight translations? What feedback did you provide to the interpreter regarding the ease of understanding and meaningfulness of the translations? How did your interaction with the interpreter influence the overall effectiveness of the exercise?*

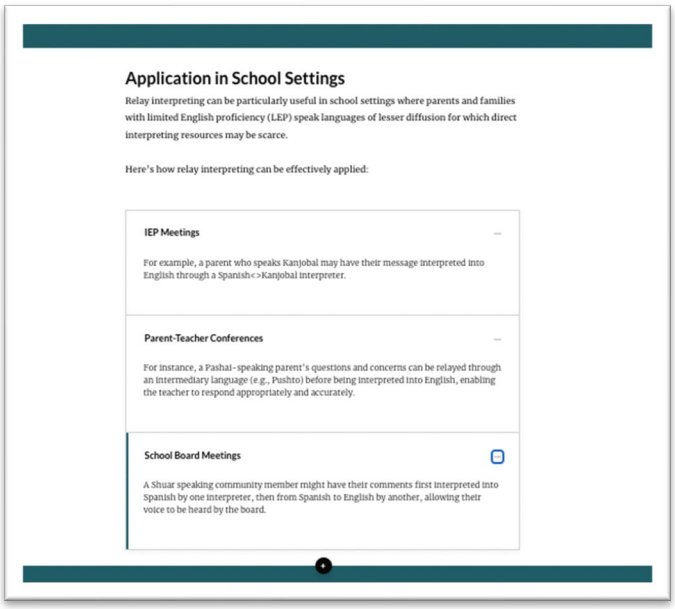
Lesson 6: Relay Interpreting

Activity 1: What is Relay Interpreting?



- *Discuss the potential challenges and benefits of using relay interpreting in educational settings. How might this method impact the accuracy and flow of communication between speakers of lesser-known languages and school staff?*
- *Reflect on a situation where relay interpreting might be necessary in your school or community. What steps would you take to ensure the message is accurately conveyed through multiple interpreters, and how would you address any potential misunderstandings?*
- *How can schools and educational institutions support the use of relay interpreting to ensure equitable access to information for all students and families, especially those speaking lesser-known languages? What resources or training might be necessary for effective implementation?*
- *Consider the roles of the first and second interpreters in the relay interpreting process. What specific skills and strategies should each interpreter employ to maintain the integrity and accuracy of the original message? How can they effectively collaborate to ensure a seamless interpretation experience?*

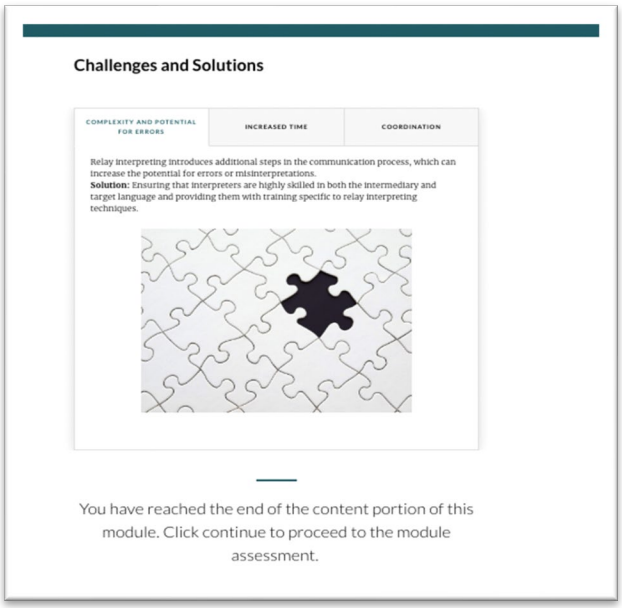
Activity 2: Application of Relay Interpreting in School Settings



Discussion Prompts

- *Reflect on the specific needs and challenges of using relay interpreting during IEP meetings. How can the school ensure that the information conveyed is accurate and complete, and what measures can be put in place to support both interpreters involved in the process?*
- *Discuss the importance of relay interpreting in parent-teacher conferences, particularly for parents who speak lesser-known languages. What strategies can be implemented to ensure that the parents' questions and concerns are accurately understood and addressed by the teacher?*
- *Consider the scenario of a School Board meeting where a community member's comments are relayed through multiple interpreters. How can the school board facilitate this process to ensure the community member's voice is heard and respected? What training or resources might be needed for the interpreters to handle such settings effectively?'*

Activity 3: Challenges and Solutions in Relay Interpreting



- *Reflect on the potential for errors in relay interpreting due to the added steps in the communication process. What specific training and skills should interpreters develop to minimize these errors, and how can schools support ongoing skill development in both intermediary and target languages?*
- *Discuss the challenges related to increased time and coordination in relay interpreting. How can schools ensure effective coordination between interpreters and optimize the interpreting process to maintain communication efficiency without sacrificing accuracy?*

Module 5 Assessment

Module 6: Onsite, Remote and Hybrid Delivery Modalities

As educational interpreters, understanding the different modalities of interpreting is essential to providing effective and equitable communication support. This module will discuss the various interpreting modalities—onsite, remote, and hybrid—and explore their relevance and application in educational environments. By mastering these modalities and learning the best practices for each, interpreters will be better equipped to handle the unique challenges and opportunities each setting presents, maintaining professionalism and high standards throughout their practice.

Module Objectives

By the end of this module, participants will be able to:

1. **Define Interpreting Modalities**: Understand and explain the different interpreting modalities and their relevance in educational settings.
2. **Identify and Distinguish Modalities**: Identify and distinguish between onsite, remote, and hybrid interpreting modalities.
3. **Recognize Advantages and Challenges**: Recognize the unique advantages and challenges associated with each interpreting modality.
4. **Develop Strategies for Remote Interpreting**: Develop strategies to address the specific technical and communication challenges of remote interpreting.
5. **Implement Best Practices**: Learn and implement best practices for ensuring accurate communication and engagement in various educational interpreting scenarios for each modality.

Estimated Time to Complete: 3-4 hours

Module Outline

Lesson 1: Introduction

Lesson 2: Onsite Interpreting:

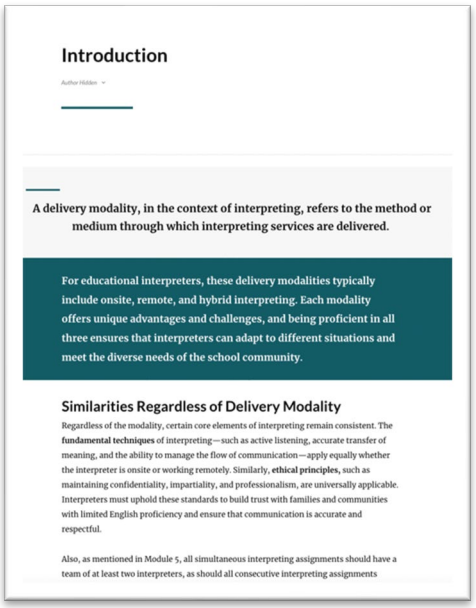
Lesson 3: Introduction to Remote Interpreting:
Lesson 4: Over the Phone Interpreting:
Lesson 5: Video Remote Interpreting:
Lesson 6: Remote Simultaneous Interpreting:

Lesson 7: Hybrid Interpreting:
Module 6 Assessment

Facilitator Instructions

Lesson 1: Introduction

Activity 1: Defining Delivery Modalities for Interpreting



Introduction

A delivery modality, in the context of interpreting, refers to the method or medium through which interpreting services are delivered.

For educational interpreters, these delivery modalities typically include onsite, remote, and hybrid interpreting. Each modality offers unique advantages and challenges, and being proficient in all three ensures that interpreters can adapt to different situations and meet the diverse needs of the school community.

Similarities Regardless of Delivery Modality

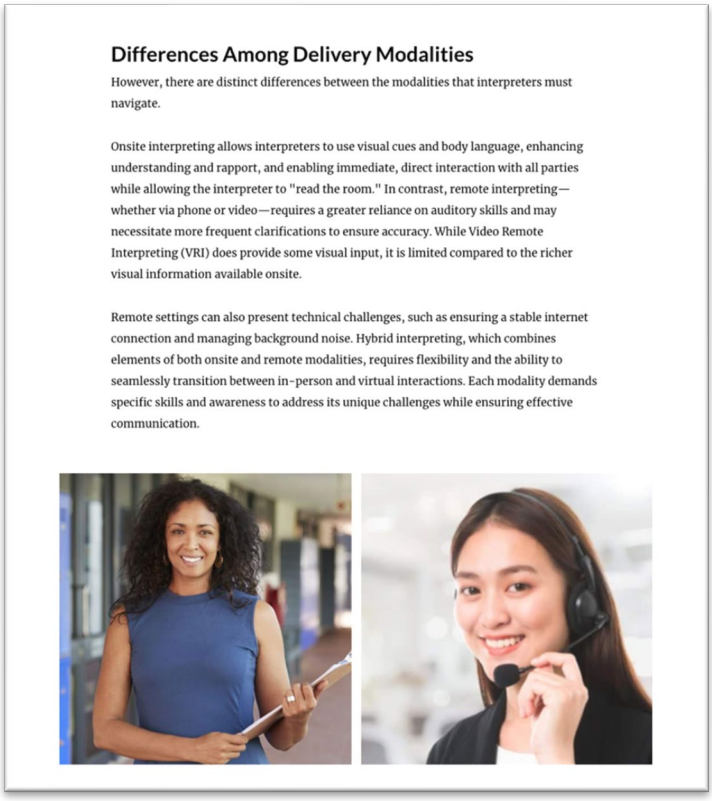
Regardless of the modality, certain core elements of interpreting remain consistent. The **fundamental techniques** of interpreting—such as active listening, accurate transfer of meaning, and the ability to manage the flow of communication—apply equally whether the interpreter is onsite or working remotely. Similarly, **ethical principles,** such as maintaining confidentiality, impartiality, and professionalism, are universally applicable. Interpreters must uphold these standards to build trust with families and communities with limited English proficiency and ensure that communication is accurate and respectful.

Also, as mentioned in Module 5, all simultaneous interpreting assignments should have a team of at least two interpreters, as should all consecutive interpreting assignments

Discussion Prompts

- *Discuss the unique advantages and challenges of onsite, remote, and hybrid interpreting modalities. How can interpreters ensure they are proficient in all three to meet the diverse needs of the school community?*
- *Reflect on the core elements of interpreting, such as active listening and accurate transfer of meaning. How do these techniques remain consistent across different delivery modalities, and what adjustments might interpreters need to make depending on the modality?*
- *Consider the ethical principles of interpreting, such as maintaining confidentiality, impartiality, and professionalism. How can interpreters uphold these standards when working in different delivery modalities, and what specific challenges might arise in each?*
- *Review the requirement for having a team of at least two interpreters for simultaneous and long consecutive interpreting assignments. Why is this team approach important, and how does it benefit the accuracy and effectiveness of the interpreting process?*

Activity 2: Differences Among Delivery Modalities



Differences Among Delivery Modalities

However, there are distinct differences between the modalities that interpreters must navigate.

Onsite interpreting allows interpreters to use visual cues and body language, enhancing understanding and rapport, and enabling immediate, direct interaction with all parties while allowing the interpreter to "read the room." In contrast, remote interpreting—whether via phone or video—requires a greater reliance on auditory skills and may necessitate more frequent clarifications to ensure accuracy. While Video Remote Interpreting (VRI) does provide some visual input, it is limited compared to the richer visual information available onsite.

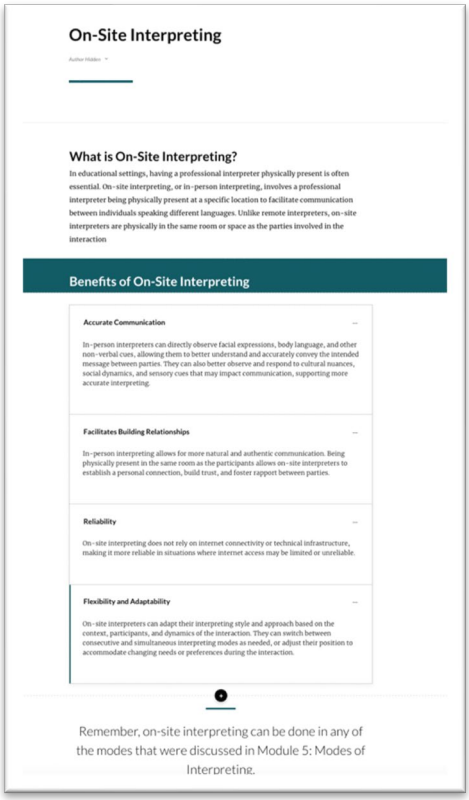
Remote settings can also present technical challenges, such as ensuring a stable internet connection and managing background noise. Hybrid interpreting, which combines elements of both onsite and remote modalities, requires flexibility and the ability to seamlessly transition between in-person and virtual interactions. Each modality demands specific skills and awareness to address its unique challenges while ensuring effective communication.

Discussion Prompts

- *Compare and contrast the use of visual cues and body language in onsite interpreting versus remote interpreting. How do these differences impact the interpreter's ability to read the room and ensure accurate communication?*
- *Discuss the challenges associated with remote interpreting, such as reliance on auditory skills and managing technical issues like internet stability and background noise. How can interpreters overcome these challenges to maintain effective communication?*
- *Reflect on the unique demands of hybrid interpreting, which combines elements of both onsite and remote modalities. What skills and strategies are essential for interpreters to transition seamlessly between in-person and virtual interactions?*
- *Consider the need for frequent clarifications in remote interpreting due to the lack of visual information compared to onsite interpreting. How can interpreters balance the need for accuracy with the flow of communication in remote settings?*

Lesson 2: On-site Interpreting

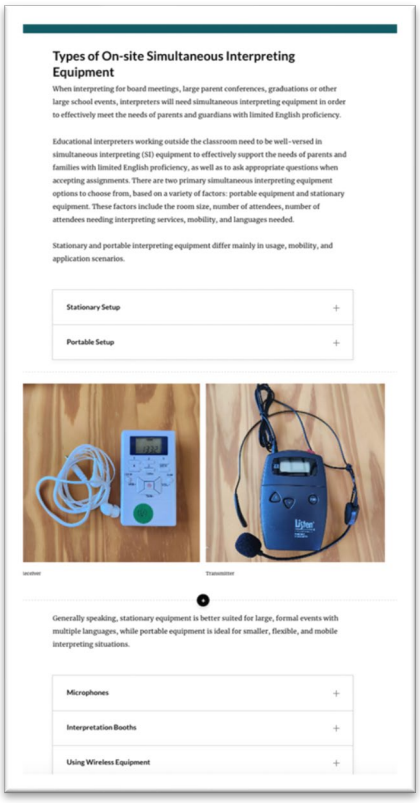
Activity 1: Advantages of On-site Interpreting



Discussion Prompts

- *How does the ability to observe facial expressions, body language, and other non-verbal cues in on-site interpreting enhance the accuracy of communication compared to remote interpreting?*
- *Discuss the impact of on-site interpreting on building relationships and trust between the interpreter and participants. How does physical presence contribute to more natural and authentic communication?*
- *What are the key advantages of on-site interpreting in terms of reliability, especially in situations where internet access may be limited or unreliable? How does this reliability affect the overall interpreting process?*
- *Reflect on the flexibility and adaptability of on-site interpreters in educational settings. How can on-site interpreters effectively switch between consecutive and simultaneous interpreting modes to accommodate the changing needs or preferences during interactions?*

Activity 2: On-site Interpreting Equipment



Types of On-site Simultaneous Interpreting Equipment

When interpreting for board meetings, large parent conferences, graduations or other large school events, interpreters will need simultaneous interpreting equipment in order to effectively meet the needs of parents and guardians with limited English proficiency.

Educational interpreters working outside the classroom need to be well-versed in simultaneous interpreting (SI) equipment to effectively support the needs of parents and families with limited English proficiency, as well as to ask appropriate questions when accepting assignments. There are two primary simultaneous interpreting equipment options to choose from, based on a variety of factors: portable equipment and stationary equipment. These factors include the room size, number of attendees, number of attendees needing interpreting services, mobility, and languages needed.

Stationary and portable interpreting equipment differ mainly in usage, mobility, and application scenarios.

Stationary Setup +

Portable Setup +

Transmitter

Generally speaking, stationary equipment is better suited for large, formal events with multiple languages, while portable equipment is ideal for smaller, flexible, and mobile interpreting situations.

Microphones +

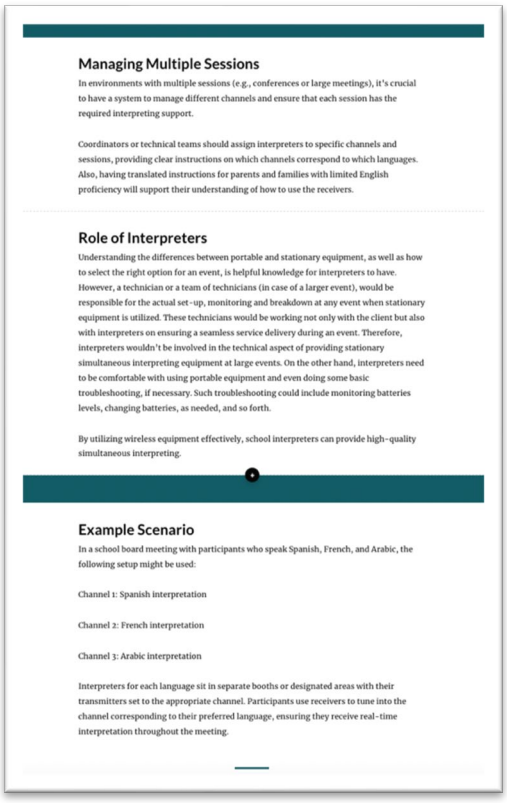
Interpretation Booths +

Using Wireless Equipment +

Discussion Prompts

- *Compare the use of stationary and portable simultaneous interpreting equipment in educational settings. What are the advantages and disadvantages of each type, and how do they impact the effectiveness of interpreting services during large events?*
- *How does the choice of interpreting equipment (stationary vs. portable) influence the planning and execution of interpreting services for board meetings, parent conferences, and other large school events? Consider factors such as room size, number of attendees, and mobility needs.*
- *Discuss the key considerations an educational interpreter must keep in mind when selecting between stationary and portable simultaneous interpreting equipment. How do these considerations affect the quality of communication for parents and guardians with limited English proficiency?*
- *Reflect on the importance of understanding different types of simultaneous interpreting equipment for educational interpreters. How does this knowledge help in ensuring effective communication and meeting the diverse needs of the school community during various events?*

Activity 3: Managing Multiple Sessions



Managing Multiple Sessions

In environments with multiple sessions (e.g., conferences or large meetings), it's crucial to have a system to manage different channels and ensure that each session has the required interpreting support.

Coordinators or technical teams should assign interpreters to specific channels and sessions, providing clear instructions on which channels correspond to which languages. Also, having translated instructions for parents and families with limited English proficiency will support their understanding of how to use the receivers.

Role of Interpreters

Understanding the differences between portable and stationary equipment, as well as how to select the right option for an event, is helpful knowledge for interpreters to have. However, a technician or a team of technicians (in case of a larger event), would be responsible for the actual set-up, monitoring and breakdown at any event when stationary equipment is utilized. These technicians would be working not only with the client but also with interpreters on ensuring a seamless service delivery during an event. Therefore, interpreters wouldn't be involved in the technical aspect of providing stationary simultaneous interpreting equipment at large events. On the other hand, interpreters need to be comfortable with using portable equipment and even doing some basic troubleshooting, if necessary. Such troubleshooting could include monitoring batteries levels, changing batteries, as needed, and so forth.

By utilizing wireless equipment effectively, school interpreters can provide high-quality simultaneous interpreting.

Example Scenario

In a school board meeting with participants who speak Spanish, French, and Arabic, the following setup might be used:

Channel 1: Spanish interpretation

Channel 2: French interpretation

Channel 3: Arabic interpretation

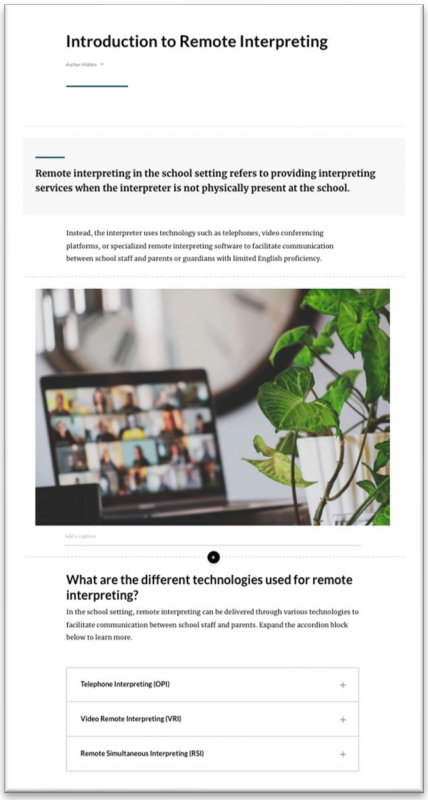
Interpreters for each language sit in separate booths or designated areas with their transmitters set to the appropriate channel. Participants use receivers to tune into the channel corresponding to their preferred language, ensuring they receive real-time interpretation throughout the meeting.

Discussion Prompts

- *Discuss the importance of managing multiple sessions effectively in environments like conferences or large meetings. How can coordinators and technical teams ensure that each session has the required interpreting support?*
- *Reflect on the role of technicians versus interpreters when using stationary simultaneous interpreting equipment. What are the specific responsibilities of each, and how do they work together to provide seamless service delivery during an event?*
- *Compare the skills and knowledge required for interpreters to effectively use portable simultaneous interpreting equipment. How does this differ from the use of stationary equipment, and what troubleshooting skills might interpreters need to develop?*
- *Consider the example scenario provided. How does the use of multiple channels for different languages facilitate effective communication in a school board meeting? What are the benefits and challenges of this setup?*

Lesson 3: Introduction to Remote Interpreting

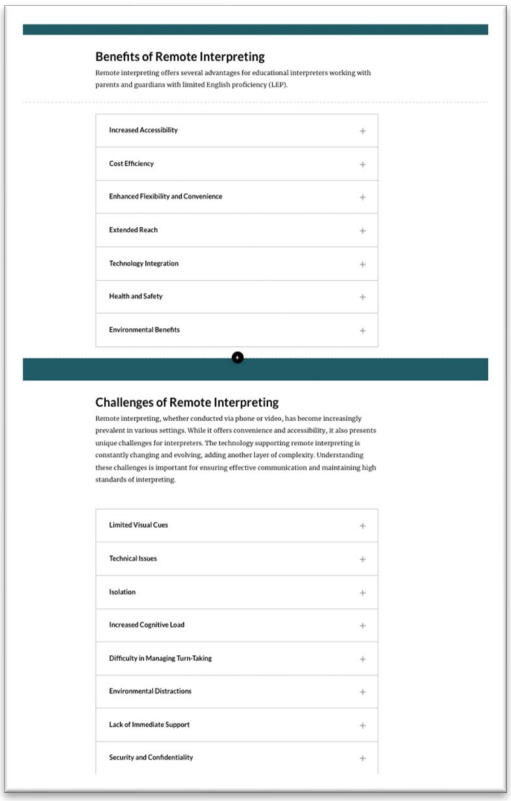
Activity 1: The Different Technologies Used for Remote Interpreting



Discussion Prompts

- *Reflect on the key differences between remote interpreting and on-site interpreting. What are the potential benefits and challenges of providing interpreting services remotely in a school setting?*
- *Discuss the various technologies used for remote interpreting, such as telephone interpreting (OPI), video remote interpreting (VRI), and remote simultaneous interpreting (RSI). How do these technologies facilitate communication between school staff and parents or guardians with limited English proficiency?*
- *Consider the scenarios in which each remote interpreting technology might be most effective. What factors should be taken into account when choosing between OPI, VRI, and RSI for a specific school event or meeting?*
- *How can schools ensure that remote interpreting services are as effective and seamless as possible? What steps can be taken to overcome common challenges associated with remote interpreting, such as technical issues or lack of visual cues?*

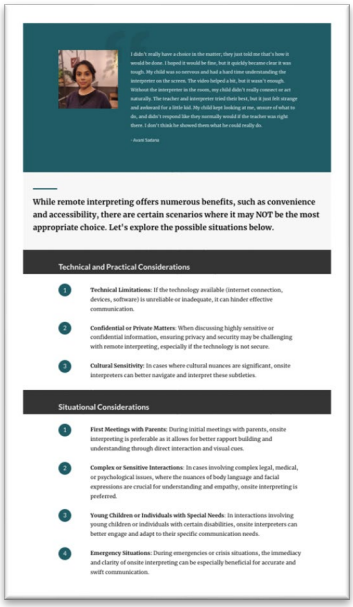
Activity 2: Benefits and Challenges of Remote Interpreting



Discussion Prompts

- *Discuss the benefits of remote interpreting in educational settings, such as increased accessibility and cost efficiency. How can these advantages improve communication between school staff and parents or guardians with limited English proficiency?*
- *Reflect on the challenges of remote interpreting, including limited visual cues and technical issues. How can interpreters prepare for and address these challenges to ensure effective communication?*
- *Consider the role of technology in remote interpreting. What are some ways that technology integration can enhance the flexibility, convenience, and overall effectiveness of interpreting services?*
- *Explore the potential impact of environmental benefits and health and safety advantages associated with remote interpreting. How do these benefits contribute to a more sustainable and safer interpreting practice?*
- *Analyze the cognitive load and difficulties in managing turn-taking during remote interpreting sessions. What strategies can interpreters employ to manage these aspects and maintain high standards of interpreting?*

Activity 3: Situations Best Suited for Remote Interpreting



I didn't really have a choice in the matter; they just told me that's how it would be done. I hoped it would be fine. But it quickly became clear it was tough. My child was so nervous and had a hard time understanding the interpreter on the screen. The video helped a bit, but it wasn't enough. Without the interpreter in the room, my child didn't really connect or act naturally. The teacher and interpreter tried their best, but it just felt strange and awkward for a little kid. My child kept looking at me, unsure of what to do, and didn't respond like they normally would if the teacher was right there. I don't think he showed them what he could really do.

~Avani Sadana

While remote interpreting offers numerous benefits, such as convenience and accessibility, there are certain scenarios where it may NOT be the most appropriate choice. Let's explore the possible situations below.

Technical and Practical Considerations

1. **Technical Limitations**: If the technology available (internet connection, devices, software) is unreliable or inadequate, it can hinder effective communication.
2. **Confidential or Private Matters**: When discussing highly sensitive or confidential information, ensuring privacy and security may be challenging with remote interpreting, especially if the technology is not secure.
3. **Cultural Sensitivity**: In cases where cultural nuances are significant, onsite interpreters can better navigate and interpret these subtleties.

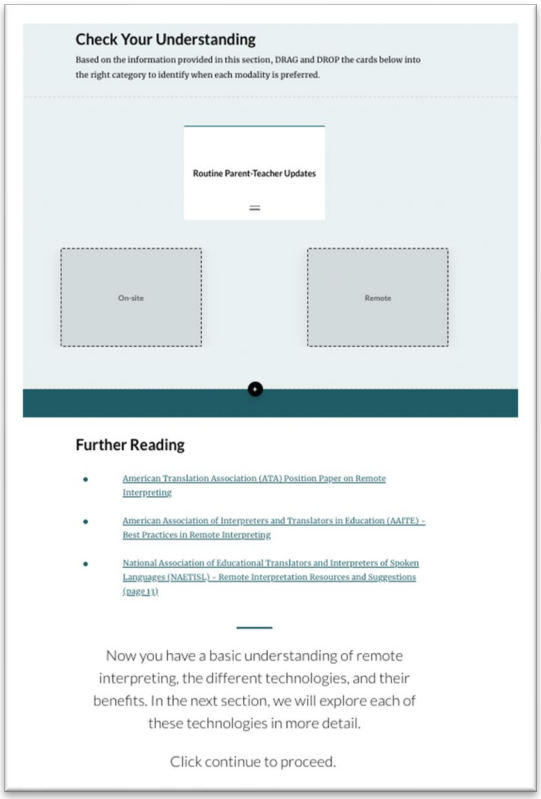
Situational Considerations

1. **First Meetings with Parents**: During initial meetings with parents, onsite interpreting is preferable as it allows for better rapport building and understanding through direct interaction and visual cues.
2. **Complex or Sensitive Interactions**: In cases involving complex legal, medical, or psychological issues, where the nuances of body language and facial expressions are crucial for understanding and empathy, onsite interpreting is preferred.
3. **Young Children or Individuals with Special Needs**: In interactions involving young children or individuals with certain disabilities, onsite interpreters can better engage and adapt to their specific communication needs.
4. **Emergency Situations**: During emergencies or crisis situations, the immediacy and clarity of onsite interpreting can be especially beneficial for accurate and swift communication.

Discussion Prompts

- *Reflect on the testimonial by Avani Sadana. How might the physical presence of an interpreter influence the communication dynamics, especially for young children? Discuss the possible impacts on rapport and understanding.*
- *Discuss the technical limitations that can arise during remote interpreting, such as unreliable internet connections or inadequate devices. How can these issues be mitigated to ensure effective communication?*
- *Consider the importance of confidentiality and privacy when interpreting sensitive or private matters. How can remote interpreting impact the security of such information, and what measures can be taken to address these concerns?*
- *Explore the role of cultural sensitivity in interpreting. Why might onsite interpreters be better suited for situations where cultural nuances are significant?*
- *Analyze the benefits of onsite interpreting during initial meetings with parents and complex or sensitive interactions. How does direct interaction and the ability to use visual cues enhance communication in these scenarios?*
- *Discuss the advantages of onsite interpreting for young children or individuals with special needs. How can onsite interpreters better adapt to their specific communication needs compared to remote interpreters?*

Activity 4: Check Your Understanding & Further Reading



Check Your Understanding

Based on the information provided in this section, DRAG and DROP the cards below into the right category to identify when each modality is preferred.

Routine Parent-Teacher Updates

=

On-site

Remote

Further Reading

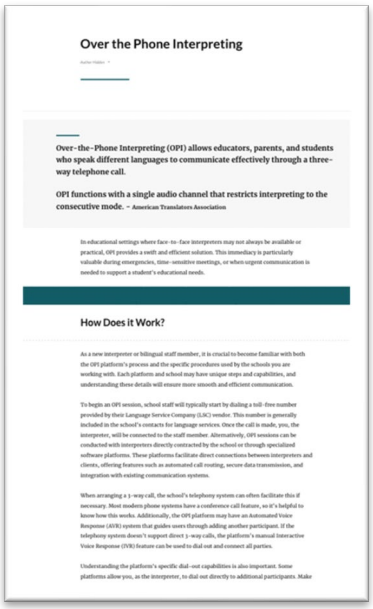
- American Translation Association (ATA) Position Paper on Remote Interpreting
- American Association of Interpreters and Translators in Education (AAITE) - Best Practices in Remote Interpreting
- National Association of Educational Translators and Interpreters of Spoken Languages (NAETISL) - Remote Interpretation Resources and Suggestions (page 11)

Now you have a basic understanding of remote interpreting, the different technologies, and their benefits. In the next section, we will explore each of these technologies in more detail.

Click continue to proceed.

Lesson 3: Over the Phone Interpreting

Activity 1: Defining Over the Phone Interpreting and How It Works



Over the Phone Interpreting

Over-the-Phone Interpreting (OPI) allows educators, parents, and students who speak different languages to communicate effectively through a three-way telephone call.

OPI functions with a single audio channel that restricts interpreting to the consecutive mode. - American Translators Association

In educational settings where face-to-face interpreters may not always be available or practical, OPI provides a swift and efficient solution. This immediacy is particularly valuable during emergencies, time-sensitive meetings, or when urgent communication is needed to support a student's educational needs.

How Does it Work?

As a new interpreter or bilingual staff member, it is crucial to become familiar with both the OPI platform's process and the specific procedures used by the schools you are working with. Each platform and school may have unique steps and capabilities, and understanding these details will ensure more smooth and efficient communication.

To begin an OPI session, school staff will typically start by dialing a toll-free number provided by their Language Service Company (LSC) vendor. This number is generally included in the school's contacts for language services. Once the call is made, you, the interpreter, will be connected to the staff member. Alternatively, OPI sessions can be conducted with interpreters directly contracted by the school or through specialized software platforms. These platforms facilitate direct connections between interpreters and clients, offering features such as automated call routing, secure data transmission, and integration with existing communication systems.

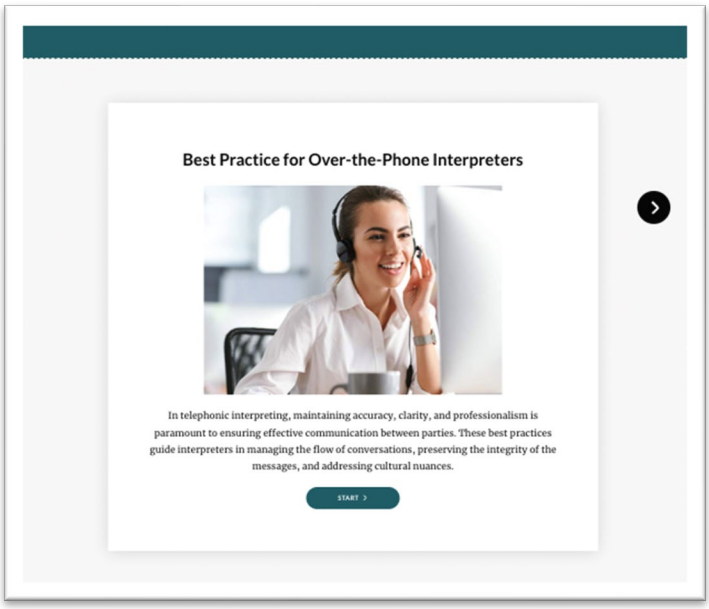
When arranging a 3-way call, the school's telephony system can often facilitate this if necessary. Most modern phone systems have a conference call feature, so it's helpful to know how this works. Additionally, the OPI platform may have an Automated Voice Response (AVR) system that guides users through adding another participant. If the telephony system doesn't support direct 3-way calls, the platform's manual Interactive Voice Response (IVR) feature can be used to dial out and connect all parties.

Understanding the platform's specific dial-out capabilities is also important. Some platforms allow you, as the interpreter, to dial out directly to additional participants. Make

Discussion Prompts

- *Discuss the benefits of Over-the-Phone Interpreting (OPI) in educational settings, particularly in emergencies or time-sensitive situations. How does OPI provide an efficient solution in these contexts?*
- *Reflect on the limitations of OPI's single audio channel that restricts interpreting to the consecutive mode. How might this impact the flow of communication during a three-way telephone call?*
- *Consider the importance of understanding the OPI platform's process and the specific procedures used by schools. How can familiarity with these details ensure more smooth and efficient communication during OPI sessions?*
- *Analyze the steps involved in initiating an OPI session, from dialing the toll-free number provided by the Language Service Company (LSC) vendor to connecting with school staff. How does this process support effective communication between educators, parents, and students?*
- *Discuss the potential challenges of using OPI in educational settings and strategies to overcome them. How can interpreters and school staff work together to ensure clear and accurate communication during OPI sessions?*

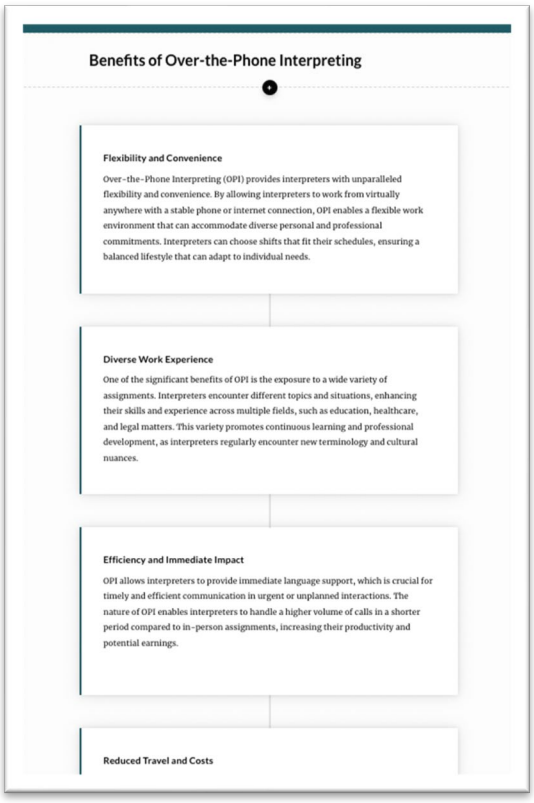
Activity 2: Best Practices for Over the Phone Interpreting



Discussion Prompts

- *Reflect on the key elements of best practices for over-the-phone interpreters. Why is maintaining accuracy, clarity, and professionalism crucial in telephonic interpreting?*
- *Discuss the importance of managing the flow of conversations during over-the-phone interpreting. How can interpreters ensure effective communication between parties?*
- *Consider the role of cultural nuances in over-the-phone interpreting. How can interpreters address cultural differences to preserve the integrity of the messages?*
- *Explore strategies that over-the-phone interpreters can use to enhance their professionalism and effectiveness. How can these best practices improve the quality of interpreting sessions?*

Activity 3: Benefits of Over the Phone Interpreting



Discussion Prompts

- *Reflect on how the flexibility and convenience of over-the-phone interpreting can impact an interpreter's work-life balance. How does this modality accommodate diverse personal and professional commitments?*
- *Discuss the benefits of diverse work experience gained through over-the-phone interpreting. How does exposure to various fields such as education, healthcare, and legal matters enhance an interpreter's skills and professional development?*
- *Consider the efficiency and immediate impact of over-the-phone interpreting. Why is immediate language support crucial in urgent or unplanned interactions, and how does this benefit both interpreters and clients?*
- *Explore the advantages of reduced travel and costs associated with over-the-phone interpreting. How does this modality contribute to a more sustainable and cost-effective approach to providing language services?*

Activity 4: ISpeak Cards and Scenario

ISpeak Cards in School Settings

Imagine a parent or guardian with limited English proficiency arriving at the school to pick up their child early due to a family emergency. The office staff struggles to communicate with the parent to understand their needs. How can the staff quickly identify the language the parent speaks to provide the necessary assistance?

ISpeak Cards are valuable tools designed for such situations, helping individuals communicate their preferred language. In school settings, these cards are particularly useful for quickly identifying the language needs of parents and guardians with limited English proficiency, facilitating effective communication and ensuring they receive the appropriate support. Each ISpeak Card includes the phrase "I speak" translated into numerous languages, often alongside the name of the language in both English and the native script. These cards are typically small, portable, and easy to use, making them convenient for school staff to carry and utilize.

The primary benefit of ISpeak Cards in schools is the quick identification of language needs. When a parent or guardian with limited English proficiency arrives, the staff can present the ISpeak Card, allowing the individual to point to their native language. This immediate identification helps in connecting the individual with the appropriate language assistance, such as an interpreter, without requiring verbal communication. By using ISpeak Cards, schools can ensure that parents and guardians with limited English proficiency receive timely and effective support, improving overall communication and fostering an inclusive environment.

Scenario

Two days before a scheduled Individualized Education Program (IEP) meeting, a mother with Limited English Proficiency (LEP) walks into the school office. She appears confused and unable to communicate effectively with the staff. After several unsuccessful attempts to identify which language she speaks, the staff decides to use the ISpeakCard. The mother points to Bengali as her native language.

Realizing the need for immediate interpretation services, the staff promptly calls the interpreter line provided by their Language Service Company (LSC) vendor. They follow the automated prompts to select Bengali. Once connected to the Bengali interpreter, the staff puts the call on speaker mode so that both the mother and the staff can hear the interpreter clearly.

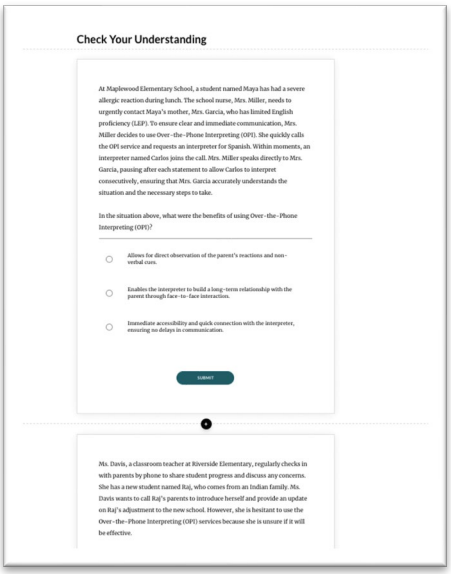
The staff begins by introducing themselves and explaining the situation to the interpreter. They mention that the mother seems confused and might need clarification about the upcoming IEP meeting. The interpreter listens carefully and then interprets the staff's message to the mother in Bengali.

The staff then explains through the interpreter, "The IEP meeting you are here for is scheduled for two days from now. You are welcome to come to the school at the scheduled time for that meeting." The interpreter conveys this message to the mother, who appears to understand and nods in agreement.

Discussion Prompt:

- *Reflect on how the use of ISpeak Cards can improve communication between school staff and parents or guardians with limited English proficiency in emergency situations. How does the immediate identification of language needs benefit the overall interaction?*
- *Discuss the role of ISpeak Cards in fostering an inclusive environment within schools. In what ways do these cards help ensure that parents and guardians with limited English proficiency receive timely and effective support?*
- *Consider the scenario presented. How does the use of ISpeak Cards and immediate interpretation services impact the parent's experience and understanding of the upcoming IEP meeting? What are the potential long-term benefits of using such tools in school settings?*
- *Explore the practical advantages of ISpeak Cards in daily school operations. How do these cards facilitate smoother and more efficient communication, reducing misunderstandings and ensuring that parents' and guardians' needs are promptly addressed?*

Activity 5: Check Your Understanding

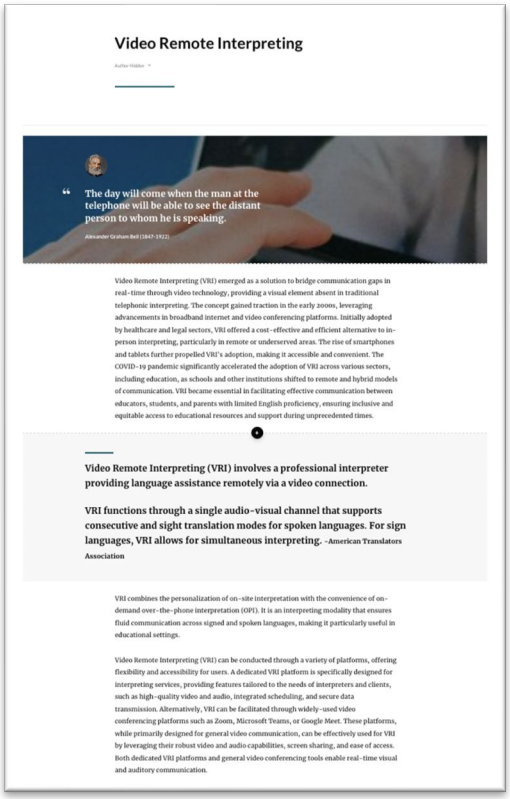


Discussion Prompts

- *Reflect on the benefits of using Over-the-Phone Interpreting (OPI) in emergency situations, such as the one described with Maya's severe allergic reaction. How does OPI ensure immediate accessibility and effective communication?*
- *Discuss why direct observation of non-verbal cues might be important in some interpreting situations. In what scenarios would face-to-face interaction be preferable over OPI?*
- *Consider the potential limitations of OPI services. Why might OPI not be the best solution for Ms. Davis when she wants to communicate with Raj's parents about his adjustment to the new school?*
- *Explore how cultural nuances and the need for building a positive relationship can impact the effectiveness of OPI. How might these factors influence the decision to use OPI or another interpreting method?*
- *Reflect on the importance of accessibility and quick connection in interpreting services. How do these factors contribute to the effectiveness of communication in urgent situations, and what are the potential trade-offs with other interpreting methods?*

Lesson 4: Video Remote Interpreting

Activity 1: Defining Video Remote Interpreting



Video Remote Interpreting

Author Hidden

"The day will come when the man at the telephone will be able to see the distant person to whom he is speaking.

Alexander Graham Bell (1847-1922)

Video Remote Interpreting (VRI) emerged as a solution to bridge communication gaps in real-time through video technology, providing a visual element absent in traditional telephonic interpreting. The concept gained traction in the early 2000s, leveraging advancements in broadband internet and video conferencing platforms. Initially adopted by healthcare and legal sectors, VRI offered a cost-effective and efficient alternative to in-person interpreting, particularly in remote or underserved areas. The rise of smartphones and tablets further propelled VRI's adoption, making it accessible and convenient. The COVID-19 pandemic significantly accelerated the adoption of VRI across various sectors, including education, as schools and other institutions shifted to remote and hybrid models of communication. VRI became essential in facilitating effective communication between educators, students, and parents with limited English proficiency, ensuring inclusive and equitable access to educational resources and support during unprecedented times.

Video Remote Interpreting (VRI) involves a professional interpreter providing language assistance remotely via a video connection.

VRI functions through a single audio-visual channel that supports consecutive and sight translation modes for spoken languages. For sign languages, VRI allows for simultaneous interpreting. -American Translators Association

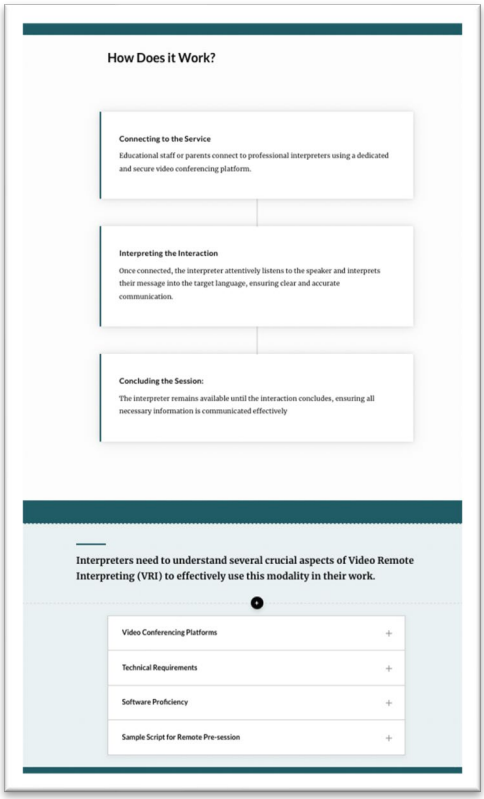
VRI combines the personalization of on-site interpretation with the convenience of on-demand over-the-phone interpretation (OPI). It is an interpreting modality that ensures fluid communication across signed and spoken languages, making it particularly useful in educational settings.

Video Remote Interpreting (VRI) can be conducted through a variety of platforms, offering flexibility and accessibility for users. A dedicated VRI platform is specifically designed for interpreting services, providing features tailored to the needs of interpreters and clients, such as high-quality video and audio, integrated scheduling, and secure data transmission. Alternatively, VRI can be facilitated through widely-used video conferencing platforms such as Zoom, Microsoft Teams, or Google Meet. These platforms, while primarily designed for general video communication, can be effectively used for VRI by leveraging their robust video and audio capabilities, screen sharing, and ease of access. Both dedicated VRI platforms and general video conferencing tools enable real-time visual and auditory communication.

Discussion Prompts

- *Reflect on the benefits and challenges of Video Remote Interpreting (VRI) compared to traditional over-the-phone interpreting. How does the addition of a visual element impact the effectiveness of communication?*
- *Discuss how the rise of smartphones and tablets has influenced the adoption and accessibility of VRI. In what ways has technology advancement facilitated the growth of remote interpreting services?*
- *Consider the role of VRI during the COVID-19 pandemic. How did the shift to remote and hybrid models in education impact the demand and utilization of VRI for facilitating communication between educators, students, and parents with limited English proficiency?*
- *Explore the various platforms and tools available for conducting VRI. What are the key features that make a dedicated VRI platform effective for educational settings, and how do widely-used video conferencing platforms compare in terms of accessibility and functionality?*

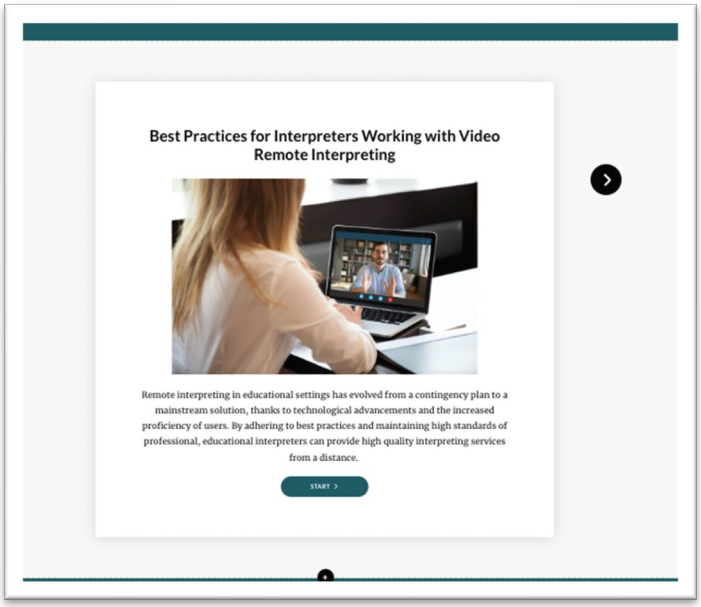
Activity 2: Understanding How VRI Works



Discussion Prompts:

- *Reflect on the steps involved in connecting to a Video Remote Interpreting (VRI) service. What are the key actions taken by educational staff or parents to initiate a VRI session, and how does this process ensure a secure and effective connection?*
- *Discuss the importance of interpreters' attentiveness and accuracy during the interpretation interaction in VRI sessions. How does active listening and precise message delivery contribute to the overall effectiveness of remote interpreting?*
- *Consider the role of interpreters in concluding a VRI session. Why is it essential for interpreters to remain available until the interaction fully concludes, and what are the critical aspects they need to ensure are communicated effectively?*
- *Explore the different crucial aspects that interpreters need to understand for effectively using VRI. How do video conferencing platforms, technical requirements, software proficiency, and a sample script for remote pre-session each contribute to the success of VRI in educational settings?*

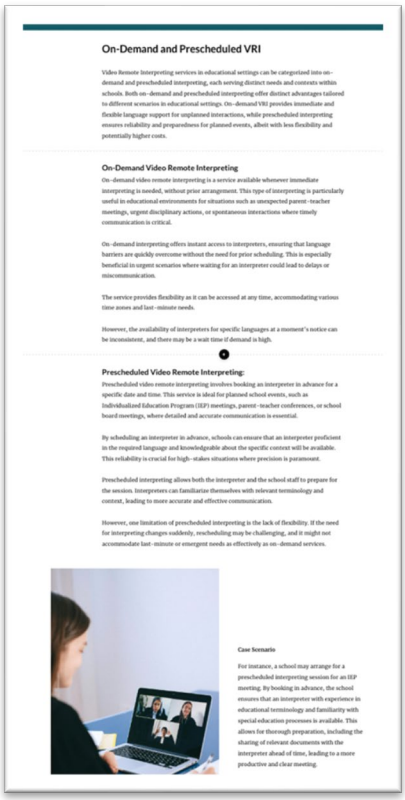
Activity 3: Best Practices for VRI



Discussion Prompts

- *Reflect on the evolution of remote interpreting in educational settings. How have technological advancements and increased proficiency of users transformed remote interpreting from a contingency plan to a mainstream solution? Discuss the benefits and challenges that have arisen from this shift.*
- *Consider the best practices for maintaining high standards of professionalism in Video Remote Interpreting (VRI). What specific actions and strategies can interpreters employ to ensure they provide high-quality interpreting services from a distance? Discuss the importance of these practices in fostering effective communication in educational settings.*

Activity 4: On Demand and Prescheduled VRI



On-Demand and Prescheduled VRI

Video Remote Interpreting services in educational settings can be categorized into on-demand and prescheduled interpreting, each serving distinct needs and contexts within schools. Both on-demand and prescheduled interpreting offer distinct advantages tailored to different scenarios in educational settings. On-demand VRI provides immediate and flexible language support for unplanned interactions, while prescheduled interpreting ensures reliability and preparedness for planned events, albeit with less flexibility and potentially higher costs.

On-Demand Video Remote Interpreting

On-demand video remote interpreting is a service available whenever immediate interpreting is needed, without prior arrangement. This type of interpreting is particularly useful in educational environments for situations such as unexpected parent-teacher meetings, urgent disciplinary actions, or spontaneous interactions where timely communication is critical.

On-demand interpreting offers instant access to interpreters, ensuring that language barriers are quickly overcome without the need for prior scheduling. This is especially beneficial in urgent scenarios where waiting for an interpreter could lead to delays or miscommunication.

The service provides flexibility as it can be accessed at any time, accommodating various time zones and last-minute needs.

However, the availability of interpreters for specific languages at a moment's notice can be inconsistent, and there may be a wait time if demand is high.

Prescheduled Video Remote Interpreting:

Prescheduled video remote interpreting involves booking an interpreter in advance for a specific date and time. This service is ideal for planned school events, such as Individualized Education Program (IEP) meetings, parent-teacher conferences, or school board meetings, where detailed and accurate communication is essential.

By scheduling an interpreter in advance, schools can ensure that an interpreter proficient in the required language and knowledgeable about the specific context will be available. This reliability is crucial for high-stakes situations where precision is paramount.

Prescheduled interpreting allows both the interpreter and the school staff to prepare for the session. Interpreters can familiarize themselves with relevant terminology and context, leading to more accurate and effective communication.

However, one limitation of prescheduled interpreting is the lack of flexibility. If the need for interpreting changes suddenly, rescheduling may be challenging, and it might not accommodate last-minute or emergent needs as effectively as on-demand services.

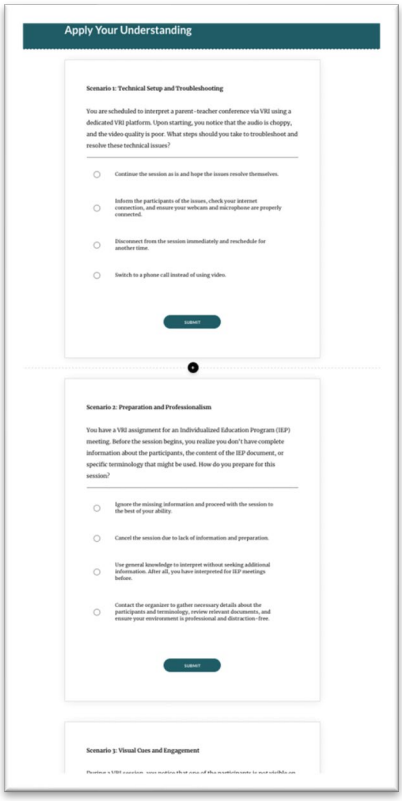
Case Scenario

For instance, a school may arrange for a prescheduled interpreting session for an IEP meeting. By booking in advance, the school ensures that an interpreter with experience in educational terminology and familiarity with special education processes is available. This allows for thorough preparation, including the sharing of relevant documents with the interpreter ahead of time, leading to a more productive and clear meeting.

Discussion Prompts

- *Discuss the advantages and potential challenges of on-demand video remote interpreting in educational settings. How can schools ensure they have access to interpreters for urgent and unexpected situations? What strategies could be implemented to address the inconsistency in interpreter availability?*
- *Reflect on the benefits of prescheduled video remote interpreting for planned events such as IEP meetings or parent-teacher conferences. How does this service enhance communication precision and preparedness? What are the potential drawbacks of this approach, and how can schools mitigate these issues?*
- *Compare and contrast on-demand and prescheduled video remote interpreting services. In what scenarios would one service be more beneficial than the other? Provide examples of situations where each type of service would be most effective.*
- *Consider the case scenario provided: a school arranges for a prescheduled interpreting session for an IEP meeting. What are the key factors that contribute to the success of this session? How does advance preparation and familiarity with educational terminology and special education processes enhance the effectiveness of the interpretation?*

Activity 5: Apply Your Understanding

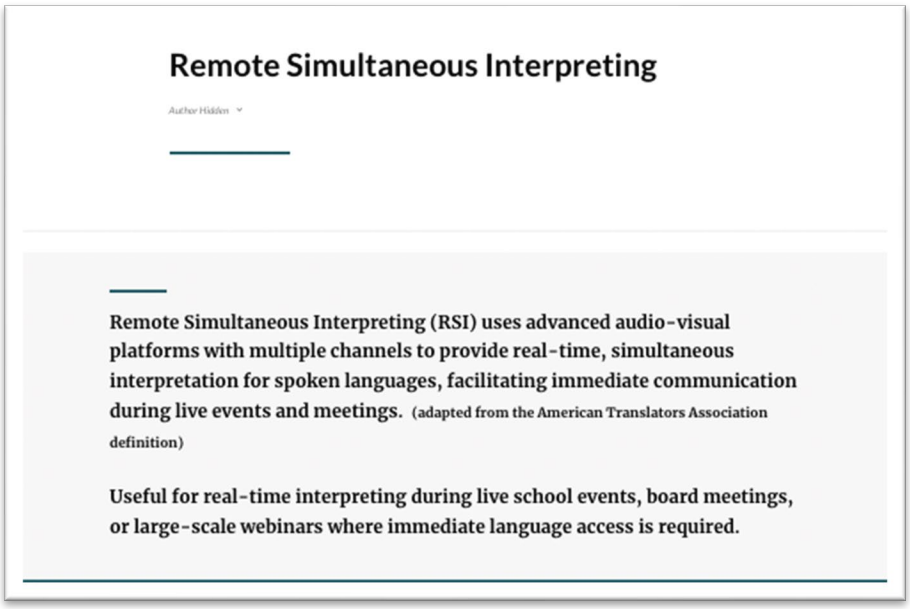


Discussion Prompts

- *In Scenario 1, where you encounter technical issues with the VRI platform, what steps should you prioritize to troubleshoot and ensure effective communication during the session? How can you prevent such issues in future assignments?*
- *For Scenario 2, when you realize you lack critical information before an IEP meeting, what actions can you take to prepare adequately? Discuss the importance of preparation and professionalism in ensuring the quality of your interpreting services.*
- *In Scenario 3, how can you address the challenge of a participant not being visible on video during a VRI session? What strategies can you employ to maintain engagement and ensure accurate interpretation despite this limitation?*

Lesson 6: Remote Simultaneous Interpreting

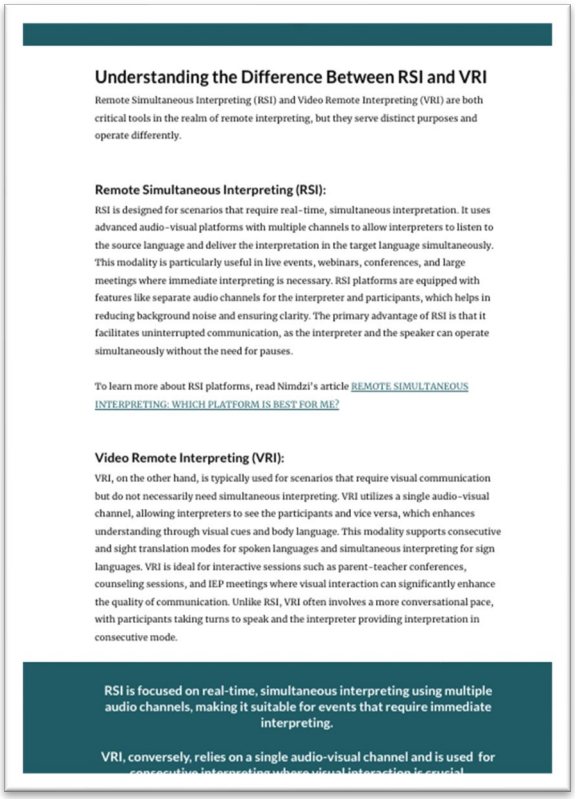
Activity 1: Defining Remote Simultaneous Interpreting



Discussion Prompts

- *How does Remote Simultaneous Interpreting (RSI) enhance communication during live events and meetings in educational settings? Discuss the key benefits of using RSI for immediate language access.*
- *In what scenarios within the school environment would RSI be most beneficial? Consider specific events such as board meetings, large-scale webinars, and live school events.*
- *What are the potential challenges of implementing RSI in educational settings, and how can interpreters and schools address these challenges to ensure effective communication?*
- *How does the use of advanced audio-visual platforms with multiple channels in RSI improve the quality of real-time interpretation? Discuss the importance of having such technology for facilitating immediate communication during live events*

Activity 2: Understanding the Difference Between RSI and VRI



Understanding the Difference Between RSI and VRI

Remote Simultaneous Interpreting (RSI) and Video Remote Interpreting (VRI) are both critical tools in the realm of remote interpreting, but they serve distinct purposes and operate differently.

Remote Simultaneous Interpreting (RSI):

RSI is designed for scenarios that require real-time, simultaneous interpretation. It uses advanced audio-visual platforms with multiple channels to allow interpreters to listen to the source language and deliver the interpretation in the target language simultaneously. This modality is particularly useful in live events, webinars, conferences, and large meetings where immediate interpreting is necessary. RSI platforms are equipped with features like separate audio channels for the interpreter and participants, which helps in reducing background noise and ensuring clarity. The primary advantage of RSI is that it facilitates uninterrupted communication, as the interpreter and the speaker can operate simultaneously without the need for pauses.

To learn more about RSI platforms, read Nimdzi's article REMOTE SIMULTANEOUS INTERPRETING: WHICH PLATFORM IS BEST FOR ME?

Video Remote Interpreting (VRI):

VRI, on the other hand, is typically used for scenarios that require visual communication but do not necessarily need simultaneous interpreting. VRI utilizes a single audio-visual channel, allowing interpreters to see the participants and vice versa, which enhances understanding through visual cues and body language. This modality supports consecutive and sight translation modes for spoken languages and simultaneous interpreting for sign languages. VRI is ideal for interactive sessions such as parent-teacher conferences, counseling sessions, and IEP meetings where visual interaction can significantly enhance the quality of communication. Unlike RSI, VRI often involves a more conversational pace, with participants taking turns to speak and the interpreter providing interpretation in consecutive mode.

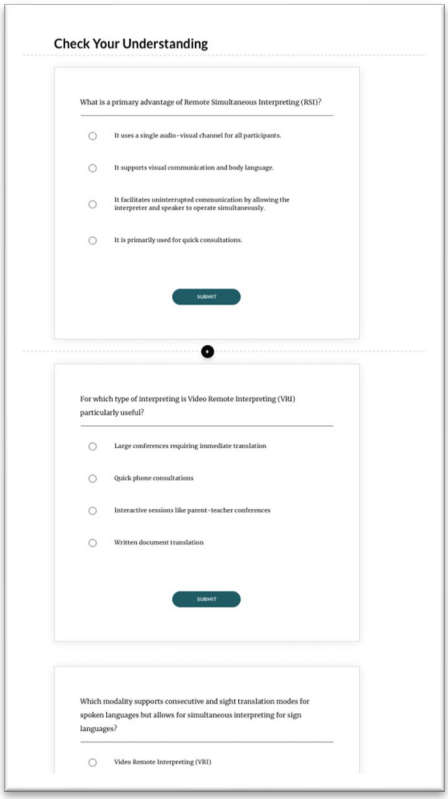
RSI is focused on real-time, simultaneous interpreting using multiple audio channels, making it suitable for events that require immediate interpreting.

VRI, conversely, relies on a single audio-visual channel and is used for consecutive interpreting where visual interaction is crucial

Discussion Prompts

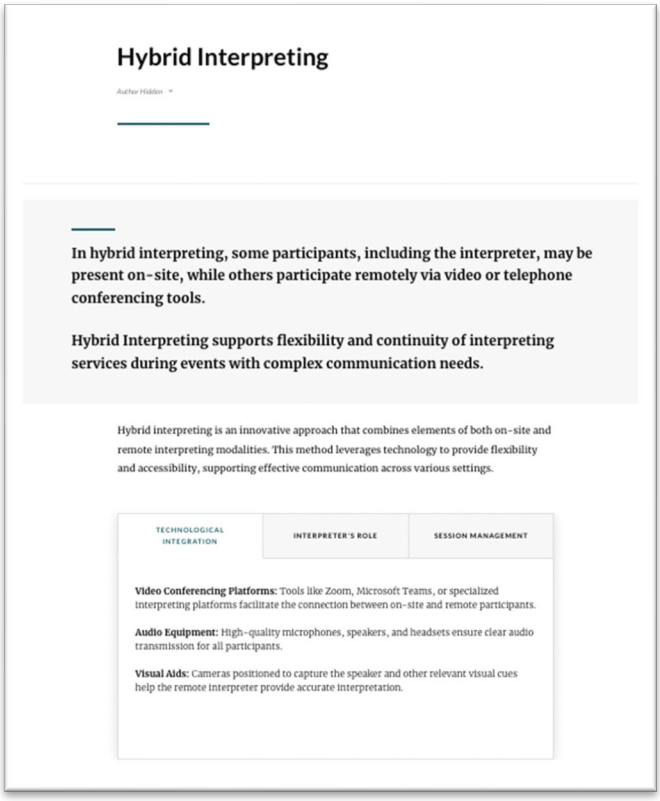
- *How does the use of separate audio channels in Remote Simultaneous Interpreting (RSI) enhance the interpreting process during live events and large meetings? Discuss the impact on background noise and communication clarity.*
- *In what ways does Video Remote Interpreting (VRI) support visual communication in scenarios such as parent-teacher conferences and IEP meetings? Consider the role of visual cues and body language in enhancing understanding.*
- *Compare and contrast the primary advantages of RSI and VRI. In what situations would each modality be most effective within educational settings?*
- *How can interpreters and educational staff decide whether to use RSI or VRI for a particular event? Discuss the factors that should be considered in making this decision.*

Activity 3: Check Your Understanding



Lesson 7: Hybrid Interpreting

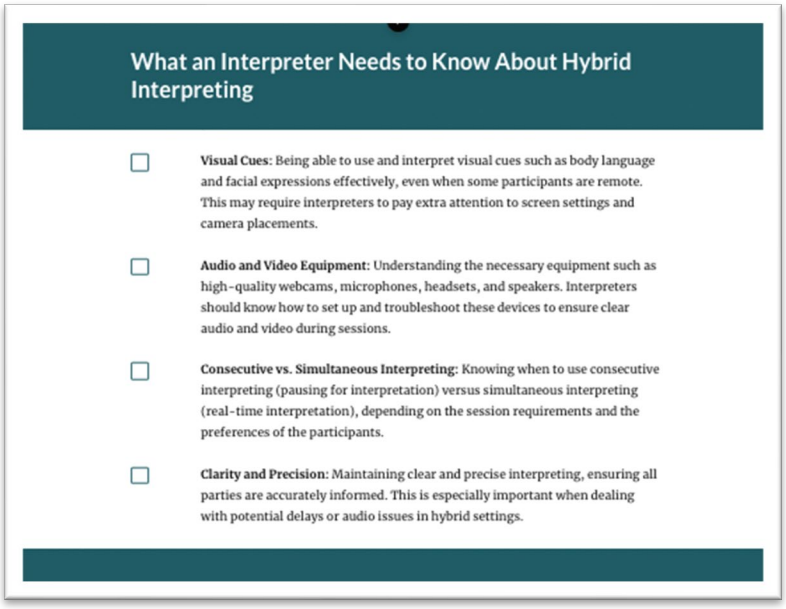
Activity 1: Defining Hybrid Interpreting



Discussion Prompts

- *Discuss the key technological integrations needed for effective hybrid interpreting. How do video conferencing platforms and high-quality audio equipment contribute to the success of hybrid interpreting sessions?*
- *How does hybrid interpreting support flexibility and continuity in interpreting services during events with complex communication needs? Consider the roles of both on-site and remote participants.*
- *What are the challenges and benefits of managing a hybrid interpreting session? Reflect on the interpreter's role and session management aspects, such as ensuring clear communication and handling technological issues.*
- *In what scenarios would hybrid interpreting be particularly advantageous in an educational setting? Discuss specific examples where a combination of on-site and remote interpreting might be necessary.*

Activity 2: What Does the Interpreter Need to Know



Discussion Prompts

- *Reflect on the importance of visual cues in hybrid interpreting. How can interpreters effectively use and interpret visual cues such as body language and facial expressions, even when some participants are remote?*
- *Discuss the significance of understanding and troubleshooting audio and video equipment in hybrid interpreting. What are the key considerations for interpreters to ensure clear audio and video during sessions?*
- *Compare the use of consecutive interpreting versus simultaneous interpreting in hybrid settings. How do session requirements and participant preferences influence the choice of interpreting mode?*
- *Consider the challenges of maintaining clarity and precision in hybrid interpreting. How can interpreters ensure that all parties are accurately informed, especially when dealing with potential delays or audio issues?*

Module 6 Assessment

Module 7: Note-Taking

Module 7 is designed to enhance interpreters' and dual-role bilingual staff's note-taking skills, focusing on advanced strategies tailored for interpreting in educational settings outside the classroom. This module will cover the importance of note-taking and how it contributes to the accuracy and completeness of interpreting during detailed and lengthy encounters.

Module Objectives

By the end of this module, participants will be able to:

1. **Understand the Role of Note-taking**: Learn why note-taking is crucial in interpreting, especially during long and detailed discussions, and how it helps maintain the accuracy and completeness of the information conveyed.
2. **Enhance Note-taking Skills**: Improve the ability of interpreters and dual-role bilingual staff to take effective notes, focusing on advanced strategies suitable for educational settings outside the classroom.
3. **Identify Essential Information**: Learn to identify various contexts where note-taking is essential and understand what specific information to record in each type of encounter. This will enhance their ability to accurately interpret complex discussions, maintain message integrity, and support effective communication between parties.
4. **Explore Confidentiality Measures Related to Note-taking**: Explore the ethical principles and confidentiality standards related to note-taking, including proper methods for disposing of notes to ensure the privacy and security of all parties involved. This will help maintain professional integrity and trust in all interpreting scenarios.

Estimated Time to Complete: 4-6 hours

Module Outline

Lesson 1: The Fundamentals of Note-Taking

Lesson 2: Note-Taking for Different Types of Meetings

Lesson 3: Advanced Note-Taking Strategies

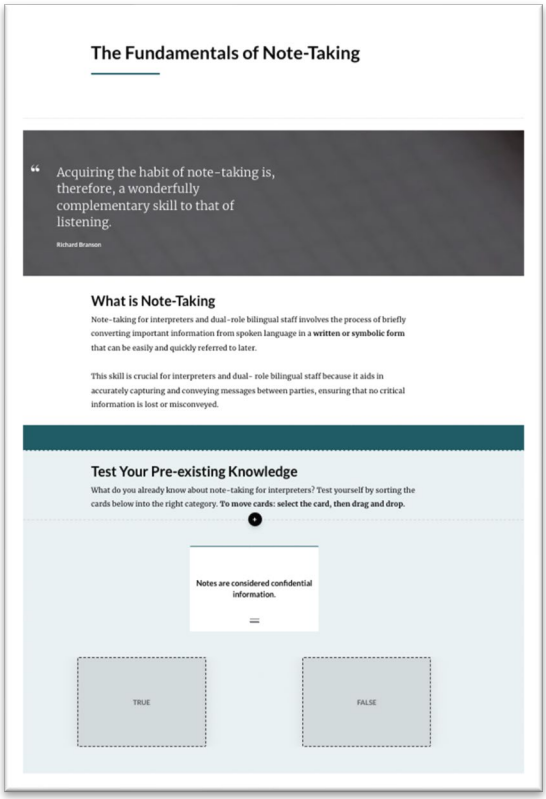
Lesson 4: Ethical Considerations and Confidentiality

Module 7 Assessment

Facilitator Instructions

Lesson 1: The Fundamentals of Note-Taking

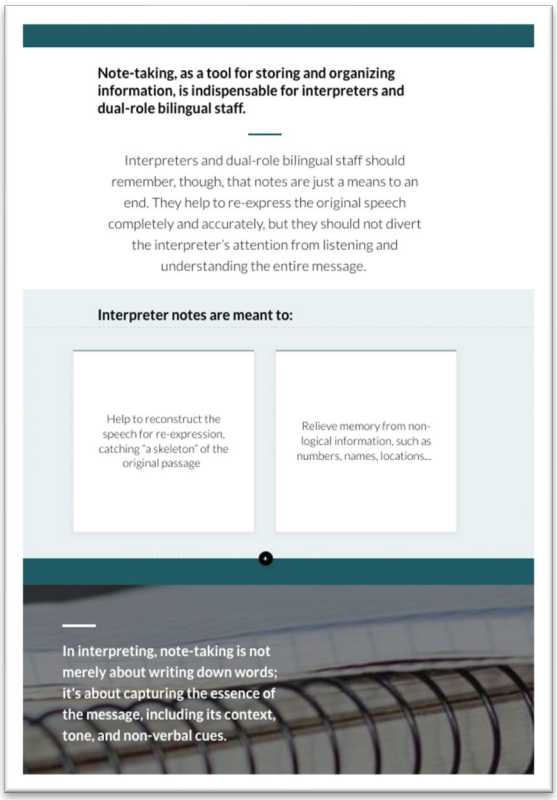
Activity 1: Defining Note-Taking for Interpreters



Discussion Prompts

- *Why is note-taking considered a crucial skill for interpreters and dual-role bilingual staff? Discuss how it aids in accurately capturing and conveying messages between parties.*
- *What are some effective techniques for converting spoken language into written or symbolic form during note-taking? How can these techniques help ensure that no critical information is lost or misconveyed?*
- *How does the confidentiality of notes impact the practice of note-taking for interpreters? Why is it important to consider notes as confidential information?*
- *Reflect on the quote by Richard Branson about the habit of note-taking being complementary to listening. How can developing strong note-taking skills enhance an interpreter's ability to listen and interpret effectively?*

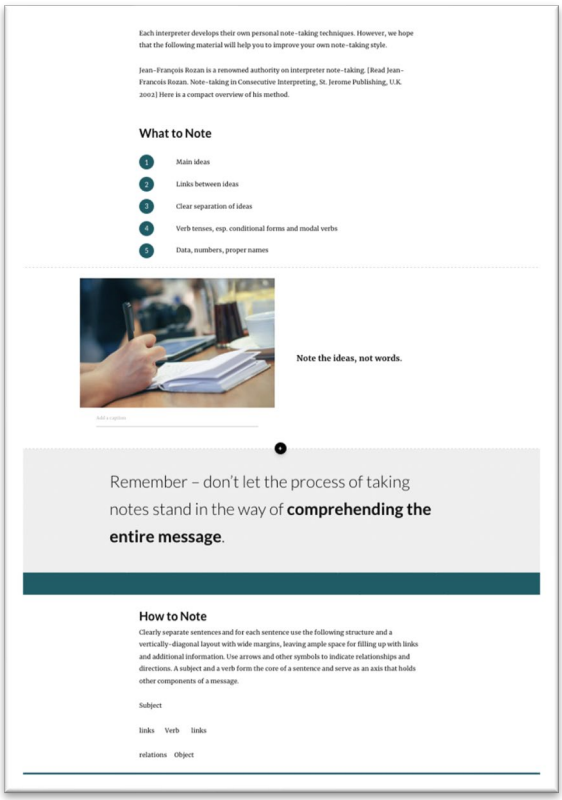
Activity 2: The Purpose of Note-Taking



Discussion Prompts

- *Why is it important for interpreters and dual-role bilingual staff to view notes as a means to an end rather than the end itself? Discuss the balance between note-taking and maintaining focus on listening and understanding the entire message.*
- *How can notes help interpreters reconstruct a speech for re-expression? What are the key elements that notes should capture to create a "skeleton" of the original passage?*
- *In what ways do interpreter notes relieve memory from non-logical information such as numbers, names, and locations? How does this aid in the overall interpreting process?*
- *Reflect on the statement that note-taking in interpreting is about capturing the essence of the message, including its context, tone, and non-verbal cues. How can interpreters effectively achieve this in their note-taking practices?*

Activity 3: What and How To Note



Each interpreter develops their own personal note-taking techniques. However, we hope that the following material will help you to improve your own note-taking style.

Jean-François Rozan is a renowned authority on interpreter note-taking. [Read Jean-Francois Rozan. Note-taking in Consecutive Interpreting, St. Jerome Publishing, U.K. 2002] Here is a compact overview of his method.

What to Note

1. Main ideas
2. Links between ideas
3. Clear separation of ideas
4. Verb tenses, esp. conditional forms and modal verbs
5. Data, numbers, proper names

Note the ideas, not words.

Remember – don't let the process of taking notes stand in the way of **comprehending the entire message**.

How to Note

Clearly separate sentences and for each sentence use the following structure and a vertically-diagonal layout with wide margins, leaving ample space for filling up with links and additional information. Use arrows and other symbols to indicate relationships and directions. A subject and a verb form the core of a sentence and serve as an axis that holds other components of a message.

Subject

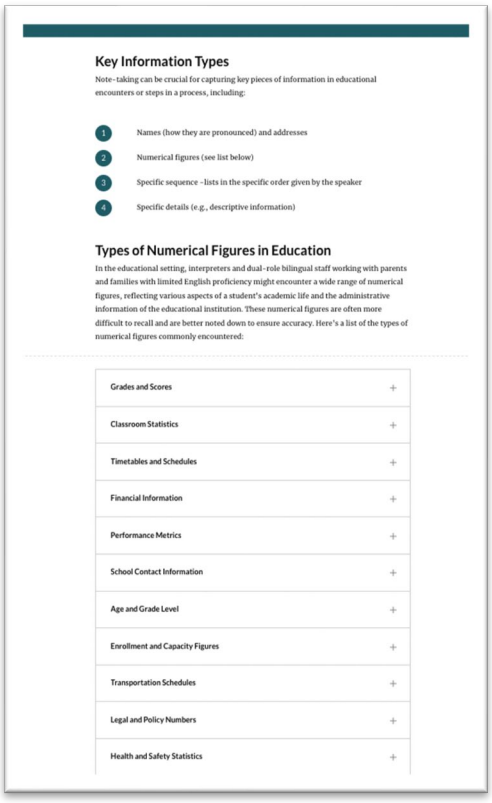
links Verb links

relations Object

Discussion Prompts:

- *Reflect on Jean-François Rozan's method of note-taking for interpreters. How do you think focusing on main ideas, links between ideas, clear separation of ideas, verb tenses, and data will enhance your interpreting practice?*
- *Discuss the statement "Note the ideas, not words." Why is this approach significant in the context of interpreting, and how can it prevent common pitfalls in note-taking?*
- *Consider the warning against letting the process of taking notes interfere with comprehending the entire message. How can interpreters balance the need to take effective notes while still maintaining full understanding and engagement with the speaker?*
- *Analyze the structure suggested for note-taking: "Subject links Verb links relations Object." How does this format aid in organizing and recalling information during interpretation sessions?*

Activity 4: Key Information Types to Note



Key Information Types

Note-taking can be crucial for capturing key pieces of information in educational encounters or steps in a process, including:

1. Names (how they are pronounced) and addresses
2. Numerical figures (see list below)
3. Specific sequence - lists in the specific order given by the speaker
4. Specific details (e.g., descriptive information)

Types of Numerical Figures in Education

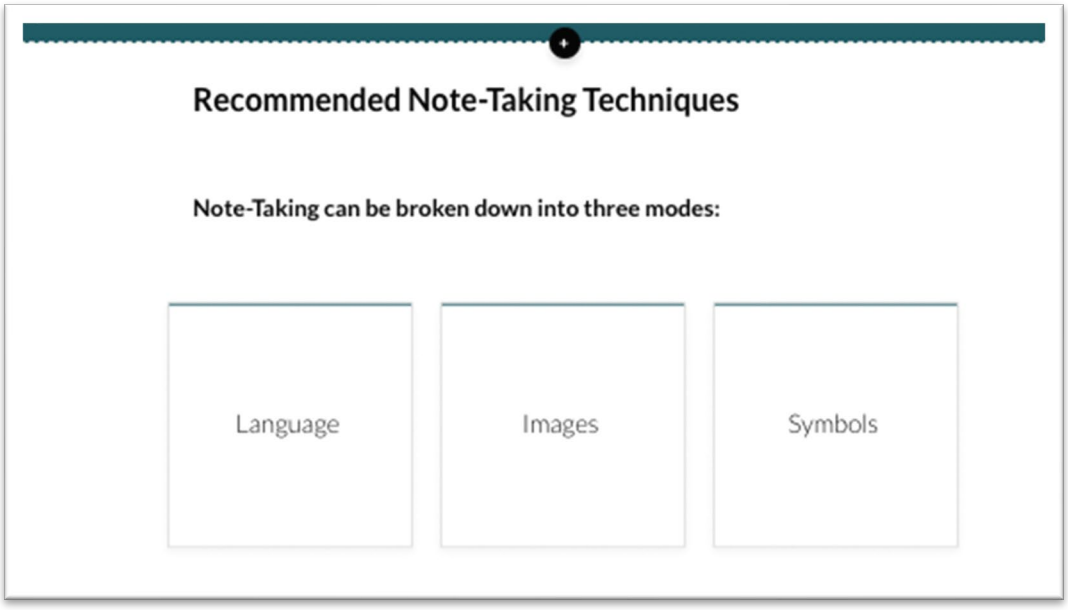
In the educational setting, interpreters and dual-role bilingual staff working with parents and families with limited English proficiency might encounter a wide range of numerical figures, reflecting various aspects of a student's academic life and the administrative information of the educational institution. These numerical figures are often more difficult to recall and are better noted down to ensure accuracy. Here's a list of the types of numerical figures commonly encountered:

- Grades and Scores +
- Classroom Statistics +
- Timetables and Schedules +
- Financial Information +
- Performance Metrics +
- School Contact Information +
- Age and Grade Level +
- Enrollment and Capacity Figures +
- Transportation Schedules +
- Legal and Policy Numbers +
- Health and Safety Statistics +

Discussion Prompts

- *How do you ensure that you accurately capture and pronounce names and addresses during an educational interpreting session? Share some strategies you use or plan to use.*
- *Discuss the importance of noting down numerical figures in educational settings. How do these figures impact the communication between school staff and parents with limited English proficiency?*
- *Reflect on the various types of numerical figures listed (e.g., grades and scores, classroom statistics). How would you prioritize and organize these figures in your notes to ensure clarity and accuracy during interpretation?*
- *Consider a scenario where you have to interpret a sequence of events or steps in a specific order. What techniques can you employ in your note-taking to ensure that you maintain the correct sequence as given by the speaker?*

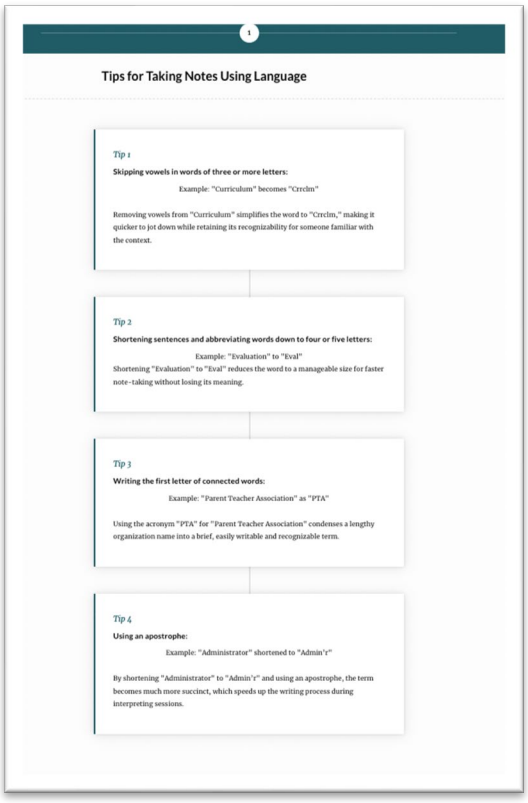
Activity 5: Recommended Note-Taking Techniques



Discussion Prompts

- *How can incorporating images and symbols into your note-taking improve your ability to quickly recall and accurately interpret information during an educational session? Provide examples of when you might use each mode.*
- *Discuss the benefits and potential challenges of using language-based notes versus image-based or symbol-based notes. In what situations might one mode be more effective than the others?*

Activity 6: Tips for Taking Notes Using Language



Tips for Taking Notes Using Language

Tip 1

Skipping vowels in words of three or more letters:

Example: "Curriculum" becomes "Crrclm"

Removing vowels from "Curriculum" simplifies the word to "Crrclm," making it quicker to jot down while retaining its recognizability for someone familiar with the context.

Tip 2

Shortening sentences and abbreviating words down to four or five letters:

Example: "Evaluation" to "Eval"

Shortening "Evaluation" to "Eval" reduces the word to a manageable size for faster note-taking without losing its meaning.

Tip 3

Writing the first letter of connected words:

Example: "Parent Teacher Association" as "PTA"

Using the acronym "PTA" for "Parent Teacher Association" condenses a lengthy organization name into a brief, easily writable and recognizable term.

Tip 4

Using an apostrophe:

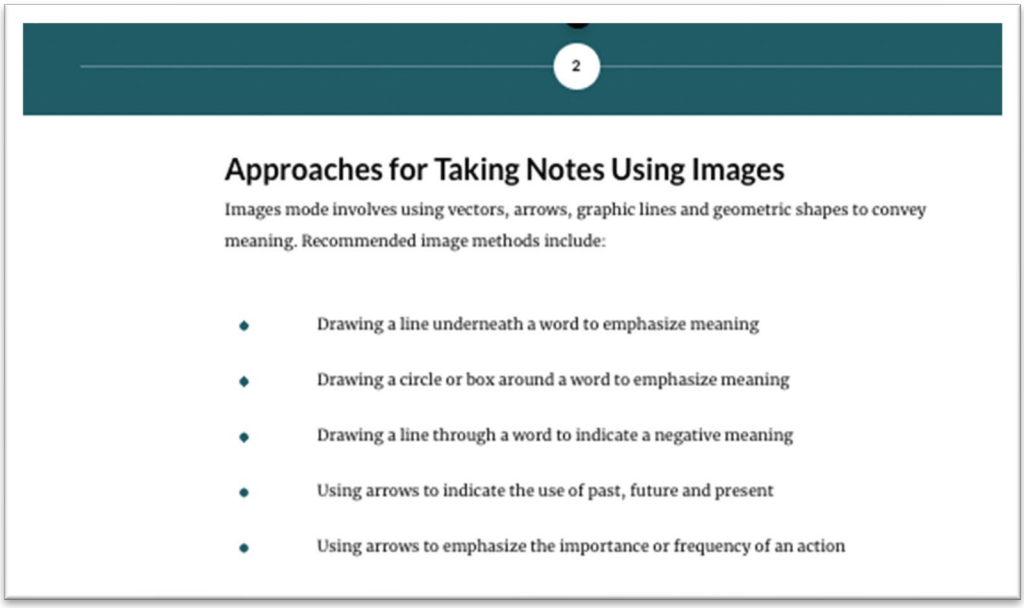
Example: "Administrator" shortened to "Admin'r"

By shortening "Administrator" to "Admin'r" and using an apostrophe, the term becomes much more succinct, which speeds up the writing process during interpreting sessions.

Discussion Prompts

- *Discuss how skipping vowels in words of three or more letters, as shown in Tip 1, can enhance your note-taking efficiency. Can you think of any potential drawbacks to this method?*
- *In what situations might shortening sentences and abbreviating words, as suggested in Tip 2, be most beneficial for an interpreter? How could this technique impact the accuracy of your notes?*
- *Consider the use of acronyms, as described in Tip 3. How can writing the first letter of connected words improve the speed and clarity of your notes? Are there any scenarios where this might cause confusion?*
- *Reflect on the use of apostrophes to shorten words, as mentioned in Tip 4. How might this technique streamline your note-taking process? Are there any risks associated with this approach, especially in ensuring the accuracy of your interpretation?*

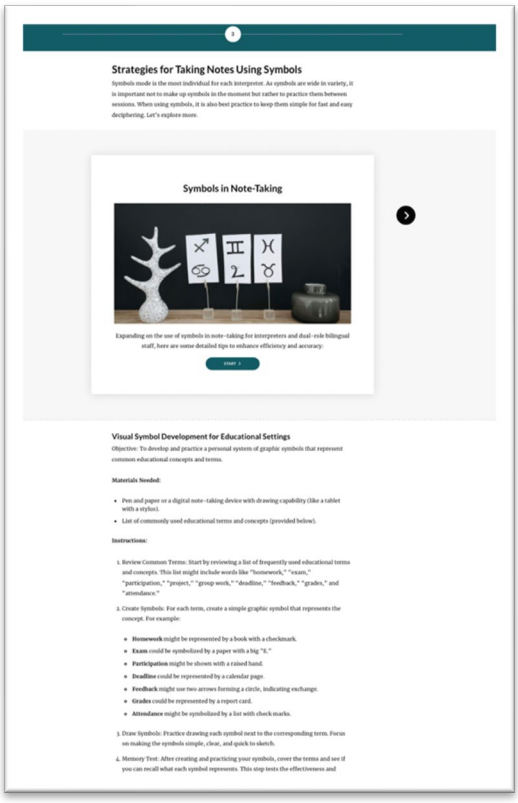
Activity 7: Approaches for Taking Notes Using Images



Discussion Prompts

- *Discuss how drawing a line underneath or around a word to emphasize meaning can improve your note-taking during interpretation sessions. What are the potential benefits and challenges of using these visual methods?*
- *Reflect on the use of arrows in note-taking to indicate past, future, and present actions. How might this visual technique help you quickly capture and convey temporal information during an interpretation?*
- *Consider the practice of drawing a line through a word to indicate a negative meaning. How can this method enhance the clarity of your notes? Are there any situations where this might lead to misunderstandings?*
- *How might using arrows to emphasize the importance or frequency of an action impact your note-taking efficiency and accuracy? Share examples of scenarios where this technique could be particularly useful.*

Activity 8: Strategies for Taking Notes Using Symbols



Strategies for Taking Notes Using Symbols

Symbols mode is the most individual for each interpreter. As symbols are wide in variety, it is important not to make up symbols in the moment but rather to practice them between sessions. When using symbols, it is also best practice to keep them simple for fast and easy deciphering. Let's explore more.

Symbols in Note-Taking

Expanding on the use of symbols in note-taking for interpreters and dual-role bilingual staff, here are some detailed tips to enhance efficiency and accuracy:

START >

Visual Symbol Development for Educational Settings

Objective: To develop and practice a personal system of graphic symbols that represent common educational concepts and terms.

Materials Needed:

- Pen and paper or a digital note-taking device with drawing capability (like a tablet with a stylus).
- List of commonly used educational terms and concepts (provided below).

Instructions:

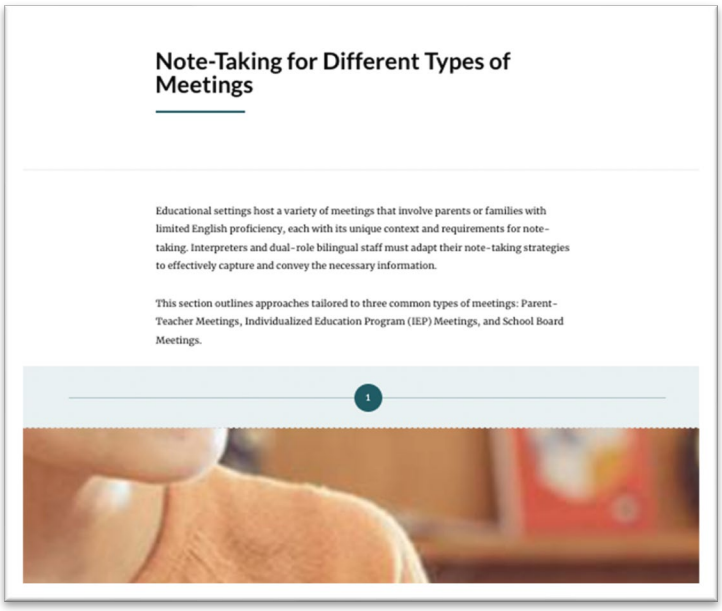
1. Review Common Terms: Start by reviewing a list of frequently used educational terms and concepts. This list might include words like "homework," "exam," "participation," "project," "group work," "deadline," "feedback," "grades," and "attendance."
2. Create Symbols: For each term, create a simple graphic symbol that represents the concept. For example:
   - **Homework** might be represented by a book with a checkmark.
   - **Exam** could be symbolized by a paper with a big "E."
   - **Participation** might be shown with a raised hand.
   - **Deadline** could be represented by a calendar page.
   - **Feedback** might use two arrows forming a circle, indicating exchange.
   - **Grades** could be represented by a report card.
   - **Attendance** might be symbolized by a list with check marks.
3. Draw Symbols: Practice drawing each symbol next to the corresponding term. Focus on making the symbols simple, clear, and quick to sketch.
4. Memory Test: After creating and practicing your symbols, cover the terms and see if you can recall what each symbol represents. This step tests the effectiveness and

Discussion Prompts

- *Reflect on the benefits and challenges of using symbols in note-taking. How might practicing and simplifying symbols improve your efficiency and accuracy during interpreting sessions?*
- *Consider the process of creating personal symbols for common educational terms. How can this practice enhance your ability to quickly capture and convey information during interpreting sessions?*
- *Discuss the importance of memorizing and consistently using your personal set of symbols. How might this consistency impact the clarity and speed of your note-taking?*
- *Evaluate the potential advantages of using a digital note-taking device with drawing capabilities versus traditional pen and paper. How could each method affect your note-taking during interpreting sessions?*

Lesson 2: Note-Taking for Different Types of Meetings

Activity 1: Introduction

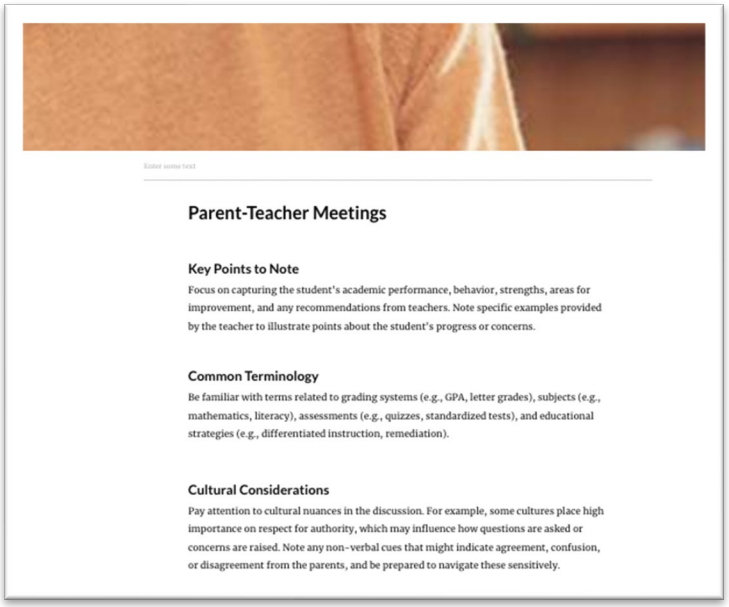


Discussion Prompt

- *Discuss how note-taking strategies might differ when interpreting for Parent-Teacher Meetings, Individualized Education Program (IEP) Meetings, and School Board Meetings.*

- *Consider the unique context and requirements for each type of meeting and how you would adapt your note-taking approach to effectively capture and convey the necessary information.*

Activity 2: Note-Taking for Parent-Teacher Meetings



Parent-Teacher Meetings

Key Points to Note

Focus on capturing the student's academic performance, behavior, strengths, areas for improvement, and any recommendations from teachers. Note specific examples provided by the teacher to illustrate points about the student's progress or concerns.

Common Terminology

Be familiar with terms related to grading systems (e.g., GPA, letter grades), subjects (e.g., mathematics, literacy), assessments (e.g., quizzes, standardized tests), and educational strategies (e.g., differentiated instruction, remediation).

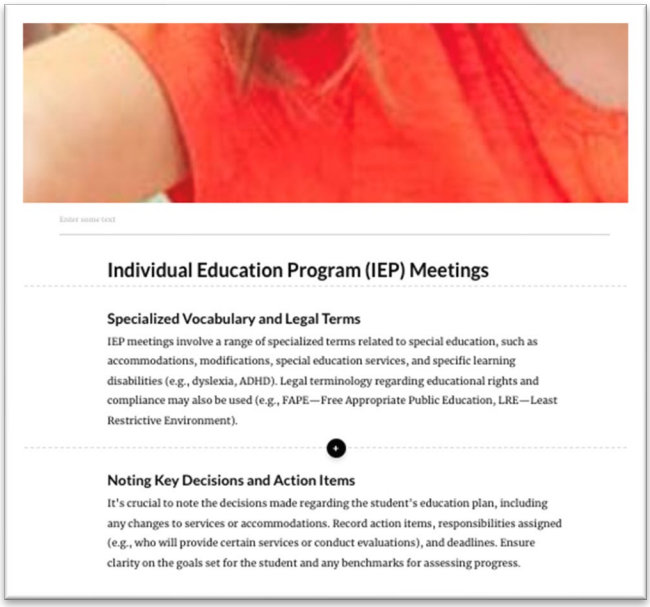
Cultural Considerations

Pay attention to cultural nuances in the discussion. For example, some cultures place high importance on respect for authority, which may influence how questions are asked or concerns are raised. Note any non-verbal cues that might indicate agreement, confusion, or disagreement from the parents, and be prepared to navigate these sensitively.

Discussion Prompts:

- *Discuss how capturing specific examples provided by teachers during Parent-Teacher Meetings can enhance the accuracy and effectiveness of your interpretation. How do you ensure you note these examples clearly and concisely?*
- *Reflect on the importance of understanding and using common educational terminology during Parent-Teacher Meetings. How does familiarity with terms related to grading systems, subjects, assessments, and educational strategies improve your interpreting accuracy?*
- *Consider the cultural nuances that might arise during Parent-Teacher Meetings. How do you navigate respect for authority and non-verbal cues to ensure effective communication and cultural sensitivity in your interpreting?*

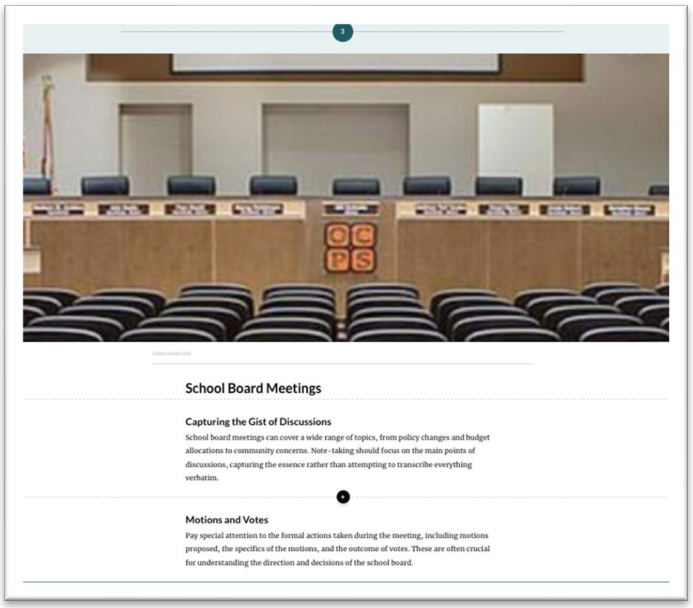
Activity 3: Note-Taking for IEP Meetings



Discussion Prompts

- *Discuss the importance of understanding and accurately interpreting specialized vocabulary and legal terms in IEP meetings. How do you prepare to ensure you are familiar with terms related to special education and legal terminology?*
- *Reflect on the process of noting key decisions and action items during an IEP meeting. How do you ensure clarity and accuracy in recording the decisions made about the student's education plan, including responsibilities and deadlines?*
- *Consider the role of an interpreter in ensuring effective communication during IEP meetings. How do you handle complex discussions about accommodations and modifications to ensure all parties fully understand the implications and actions required?*

Activity 4: Note-Taking for School Board Meetings

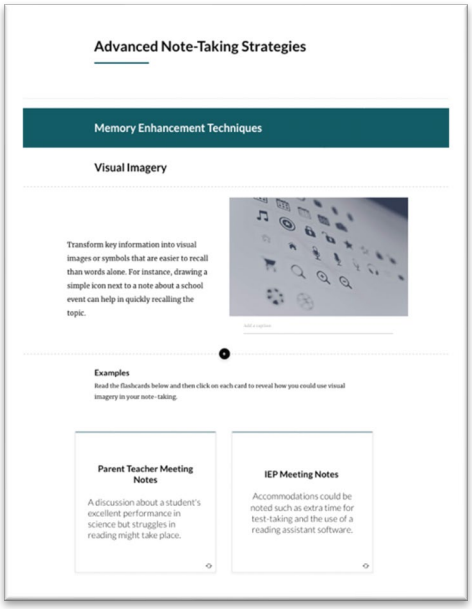


Discussion Prompts

- *Discuss the strategies you use to effectively capture the gist of discussions during school board meetings. How do you ensure that you accurately convey the main points and essence of the conversations?*
- *Reflect on the importance of accurately noting motions and votes during school board meetings. What techniques do you use to ensure that all formal actions, proposals, and outcomes are clearly documented and understood?*
- *Consider the challenges of interpreting during school board meetings with diverse and complex topics. How do you prepare for these meetings to ensure you can provide accurate and effective interpretation?*

Lesson 3: Advanced Note-Taking Strategies

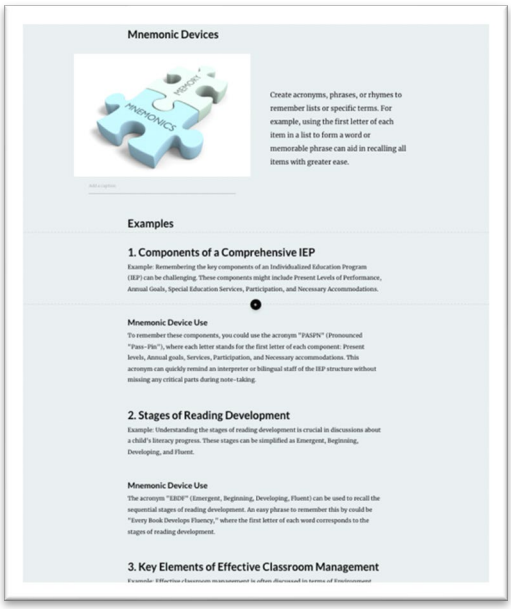
Activity 1: Memory Enhancement Techniques



Discussion Prompts

- *Discuss the benefits and challenges of using visual imagery in note-taking for educational interpreters. How can this technique enhance memory recall during interpreting sessions?*
- *Reflect on how you could incorporate visual imagery into your own note-taking practice. Share specific examples of visual symbols or icons you might use for common topics in parent-teacher meetings or IEP meetings.*
- *Consider the effectiveness of visual imagery in different educational settings. How might this technique vary in usefulness between a small parent-teacher conference and a large school board meeting?*

Activity 2: Using Mnemonic Devices



Mnemonic Devices

Create acronyms, phrases, or rhymes to remember lists or specific terms. For example, using the first letter of each item in a list to form a word or memorable phrase can aid in recalling all items with greater ease.

Examples

1. Components of a Comprehensive IEP

Example: Remembering the key components of an Individualized Education Program (IEP) can be challenging. These components might include Present Levels of Performance, Annual Goals, Special Education Services, Participation, and Necessary Accommodations.

Mnemonic Device Use

To remember these components, you could use the acronym "PASPN" (Pronounced "Pass-PIn"), where each letter stands for the first letter of each component: Present levels, Annual goals, Services, Participation, and Necessary accommodations. This acronym can quickly remind an interpreter or bilingual staff of the IEP structure without missing any critical parts during note-taking.

2. Stages of Reading Development

Example: Understanding the stages of reading development is crucial in discussions about a child's literacy progress. These stages can be simplified as Emergent, Beginning, Developing, and Fluent.

Mnemonic Device Use

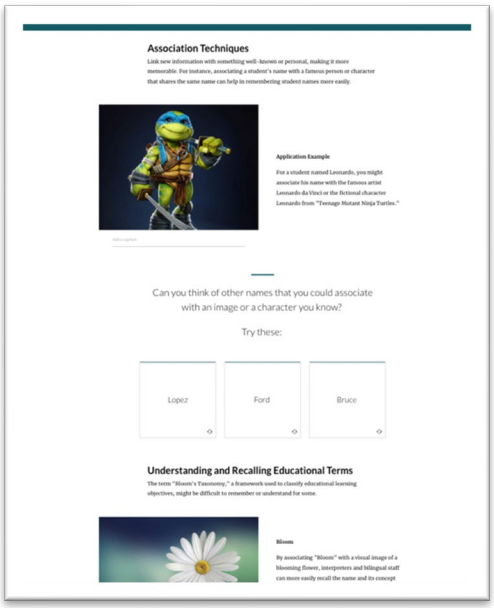
The acronym "EBDF" (Emergent, Beginning, Developing, Fluent) can be used to recall the sequential stages of reading development. An easy phrase to remember this by could be "Every Book Develops Fluency," where the first letter of each word corresponds to the stages of reading development.

3. Key Elements of Effective Classroom Management

Discussion Prompts

- *Discuss how mnemonic devices can improve note-taking efficiency for educational interpreters. Share your experiences with using mnemonic devices and how they have helped you remember complex information during interpreting sessions.*
- *Consider the example of the acronym "PASPn" for remembering the components of a Comprehensive IEP. Create your own mnemonic device for another aspect of educational interpreting, such as steps in the IEP process or key educational terms, and share it with the group.*
- *Reflect on the stages of reading development and the mnemonic device "EBDF" (Emergent, Beginning, Developing, Fluent). How might using such devices help you in interpreting for literacy-related discussions or assessments in school settings?*
- *Think about other areas in educational settings where mnemonic devices could be beneficial. Discuss potential challenges in creating and using mnemonic devices and how you might overcome them to enhance your note-taking skills.*

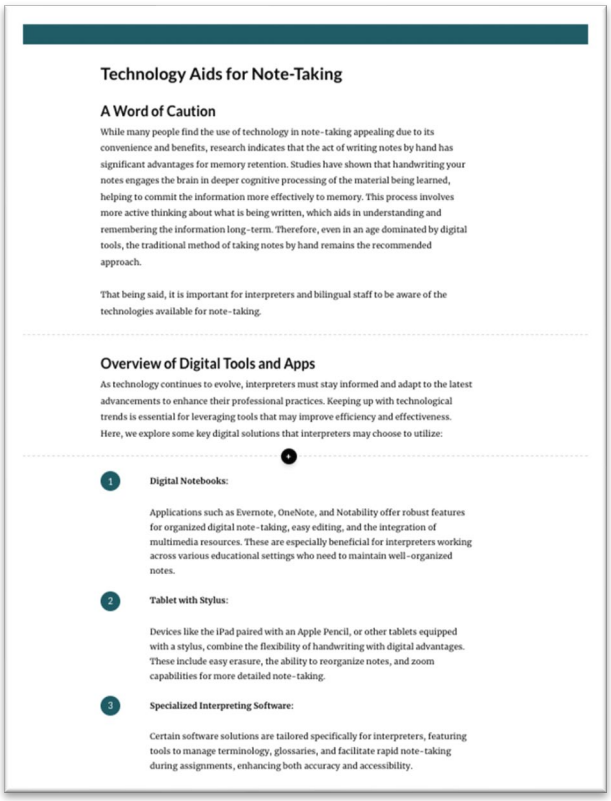
Activity 3: Practicing Association Techniques



Discussion Prompts

- *Discuss how you use association techniques in your note-taking process. Share specific examples of names or terms you have associated with images, characters, or personal connections, and explain how these associations have helped you remember information more effectively.*
- *Reflect on the example provided for the name "Leonardo" and brainstorm other names or educational terms you could associate with images or characters. For instance, how might you use association techniques for names like "Lopez," "Ford," and "Bruce"? Share your ideas with the group and discuss the potential benefits and challenges of using these techniques.*

Activity 4: Technology Aids for Note-Taking



Technology Aids for Note-Taking

A Word of Caution

While many people find the use of technology in note-taking appealing due to its convenience and benefits, research indicates that the act of writing notes by hand has significant advantages for memory retention. Studies have shown that handwriting your notes engages the brain in deeper cognitive processing of the material being learned, helping to commit the information more effectively to memory. This process involves more active thinking about what is being written, which aids in understanding and remembering the information long-term. Therefore, even in an age dominated by digital tools, the traditional method of taking notes by hand remains the recommended approach.

That being said, it is important for interpreters and bilingual staff to be aware of the technologies available for note-taking.

Overview of Digital Tools and Apps

As technology continues to evolve, interpreters must stay informed and adapt to the latest advancements to enhance their professional practices. Keeping up with technological trends is essential for leveraging tools that may improve efficiency and effectiveness. Here, we explore some key digital solutions that interpreters may choose to utilize:

1. **Digital Notebooks:**

   Applications such as Evernote, OneNote, and Notability offer robust features for organized digital note-taking, easy editing, and the integration of multimedia resources. These are especially beneficial for interpreters working across various educational settings who need to maintain well-organized notes.

2. **Tablet with Stylus:**

   Devices like the iPad paired with an Apple Pencil, or other tablets equipped with a stylus, combine the flexibility of handwriting with digital advantages. These include easy erasure, the ability to reorganize notes, and zoom capabilities for more detailed note-taking.

3. **Specialized Interpreting Software:**

   Certain software solutions are tailored specifically for interpreters, featuring tools to manage terminology, glossaries, and facilitate rapid note-taking during assignments, enhancing both accuracy and accessibility.

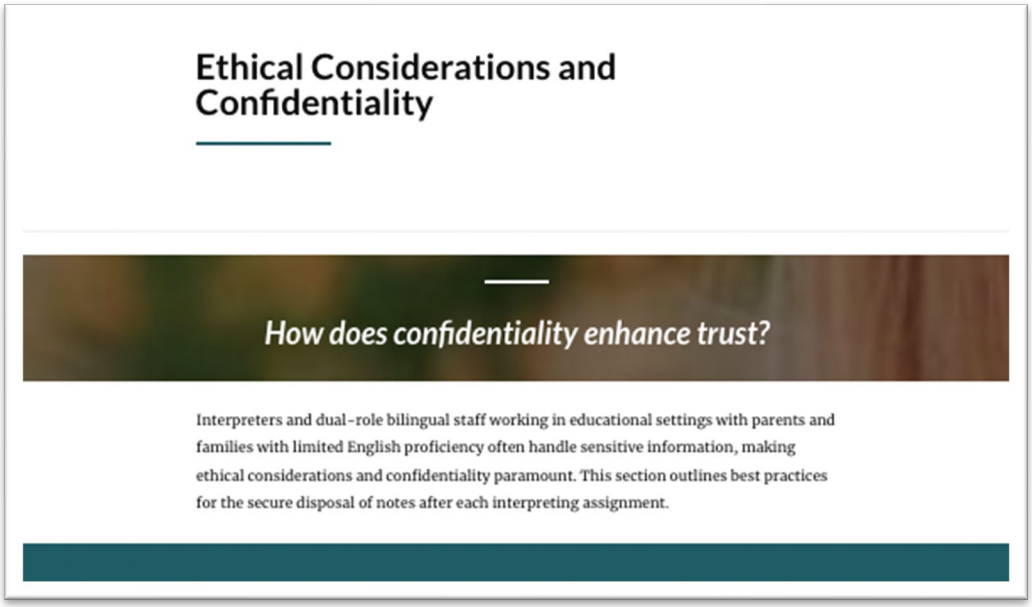
Discussion Prompts

- *Reflect on the balance between using traditional note-taking methods and digital tools in your interpreting practice. How do you decide which method to use in different situations? Share your experiences with using both handwritten and digital notes and discuss the advantages and disadvantages you have encountered with each approach.*

- *Explore the various digital tools mentioned in the overview (digital notebooks, tablets with stylus, specialized interpreting software). How have these tools impacted your note-taking process, if at all? If you have not yet used these tools, discuss which one you would be most interested in trying and why. How do you think incorporating these technologies might enhance your efficiency and effectiveness as an interpreter?*

Lesson 4: Ethical Considerations and Confidentiality

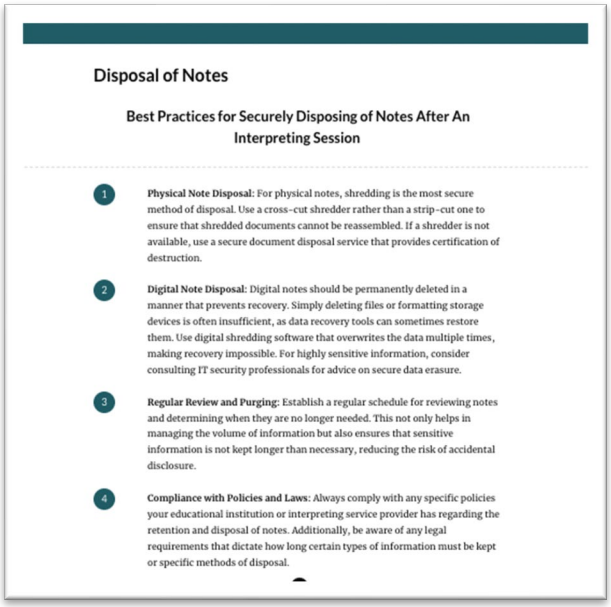
Activity 1: Introduction



Discussion Prompts

- *Discuss how maintaining confidentiality in your interpreting assignments impacts the trust between you and the families you work with. Share specific examples where confidentiality played a crucial role in ensuring effective communication and trust-building.*
- *Reflect on the best practices for secure disposal of notes after each interpreting assignment. How do you currently manage your notes to ensure they remain confidential? Are there any additional steps you could take to enhance the security of your notes? Discuss any challenges you face in maintaining confidentiality and how you address them.*

Activity 2: Best Practices for Disposal of Notes



Disposal of Notes

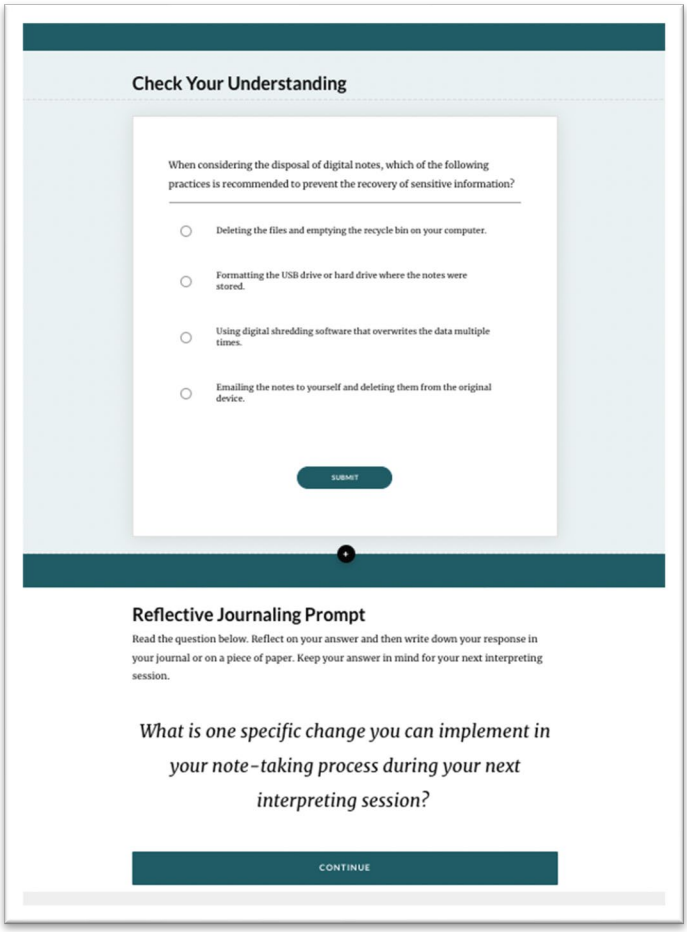
Best Practices for Securely Disposing of Notes After An Interpreting Session

1. **Physical Note Disposal:** For physical notes, shredding is the most secure method of disposal. Use a cross-cut shredder rather than a strip-cut one to ensure that shredded documents cannot be reassembled. If a shredder is not available, use a secure document disposal service that provides certification of destruction.
2. **Digital Note Disposal:** Digital notes should be permanently deleted in a manner that prevents recovery. Simply deleting files or formatting storage devices is often insufficient, as data recovery tools can sometimes restore them. Use digital shredding software that overwrites the data multiple times, making recovery impossible. For highly sensitive information, consider consulting IT security professionals for advice on secure data erasure.
3. **Regular Review and Purging:** Establish a regular schedule for reviewing notes and determining when they are no longer needed. This not only helps in managing the volume of information but also ensures that sensitive information is not kept longer than necessary, reducing the risk of accidental disclosure.
4. **Compliance with Policies and Laws:** Always comply with any specific policies your educational institution or interpreting service provider has regarding the retention and disposal of notes. Additionally, be aware of any legal requirements that dictate how long certain types of information must be kept or specific methods of disposal.

Discussion Prompts

- *Reflect on the methods you currently use for disposing of physical notes after an interpreting session. How do you ensure that these notes are securely shredded, and what challenges do you face in this process?*
- *Discuss the importance of securely deleting digital notes after an interpreting session. What tools or software do you use to ensure digital notes are permanently deleted, and how do you verify that the data is irrecoverable?*
- *Evaluate your current practices for regularly reviewing and purging notes. How do you determine when notes are no longer needed, and what steps do you take to manage the volume of information while ensuring sensitive information is not kept longer than necessary?*
- *Consider the specific policies and laws your educational institution or interpreting service provider has regarding the retention and disposal of notes. How do you comply with these policies, and what additional steps can you take to ensure you are meeting all legal requirements?*

Activity 3: Check Your Understanding and Reflective Journaling



Discussion Prompts

- *How do you currently handle the disposal of digital notes after an interpreting session? What steps do you take to ensure the information is securely deleted?*
- *Reflect on the methods you use to prevent the recovery of sensitive digital information. What practices have you found most effective, and why?*

Reflective Journaling Prompt

- *What is one specific change you can implement in your note-taking process during your next interpreting session? Reflect on your answer, write it down in your journal or on a piece of paper, and keep your answer in mind for your next interpreting session.*

Module 7 Assessment

Module 8: Terminology Management

This module aims to equip interpreters working in educational settings with the knowledge and skills necessary to manage terminology effectively. The focus will be on developing strategies and utilizing tools tailored for community interpreters, ensuring accurate and efficient communication between schools and families with limited English proficiency.

Module Objectives

By the end of this module, participants will be able to:

1. **Understand the Importance of Terminology Management**: Understand the importance of terminology management in educational interpreting.
2. **Identify and Utilize Features of Terminology Management Tools**: Identify and utilize appropriate features for terminology management tools.
3. **Develop and Maintain a Personal Glossary**: Develop and maintain a personal glossary for educational settings.
4. **Implement Best Practices and Ethical Principles**: Implement best practices and ethical principles for terminology preparation and usage during interpreting sessions.

Estimated Time to Complete: 3-5 hours

Module Outline

Lesson 1: Introduction to Terminology Management

Lesson 2: Features of Terminology Management Tools

Lesson 3: Creating and Maintaining a Terminology Database

Lesson 4: Best Practices for Terminology Preparation

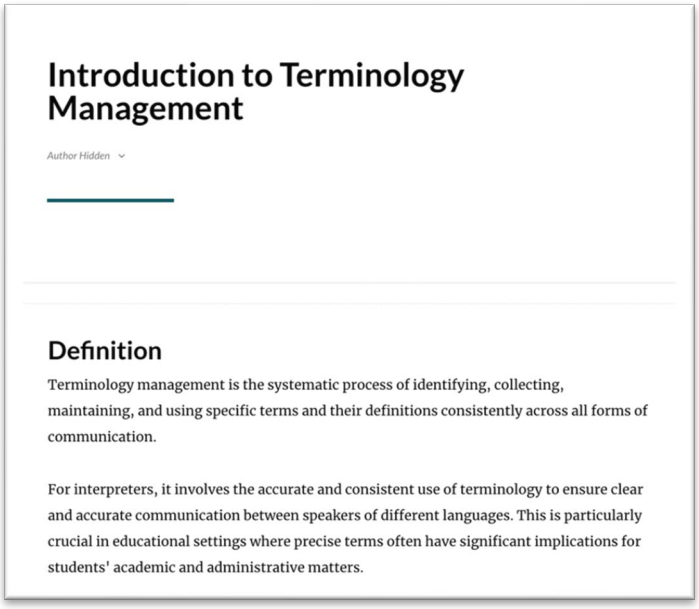
Lesson 5: Ethics and Standards of Practice

Module 8 Assessment

Facilitator Instructions

Lesson 1: Introduction to Terminology Management

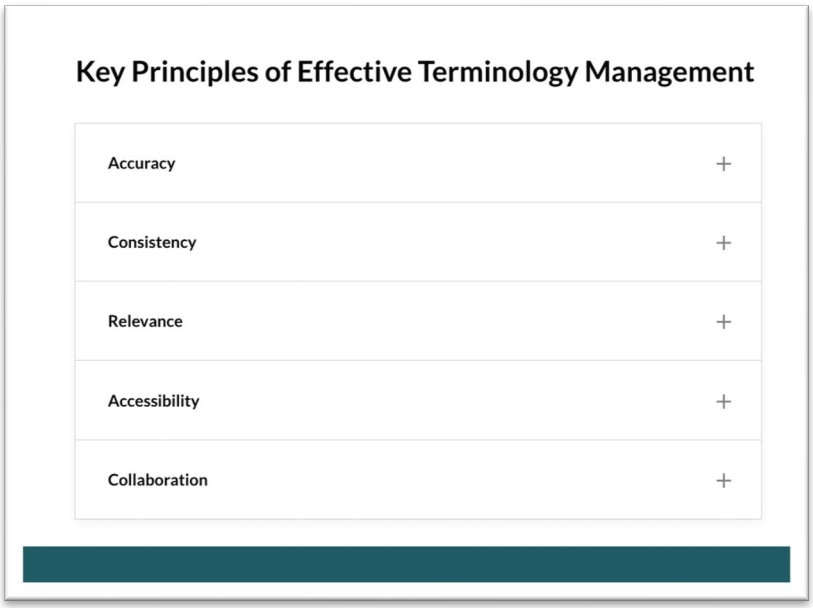
Activity 1: Defining Terminology Management



Discussion Prompts

- *What challenges have you encountered in managing terminology while interpreting in educational settings? How have you addressed these challenges to ensure clear and accurate communication?*
- *How do you currently identify and collect specific terms and their definitions for your interpreting work? Share any strategies or tools you use for maintaining and using these terms consistently.*
- *Why do you think terminology management is particularly important in educational settings? Can you provide examples of situations where precise terminology had significant implications for students' academic or administrative matters?*

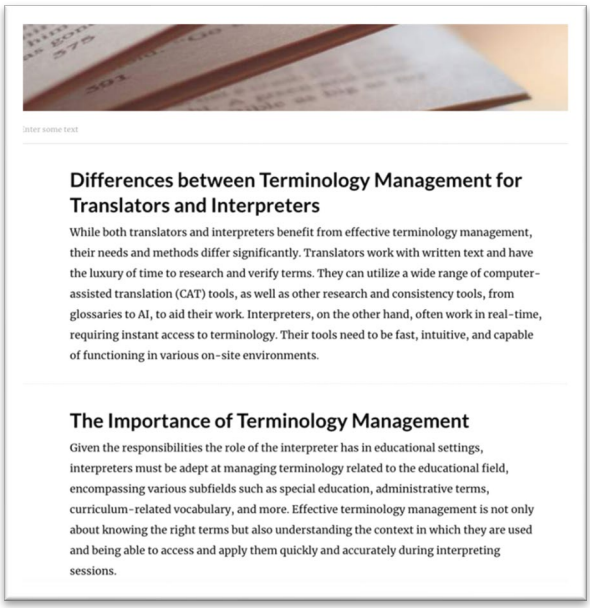
Activity 2: Key Principles for Effective Terminology Management



Discussion Prompts

- *How do you ensure accuracy in terminology management within your interpreting practice? Share specific strategies or tools that you find effective in maintaining accurate terminology.*
- *In what ways can consistency in using specific terms improve communication in educational settings? Discuss any challenges you face in maintaining consistency and how you overcome them.*
- *Collaboration is listed as a key principle of effective terminology management. How do you collaborate with other interpreters or educational staff to manage terminology effectively? Provide examples of collaborative efforts that have been successful in your experience.*

Activity 3: Differences and Importance in Terminology Management



Enter some text

Differences between Terminology Management for Translators and Interpreters

While both translators and interpreters benefit from effective terminology management, their needs and methods differ significantly. Translators work with written text and have the luxury of time to research and verify terms. They can utilize a wide range of computer-assisted translation (CAT) tools, as well as other research and consistency tools, from glossaries to AI, to aid their work. Interpreters, on the other hand, often work in real-time, requiring instant access to terminology. Their tools need to be fast, intuitive, and capable of functioning in various on-site environments.

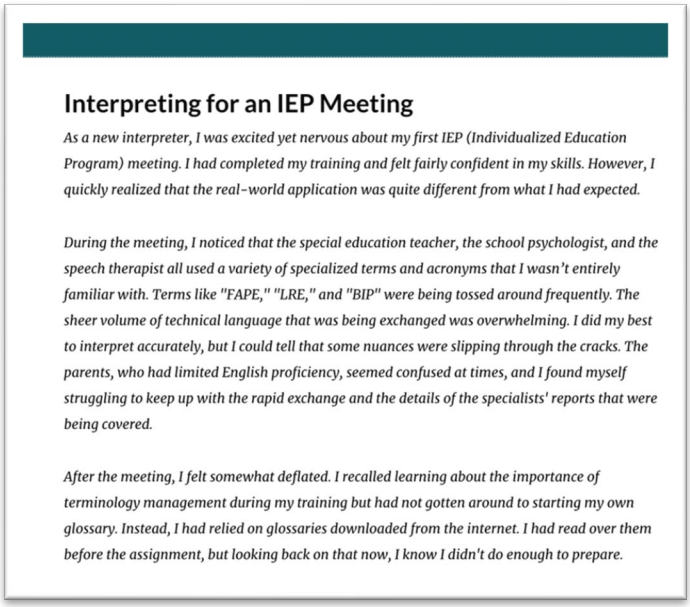
The Importance of Terminology Management

Given the responsibilities the role of the interpreter has in educational settings, interpreters must be adept at managing terminology related to the educational field, encompassing various subfields such as special education, administrative terms, curriculum-related vocabulary, and more. Effective terminology management is not only about knowing the right terms but also understanding the context in which they are used and being able to access and apply them quickly and accurately during interpreting sessions.

Discussion Prompts

- *Discuss the main differences between terminology management for translators and interpreters. How do these differences impact the tools and methods each profession uses? Provide examples from your own experience or observations.*
- *Why is it crucial for interpreters in educational settings to be proficient in managing terminology? Share instances where effective terminology management has significantly improved communication in your interpreting sessions.*
- *What strategies or tools do you use to manage terminology in real-time during interpreting assignments? Discuss how you ensure quick and accurate access to relevant terms while maintaining the flow of communication.*

Activity 4: Understanding the Benefits of Terminology Management



Interpreting for an IEP Meeting

As a new interpreter, I was excited yet nervous about my first IEP (Individualized Education Program) meeting. I had completed my training and felt fairly confident in my skills. However, I quickly realized that the real-world application was quite different from what I had expected.

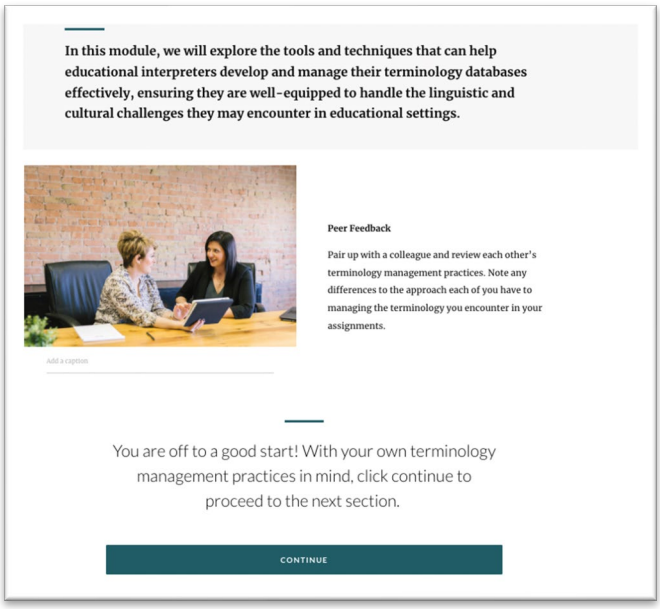
During the meeting, I noticed that the special education teacher, the school psychologist, and the speech therapist all used a variety of specialized terms and acronyms that I wasn't entirely familiar with. Terms like "FAPE," "LRE," and "BIP" were being tossed around frequently. The sheer volume of technical language that was being exchanged was overwhelming. I did my best to interpret accurately, but I could tell that some nuances were slipping through the cracks. The parents, who had limited English proficiency, seemed confused at times, and I found myself struggling to keep up with the rapid exchange and the details of the specialists' reports that were being covered.

After the meeting, I felt somewhat deflated. I recalled learning about the importance of terminology management during my training but had not gotten around to starting my own glossary. Instead, I had relied on glossaries downloaded from the internet. I had read over them before the assignment, but looking back on that now, I know I didn't do enough to prepare.

Discussion Prompts:

- *How important is it to develop a personalized glossary for specialized fields such as education? What steps would you take to create and maintain your glossary effectively?*
- *Reflecting on the scenario, what are some key preparations an interpreter should make before attending an IEP meeting? How can these preparations impact the quality of interpretation?*
- *What strategies can interpreters use to familiarize themselves with specialized terms and acronyms commonly used in IEP meetings? How can these strategies help in reducing confusion during the meeting?*
- *How can consulting with a Language Access Coordinator or other experienced colleagues enhance an interpreter's ability to manage terminology? What insights or tips have you gained from such consultations in your own experience?*
- *After a challenging interpreting session, what reflective practices can help an interpreter identify areas for improvement? How can these reflections contribute to professional growth?*
- *Discuss how thorough preparation and creating a personal glossary can boost an interpreter's confidence and performance in specialized meetings. How does this confidence translate into better outcomes for the participants involved, especially for parents with limited English proficiency?*

Activity 5: Peer Discussion on Practices



Discussion Prompts

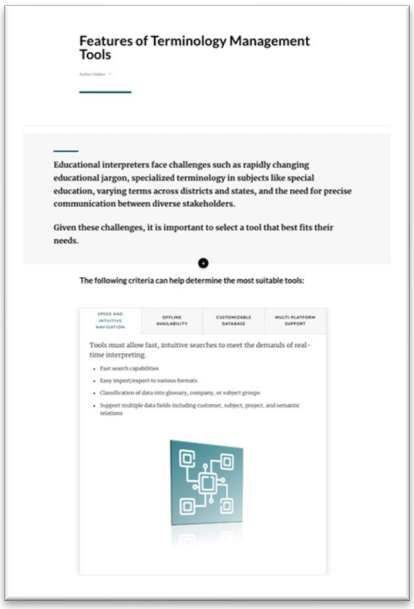
- *After pairing up with a colleague and reviewing each other's terminology management practices, what differences did you observe in your approaches? How can you incorporate the best practices from your colleague's approach into your own?*

- *What tools and techniques have you found most effective in managing terminology databases? How do these tools help you handle linguistic and cultural challenges in educational settings?*

- *Reflecting on your current terminology management practices, what are some areas you can improve or expand upon? How will these improvements enhance your effectiveness as an educational interpreter?*

Lesson 2: Features of Terminology Management Tools

Activity 1: Choosing and Utilizing Effective Terminology Management Tools



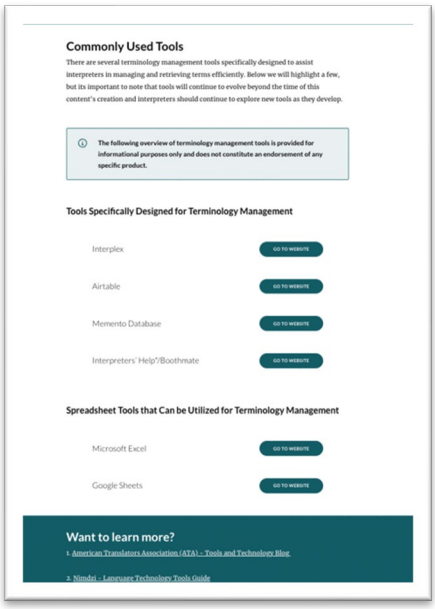
Discussion Prompts

- *Given the challenges faced by educational interpreters, what features do you believe are most important when selecting a terminology management tool? Why do you prioritize these features?*

- *How do you stay updated with rapidly changing educational jargon and specialized terminology in your interpreting practice? Share some strategies or resources you use to keep your terminology database current.*

- *Varying terms across districts and states can pose a significant challenge. How do you handle these variations in your terminology management? Can you share an experience where you had to adapt your terminology based on the specific requirements of a district or state?*

Activity 2: Exploring Commonly Used Tools for Terminology Management



Commonly Used Tools

There are several terminology management tools specifically designed to assist interpreters in managing and retrieving terms efficiently. Below we will highlight a few, but its important to note that tools will continue to evolve beyond the time of this content's creation and interpreters should continue to explore new tools as they develop.

The following overview of terminology management tools is provided for informational purposes only and does not constitute an endorsement of any specific product.

Tools Specifically Designed for Terminology Management

Interplex — GO TO WEBSITE

Airtable — GO TO WEBSITE

Memento Database — GO TO WEBSITE

Interpreters' Help?/Boothmate — GO TO WEBSITE

Spreadsheet Tools that Can be Utilized for Terminology Management

Microsoft Excel — GO TO WEBSITE

Google Sheets — GO TO WEBSITE

Want to learn more?

1. American Translators Association (ATA) – Tools and Technology Blog

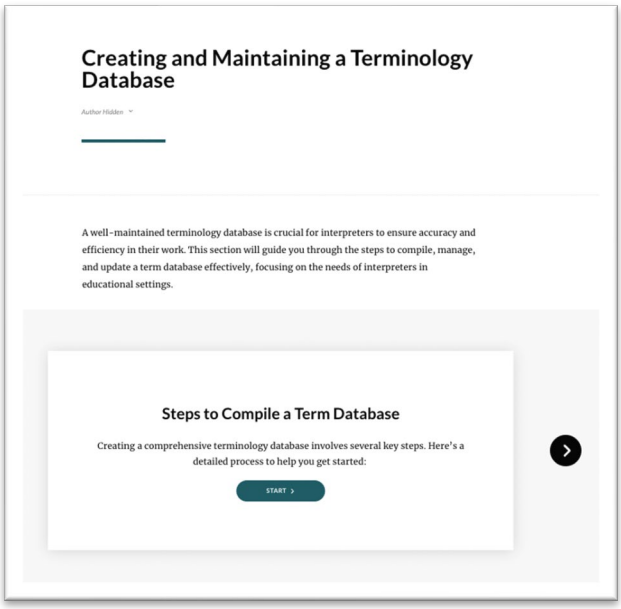
2. Nimdzi – Language Technology Tools Guide

Discussion Prompts

- *Which of the listed terminology management tools have you used in your interpreting practice? Share your experiences, including the benefits and challenges you encountered.*
- *Compare the features of the tools specifically designed for terminology management (e.g., Interplex, Airtable) with spreadsheet tools like Microsoft Excel and Google Sheets. Which features do you find most critical for effective terminology management?*
- *Based on the criteria mentioned for selecting suitable tools (e.g., speed, offline availability, customizable database), which tool do you think would best fit your specific needs as an educational interpreter? Explain your choice.*
- *How do you adapt your use of terminology management tools to handle the varying terminologies across different educational settings and subjects? Discuss any strategies you employ.*
- *Given that technology is continuously evolving, how do you stay updated on the latest terminology management tools and techniques? Share any resources or practices that help you keep your skills current.*
- *How can collaboration with colleagues enhance the effectiveness of your terminology management practices? Discuss ways to share knowledge and improve collective use of these tools in your interpreting community.*

Lesson 3: Creating and Maintaining a Terminology Database

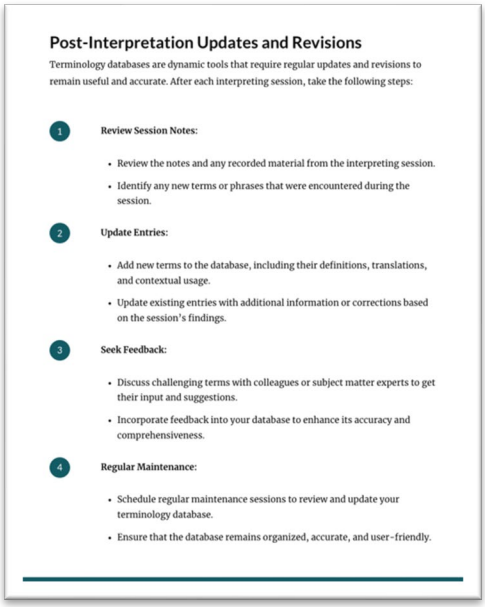
Activity 1: Steps for Creating a Terminology Database



Discussion Prompts:

- How do you identify the main subject fields relevant to your interpreting work? Share your approach to gathering materials and extracting specific terms and phrases within these subject fields. What resources do you find most useful in this stage?
- Discuss the importance of analyzing terms for their meanings, contexts, and usage. How do you find equivalents in the target language(s) to ensure accurate translations? Describe your process for noting down contextual usage and examples.
- How do you ensure that the translations of extracted terms are accurate and contextually appropriate? Share your methods for verifying translations with native speakers or subject matter experts. How do you create detailed entries for each term in your database?
- How do you organize entries in your term database to facilitate easy retrieval during interpreting sessions? Discuss the importance of highlighting key terms, verbs, and important concepts. What strategies do you use to regularly review and update your database?
- How can collaborating with colleagues and seeking peer feedback improve your terminology database? Share experiences where peer input significantly enhanced the quality and usability of your database.

Activity 2: How to Complete Post Session Updates and Revisions



Post-Interpretation Updates and Revisions

Terminology databases are dynamic tools that require regular updates and revisions to remain useful and accurate. After each interpreting session, take the following steps:

1. **Review Session Notes:**
   - Review the notes and any recorded material from the interpreting session.
   - Identify any new terms or phrases that were encountered during the session.
2. **Update Entries:**
   - Add new terms to the database, including their definitions, translations, and contextual usage.
   - Update existing entries with additional information or corrections based on the session's findings.
3. **Seek Feedback:**
   - Discuss challenging terms with colleagues or subject matter experts to get their input and suggestions.
   - Incorporate feedback into your database to enhance its accuracy and comprehensiveness.
4. **Regular Maintenance:**
   - Schedule regular maintenance sessions to review and update your terminology database.
   - Ensure that the database remains organized, accurate, and user-friendly.

Discussion Prompts

Review Session Notes:

- How do you effectively review notes and recorded materials from interpreting sessions to identify new terms or phrases? Share your strategies for capturing and documenting these terms during and after a session.

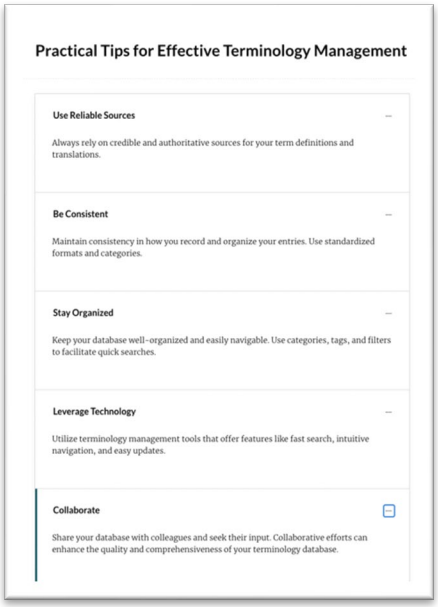
Update Entries:

- What process do you follow to add new terms to your terminology database and update existing entries? Discuss how you ensure the definitions, translations, and contextual usage of terms are accurate and comprehensive.

Seek Feedback and Regular Maintenance:

- How do you incorporate feedback from colleagues or subject matter experts to enhance your terminology database? What routine maintenance practices do you follow to keep your database organized, accurate, and user-friendly?

Activity 3: Practical Tips for Effective Terminology Management

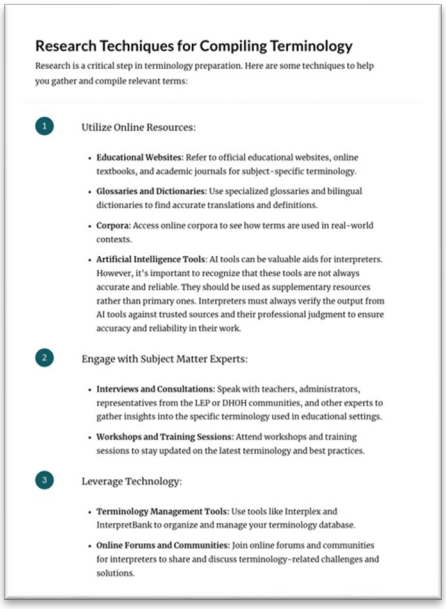


Discussion Prompts

- *How do you identify and select credible and authoritative sources for term definitions and translations? Share your experiences with using different sources for terminology management.*
- *What strategies do you use to maintain consistency in recording and organizing entries in your terminology database? Discuss the importance of standardized formats and categories in ensuring uniformity.*
- *How do you keep your terminology database well-organized and easily navigable? Describe the tools and methods you use, such as categories, tags, and filters, to facilitate quick searches and efficient management.*
- *Which terminology management tools do you find most effective, and why? Discuss the features you look for in these tools, such as fast search capabilities, intuitive navigation, and easy updates.*
- *How do you collaborate with colleagues in managing your terminology database? Share examples of how collaborative efforts have enhanced the quality and comprehensiveness of your database.*

Lesson 4: Best Practices for Terminology Preparation

Activity 1: Research Techniques for Compiling Terminology



Research Techniques for Compiling Terminology

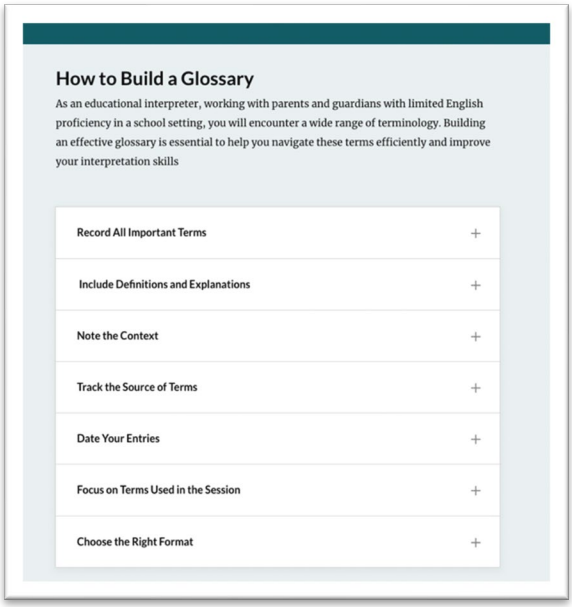
Research is a critical step in terminology preparation. Here are some techniques to help you gather and compile relevant terms:

1. Utilize Online Resources:
   - **Educational Websites:** Refer to official educational websites, online textbooks, and academic journals for subject-specific terminology.
   - **Glossaries and Dictionaries:** Use specialized glossaries and bilingual dictionaries to find accurate translations and definitions.
   - **Corpora:** Access online corpora to see how terms are used in real-world contexts.
   - **Artificial Intelligence Tools**: AI tools can be valuable aids for interpreters. However, it's important to recognize that these tools are not always accurate and reliable. They should be used as supplementary resources rather than primary ones. Interpreters must always verify the output from AI tools against trusted sources and their professional judgment to ensure accuracy and reliability in their work.
2. Engage with Subject Matter Experts:
   - **Interviews and Consultations:** Speak with teachers, administrators, representatives from the LEP or DHOH communities, and other experts to gather insights into the specific terminology used in educational settings.
   - **Workshops and Training Sessions:** Attend workshops and training sessions to stay updated on the latest terminology and best practices.
3. Leverage Technology:
   - **Terminology Management Tools:** Use tools like Interplex and InterpretBank to organize and manage your terminology database.
   - **Online Forums and Communities:** Join online forums and communities for interpreters to share and discuss terminology-related challenges and solutions.

Discussion Prompts

- *How do you ensure the reliability and accuracy of online resources such as educational websites, glossaries, dictionaries, and corpora when compiling terminology? Share any specific resources or strategies you find most useful.*
- *Have you used AI tools for terminology management? Discuss the advantages and potential pitfalls of using AI tools for finding accurate translations and definitions. How do you verify the output from AI tools?*
- *What has been your experience in consulting with subject matter experts such as teachers, administrators, and representatives from the LEP or DHOH communities? How has their input enhanced your understanding and management of educational terminology?*
- *How do workshops and training sessions contribute to your ongoing terminology management practices? Share any specific sessions or training that have significantly impacted your approach to terminology compilation.*
- *Discuss the terminology management tools you have used, such as Interplex and InterpretBank. How do these tools help you organize and manage your terminology database effectively?*
- *How do online forums and communities contribute to your terminology management process? Share your experiences with participating in these communities and how they have helped you address terminology-related challenges.*

Activity 2: How to Build a Glossary



Discussion Prompts

Record All Important Terms:

- How do you determine which terms are important enough to include in your glossary? Share your criteria and decision-making process for selecting terms.
- Can you provide examples of terms you have recorded in your glossary and explain why they were significant?

Include Definitions and Explanations:

- What sources do you use to find accurate definitions and explanations for the terms you include in your glossary? Discuss the importance of using reliable sources.
- How do you ensure that the definitions and explanations you include are clear and easily understandable for future reference?

Note the Context:

- Why is it important to note the context in which a term is used? Share instances where understanding the context has helped you interpret a term correctly.
- How do you document the context for each term in your glossary? Discuss any specific strategies or formats you use.

Track the Source of Terms:

- How do you keep track of where each term in your glossary originated from? Discuss the benefits of tracking the source of terms.

- Have you encountered any challenges in tracking the sources of terms? How did you overcome them?

Date Your Entries:

- Why is it important to date your glossary entries? Share examples of how dating entries has helped you in your interpreting work.
- How do you organize and update your glossary entries to keep track of changes over time?

Focus on Terms Used in the Session:

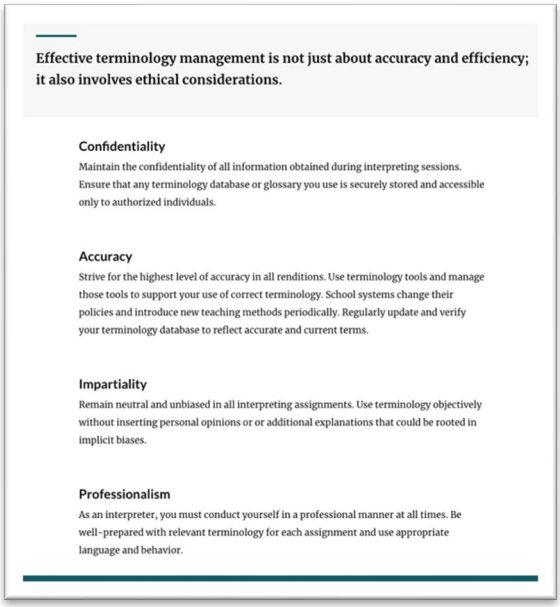
- How do you identify and prioritize the terms used during interpreting sessions for inclusion in your glossary? Share your approach to capturing session-specific terminology.
- Discuss the impact of focusing on session-specific terms on your overall interpreting accuracy and efficiency.

Choose the Right Format:

- What formats have you found to be most effective for organizing your glossary? Discuss the pros and cons of different formats you have used.
- How do you ensure that your glossary format is user-friendly and accessible during interpreting sessions?

Lesson 5: Ethics and Standards of Practice

Activity 1: Ethical Considerations in Terminology Management



Effective terminology management is not just about accuracy and efficiency; it also involves ethical considerations.

Confidentiality

Maintain the confidentiality of all information obtained during interpreting sessions. Ensure that any terminology database or glossary you use is securely stored and accessible only to authorized individuals.

Accuracy

Strive for the highest level of accuracy in all renditions. Use terminology tools and manage those tools to support your use of correct terminology. School systems change their policies and introduce new teaching methods periodically. Regularly update and verify your terminology database to reflect accurate and current terms.

Impartiality

Remain neutral and unbiased in all interpreting assignments. Use terminology objectively without inserting personal opinions or or additional explanations that could be rooted in implicit biases.

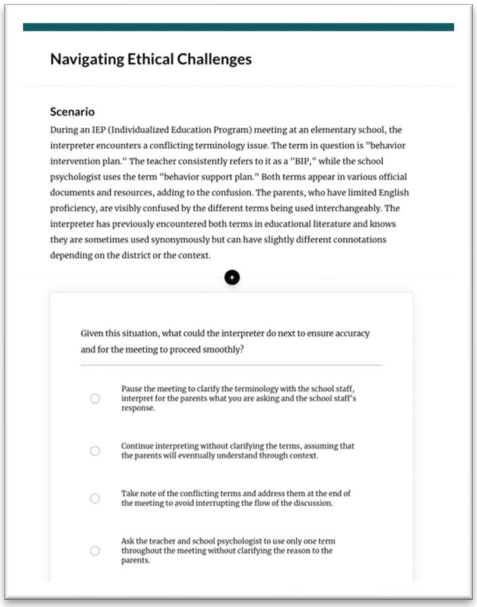
Professionalism

As an interpreter, you must conduct yourself in a professional manner at all times. Be well-prepared with relevant terminology for each assignment and use appropriate language and behavior.

Discussion Prompts

- Why is maintaining confidentiality crucial when managing terminology databases? Share any challenges you have faced in ensuring confidentiality and how you addressed them.
- Discuss strategies to ensure that your terminology database or glossary remains secure and accessible only to authorized individuals.
- How do you strive to maintain the highest level of accuracy in your terminology management? Share any tools or methods you use to verify and update your terminology database.
- Discuss the impact of regularly updating your terminology database on your interpreting accuracy and efficiency. How do you keep up with changes in school policies and teaching methods?
- Why is it important to remain neutral and unbiased in interpreting assignments? Share examples of how you ensure impartiality in your use of terminology.
- Discuss the challenges of avoiding personal opinions or additional explanations in your interpreting work. How do you manage implicit biases?
- How do you ensure professionalism in your conduct as an interpreter? Share specific practices you follow to be well-prepared for assignments with relevant terminology.
- Discuss the importance of using appropriate language and behavior in interpreting assignments. How do you maintain professionalism in various interpreting scenarios?

Activity 2: Navigating Ethical Challenges in Terminology Management



Discussion Prompt

Given this situation, what could the interpreter do next to ensure accuracy and for the meeting to proceed smoothly?

- How should an interpreter handle conflicting terminology during an IEP meeting to ensure the parents fully understand the discussion?
- Share your experiences with managing similar situations where different terms were used interchangeably. How did you resolve the confusion?
- Discuss the importance of clarifying terminology in real-time versus addressing it at the end of the meeting. What are the pros and cons of each approach?

Module 8 Assessment

Module 9: Specific Processes

This module is designed to equip interpreters and dual-role bilingual staff with the necessary skills and knowledge to effectively facilitate communication between schools and parents or families with limited English proficiency. It outlines various school-related situations, from standard educational processes and specialized support meetings to critical and administrative scenarios, ensuring participants are prepared to handle diverse interpreting needs in educational settings.

Module Objectives

1. **Increase Familiarity with Educational Processes**: Acquaint interpreters and dual-role bilingual staff with the common procedures and events in schools, such as enrollment, IEP meetings, and emergency protocols, to ensure they are well-prepared for various interpreting scenarios.
2. **Explore Specific Challenges in Interpreting**: Discuss the distinct challenges interpreters and dual-role bilingual staff may face in various school settings, such as understanding the nuances of specialized educational support meetings or managing multilingual communication during school events.
3. **Build Specialized Vocabulary**: Equip interpreters and dual-role bilingual staff with specialized vocabulary and terminologies related to different facets of the educational system, from legal to medical and administrative aspects, enhancing their proficiency and accuracy in interpreting.
4. **Understand Legal and Administrative Contexts**: Train interpreters and dual-role bilingual staff to navigate the complex legal and administrative contexts they may encounter in school settings, such as 504 meetings and legal proceedings related to education.

Estimated Time to Complete: 6-8 hours

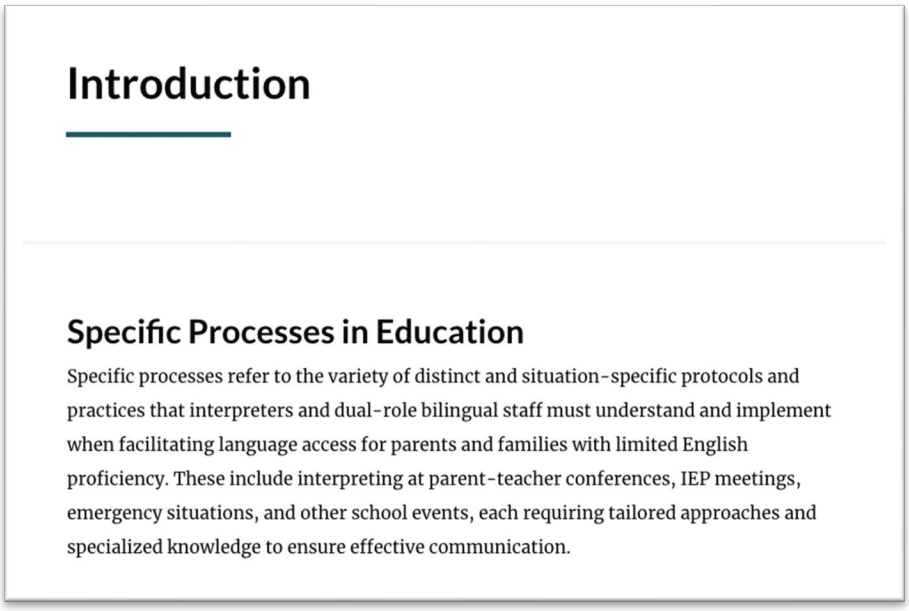
Module Outline

Lesson 1: Introduction
Lesson 2: School Enrollment and Registration
Lesson 3: Parent-Teacher Meetings
Lesson 4: School Events
Lesson 5: Emergency Situations
Lesson 6: Section 504 Meetings
Lesson 7: Individualized Education Program (IEP) Meetings
Lesson 8: Special Education Assessments
Module 9 Assessment

Facilitator Instructions

Lesson 1: Introduction

Activity 1: Defining Specific Processes in Education

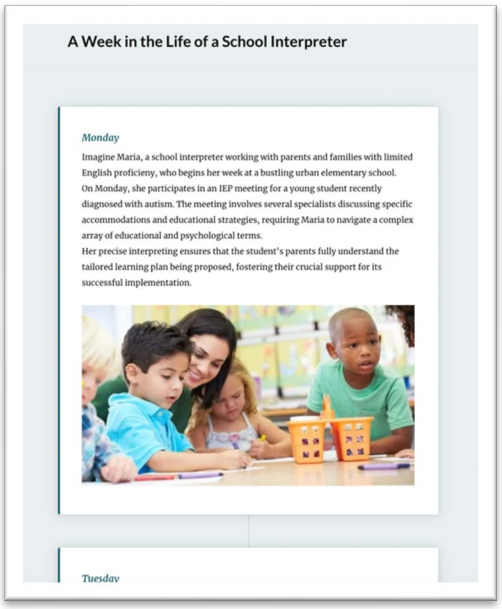


Discussion Prompts

- *Reflect on a time when you had to tailor your interpreting approach for a specific educational event, such as a parent-teacher conference or an IEP meeting. What were the unique challenges you faced, and how did you address them to ensure effective communication between the school staff and parents?*

- *Discuss the importance of having specialized knowledge when interpreting during emergency situations in a school setting. How do you prepare for such scenarios, and what strategies do you use to manage the stress and urgency of the moment while maintaining clear and accurate interpretation?*

Activity 2: Exploring a Week in the Life of an Interpreter

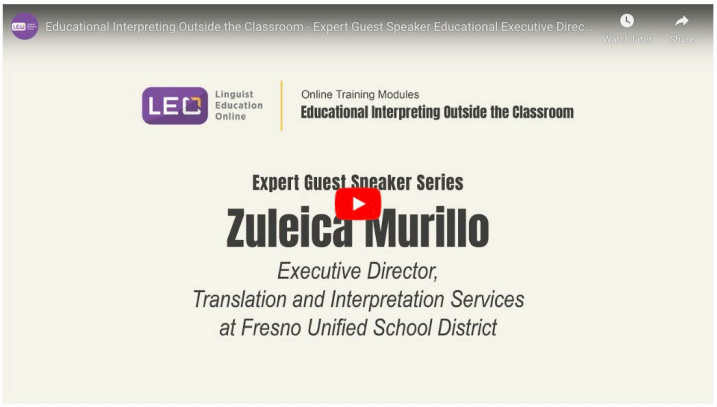


Discussion Prompt

Reflect on a typical day as an educational interpreter. What are some of the daily challenges you face, and how do you manage them? Describe the variety of tasks you handle throughout the day, from attending meetings to providing support in classrooms.

Activity 3: Expert Guest Speaker

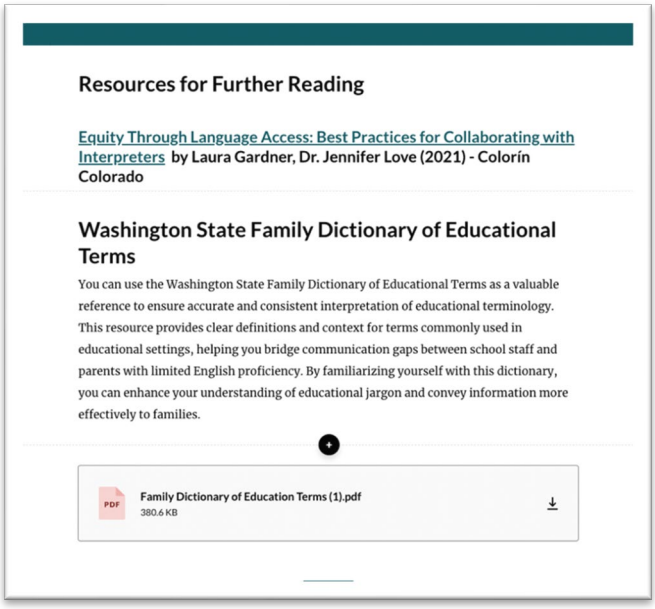
Expert Guest Speaker



Discussion Prompts:

- *What were the key insights or takeaways you gained from Zuleica Murillo's presentation? How do you think these insights can be applied to your role as an interpreter in educational settings?*
- *Zuleica Murillo discussed various challenges faced by interpreters in the educational field. Which challenges resonated with you the most, and how do you address or plan to address these challenges in your own practice?*
- *Based on Zuleica Murillo's experience and advice, what are some best practices and strategies for effective educational interpreting outside the classroom? How can you incorporate these strategies into your daily work?*
- *Zuleica Murillo holds a leadership position in Translation and Interpretation Services. What suggestions did she offer for enhancing interpreter services in educational settings? How can you advocate for or implement these improvements in your school or district?*
- *Reflect on the importance of collaboration between interpreters and school staff as highlighted by Zuleica Murillo. How can you foster better communication and collaboration with teachers, administrators, and other staff members to support students and families with limited English proficiency?*
- *Zuleica Murillo emphasized the need for ongoing professional development for interpreters. What steps can you take to continue your professional growth in this field? Are there any specific areas or skills you would like to focus on for further development?*

Activity 4: Exploring Resources



Discussion Prompts

- *Reflect on the best practices for collaborating with interpreters as outlined in the article "Equity Through Language Access" by Laura Gardner and Dr. Jennifer Love. Which practices do you find most effective, and how do you implement them in your daily work to ensure equitable access to education for all families?*

- *The Washington State Family Dictionary of Educational Terms aims to enhance understanding of educational jargon. How do you familiarize yourself with educational terms, and what strategies do you use to ensure that parents and families with limited English proficiency understand these terms during your interpretation sessions?*

Lesson 2: School Enrollment and Registration

Activity 1: Overview Enrollment and Registration Process

School Enrollment and Registration

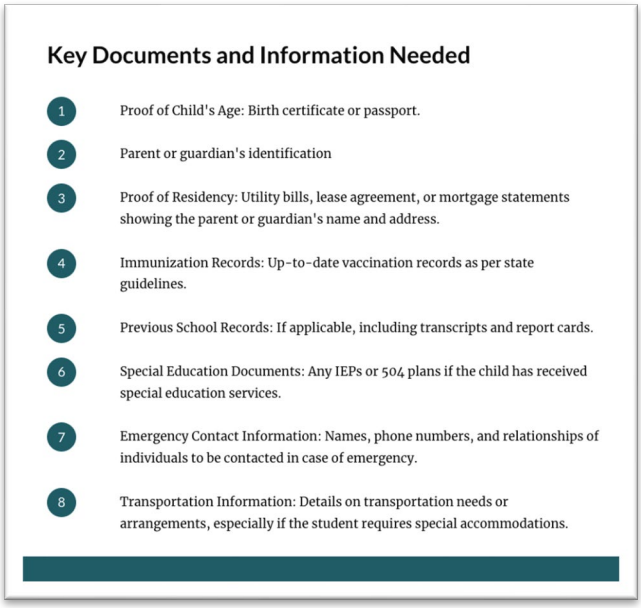
Overview of Enrollment and Registration Process

Enrollment and registration for public schools in Washington State typically involve several key steps including verifying eligibility based on age and residence, providing necessary documentation, and understanding the educational options available. As an interpreter or dual-role bilingual staff, your role is crucial in communicating these requirements clearly and accurately to parents and families.

Discussion Prompts

- *Why is it important for interpreters to have a thorough understanding of the school enrollment and registration process in Washington State? How does this knowledge enhance the accuracy and effectiveness of your interpretation during interactions between school staff and parents with limited English proficiency?*
- *Why is it crucial for interpreters to understand the documentation requirements for school enrollment? How does this understanding help you provide accurate and effective interpretation, ensuring that parents and families can successfully navigate the enrollment process?*
- *Why is it essential for interpreters to be familiar with the various educational options available during the enrollment process? How does this familiarity contribute to clear and precise interpretation, helping parents make informed decisions for their children's education?*

Activity 2: Understanding Key Documents and Information Needed



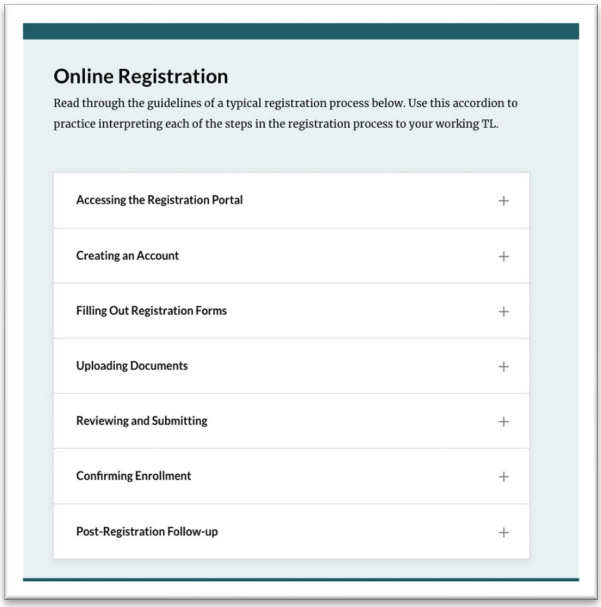
Discussion Prompts

- *Why is it crucial for interpreters to understand the specific documents and information required for school enrollment, such as proof of the child's age and proof of residency? How does this knowledge assist you in accurately interpreting the requirements for parents and guardians?*

- *Interpreting sensitive information like immunization records, special education documents, and emergency contact information requires precision and confidentiality. Why is it important for interpreters to be familiar with these document requirements, and how does this familiarity impact your ability to maintain confidentiality and accuracy?*

- *How does your understanding of the necessary documents, such as previous school records and transportation information, contribute to a smoother enrollment process for families? Share examples of how being well-versed in these requirements has helped you facilitate clear and effective communication during the enrollment process.*

Activity 3: Becoming Familiar with Online Registration



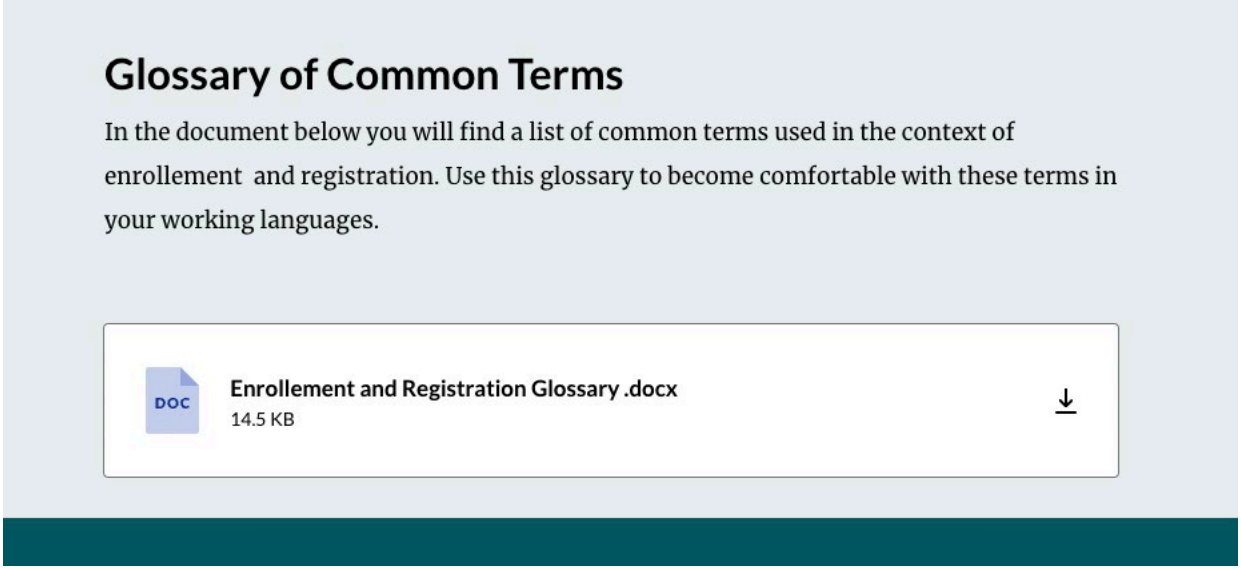
Discussion Prompts

- What challenges might arise when interpreting instructions for accessing the registration portal? How can you ensure that parents and guardians understand each step clearly, especially if they are not familiar with online systems?

- Creating an account can involve complex instructions and technical language. What difficulties do you anticipate in interpreting this process, and how do you address potential confusion or technical issues that parents might encounter?

- Uploading documents is a critical step in the online registration process. What are some common challenges you face when interpreting this step, especially regarding file formats, sizes, and navigation? How do you help parents understand and complete this step accurately through your interpretation?

Activity 4: Learning from a Glossary of Common Terms



Activity Suggestions

Flashcards for Key Terms

- **Objective:** To reinforce memory and understanding of key terms.
- **Instructions:** Create flashcards with terms on one side and definitions on the other. Practice with these flashcards daily, either alone or with a partner, to test your knowledge and improve recall.

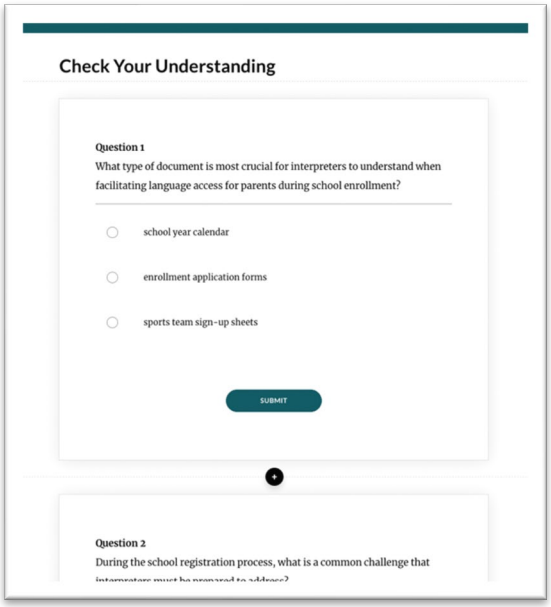
Role-Playing Scenarios

- **Objective:** To apply terminology in practical situations.
- **Instructions:** Pair up with another interpreter or a colleague to role-play various enrollment and registration scenarios. Use the terms from the glossary in context, switching roles to ensure both participants practice interpreting and understanding the terms.

Contextual Sentence Writing

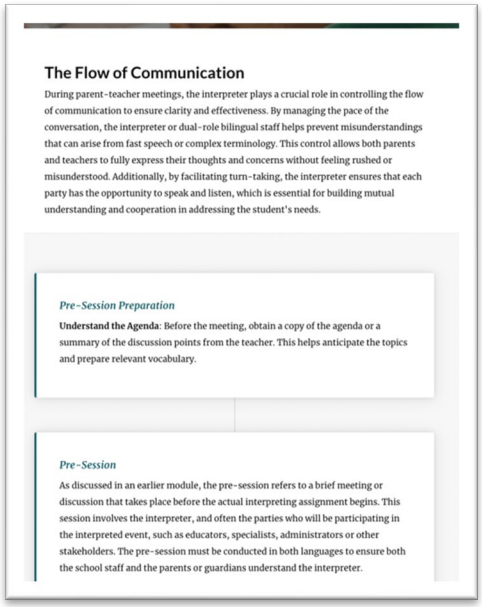
- **Objective:** To understand how terms are used in context.
- **Instructions:** Write sentences using each term from the glossary to demonstrate your understanding of its meaning and usage. Share these sentences with a peer or mentor for feedback.

Activity 5: Check Your Understanding



Lesson 3: Parent-Teacher Meetings

Activity 1: Managing the Flow of Parent-Teacher Meetings



The Flow of Communication

During parent-teacher meetings, the interpreter plays a crucial role in controlling the flow of communication to ensure clarity and effectiveness. By managing the pace of the conversation, the interpreter or dual-role bilingual staff helps prevent misunderstandings that can arise from fast speech or complex terminology. This control allows both parents and teachers to fully express their thoughts and concerns without feeling rushed or misunderstood. Additionally, by facilitating turn-taking, the interpreter ensures that each party has the opportunity to speak and listen, which is essential for building mutual understanding and cooperation in addressing the student's needs.

Pre-Session Preparation

Understand the Agenda: Before the meeting, obtain a copy of the agenda or a summary of the discussion points from the teacher. This helps anticipate the topics and prepare relevant vocabulary.

Pre-Session

As discussed in an earlier module, the pre-session refers to a brief meeting or discussion that takes place before the actual interpreting assignment begins. This session involves the interpreter, and often the parties who will be participating in the interpreted event, such as educators, specialists, administrators or other stakeholders. The pre-session must be conducted in both languages to ensure both the school staff and the parents or guardians understand the interpreter.

Discussion Prompts

Importance of Pre-Session Preparation

- How does obtaining a copy of the agenda or a summary of the discussion points before a parent-teacher meeting help you as an interpreter? Discuss how this preparation influences the effectiveness of your interpretation and the overall flow of communication during the meeting.

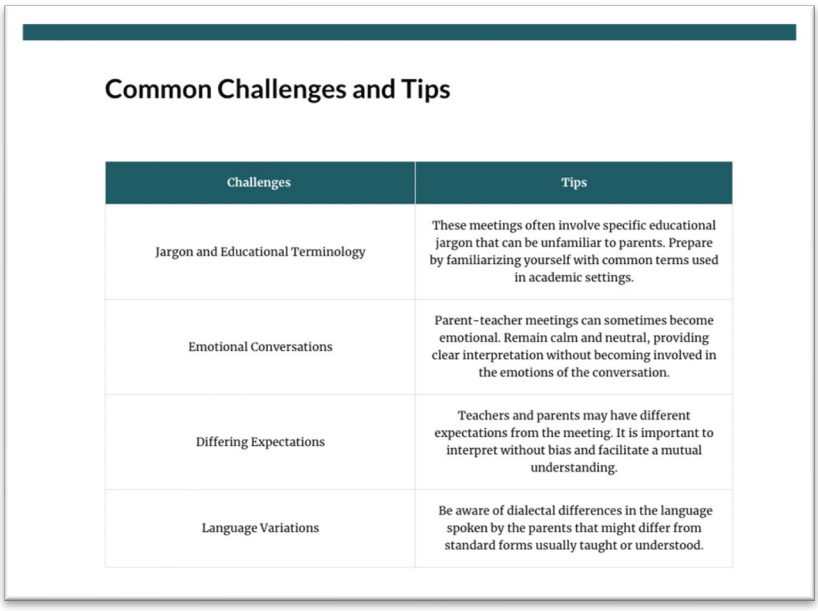
Role of the Pre-Session

- The pre-session is a crucial part of the interpreting process. Why is it important to conduct a pre-session in both languages, and how does this practice help ensure that both school staff and parents understand the role of the interpreter? Share your experiences and any challenges you have faced during pre-sessions.

Managing the Flow of Communication

- Managing the pace of the conversation and facilitating turn-taking are key responsibilities for interpreters during parent-teacher meetings. How do you handle fast speech or complex terminology to prevent misunderstandings? Discuss strategies you use to ensure that both parties can fully express their thoughts and concerns without feeling rushed or misunderstood.

Activity 2: Common Challenges and Tips



Common Challenges and Tips

Challenges	Tips
Jargon and Educational Terminology	These meetings often involve specific educational jargon that can be unfamiliar to parents. Prepare by familiarizing yourself with common terms used in academic settings.
Emotional Conversations	Parent-teacher meetings can sometimes become emotional. Remain calm and neutral, providing clear interpretation without becoming involved in the emotions of the conversation.
Differing Expectations	Teachers and parents may have different expectations from the meeting. It is important to interpret without bias and facilitate a mutual understanding.
Language Variations	Be aware of dialectal differences in the language spoken by the parents that might differ from standard forms usually taught or understood.

Discussion Prompts

Handling Educational Jargon and Terminology

- Educational terminology and jargon can be challenging for parents to understand. How do you prepare to interpret these specific terms effectively, and what strategies do you use during the meeting to ensure parents comprehend the information being discussed?

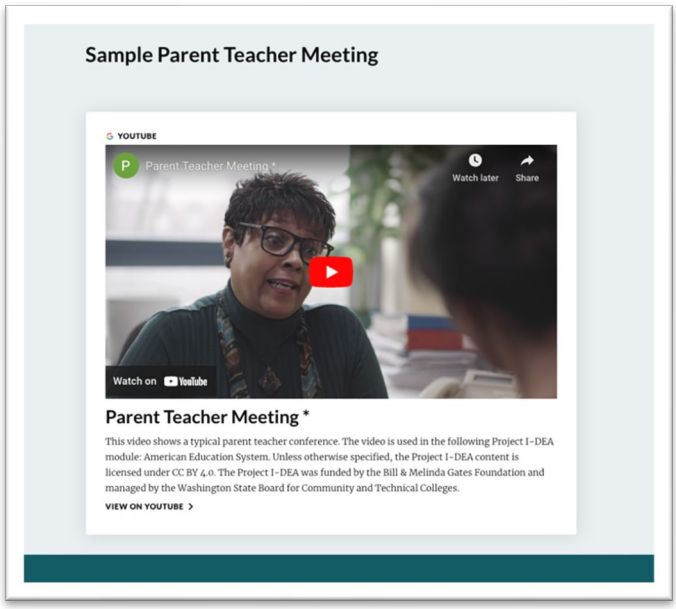
Navigating Emotional Conversations

- Parent-teacher meetings can sometimes become emotional. How do you remain calm and neutral during such conversations, and what techniques do you use to provide clear interpretation without becoming involved in the emotions of the discussion?

Addressing Differing Expectations

- Teachers and parents may have different expectations from the meeting. How do you manage these differing expectations during your interpretation to facilitate mutual understanding? Share any experiences where you had to balance these differences and ensure clear communication.

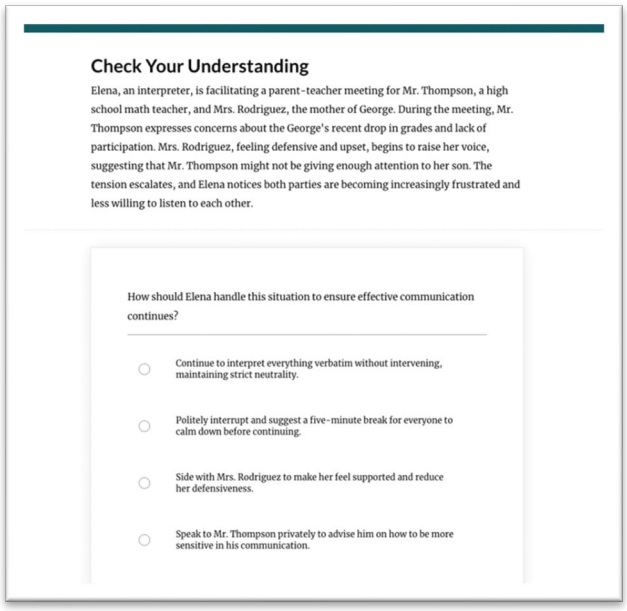
Activity 3: Sample Parent Teacher Meeting



Discussion Prompt

- *After watching the sample parent-teacher meeting, what did you observe about the communication dynamics between the teacher and the parent? How would you, as an interpreter, manage the flow of communication to ensure clarity and mutual understanding during such a meeting?*

Activity 4: Check Your Understanding



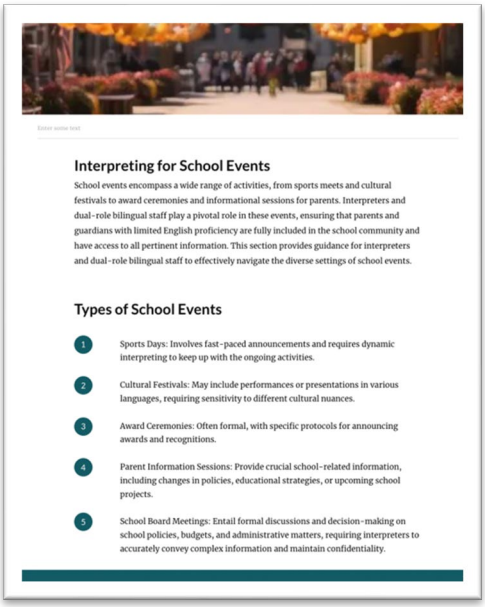
Discussion Prompts

- *In the scenario, Mrs. Rodriguez becomes defensive and raises her voice, leading to increased tension. How should Elena manage the situation to ensure effective communication continues? Discuss the potential benefits and drawbacks of politely interrupting to suggest a short break for everyone to calm down before continuing.*

- *Interpreters must maintain strict neutrality while ensuring the conversation flows smoothly. How can Elena balance these responsibilities in a highly emotional situation? Share strategies that interpreters can use to remain neutral and manage the flow of communication without taking sides or advising participants.*

Lesson 4: School Events

Activity 1: Understanding the Types of School Events



Interpreting for School Events

School events encompass a wide range of activities, from sports meets and cultural festivals to award ceremonies and informational sessions for parents. Interpreters and dual-role bilingual staff play a pivotal role in these events, ensuring that parents and guardians with limited English proficiency are fully included in the school community and have access to all pertinent information. This section provides guidance for interpreters and dual-role bilingual staff to effectively navigate the diverse settings of school events.

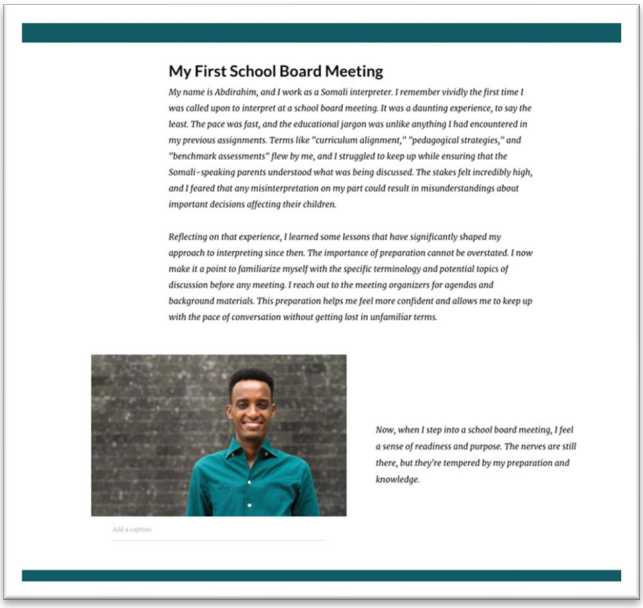
Types of School Events

1. Sports Days: Involves fast-paced announcements and requires dynamic interpreting to keep up with the ongoing activities.
2. Cultural Festivals: May include performances or presentations in various languages, requiring sensitivity to different cultural nuances.
3. Award Ceremonies: Often formal, with specific protocols for announcing awards and recognitions.
4. Parent Information Sessions: Provide crucial school-related information, including changes in policies, educational strategies, or upcoming school projects.
5. School Board Meetings: Entail formal discussions and decision-making on school policies, budgets, and administrative matters, requiring interpreters to accurately convey complex information and maintain confidentiality.

Discussion Prompt:

- *School events can vary greatly in their format and requirements, from sports days to school board meetings. How do you adapt your interpreting approach to suit the dynamic and fast-paced nature of events like sports days compared to the formal and protocol-driven environment of award ceremonies? Share your experiences and strategies for handling these diverse settings effectively.*

Activity 2: Anecdote from a Professional



My First School Board Meeting

My name is Abdirahim, and I work as a Somali interpreter. I remember vividly the first time I was called upon to interpret at a school board meeting. It was a daunting experience, to say the least. The pace was fast, and the educational jargon was unlike anything I had encountered in my previous assignments. Terms like "curriculum alignment," "pedagogical strategies," and "benchmark assessments" flew by me, and I struggled to keep up while ensuring that the Somali-speaking parents understood what was being discussed. The stakes felt incredibly high, and I feared that any misinterpretation on my part could result in misunderstandings about important decisions affecting their children.

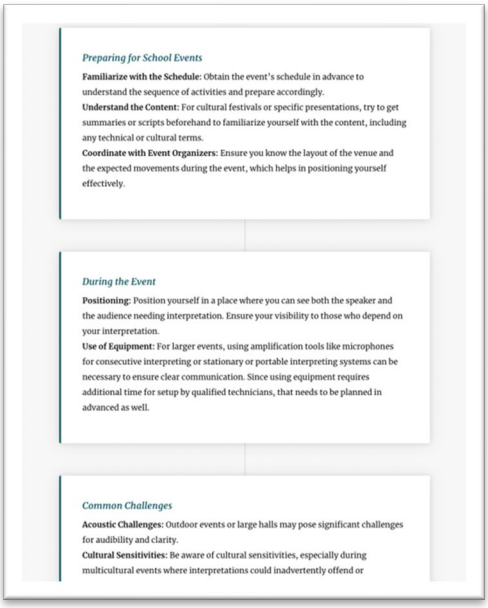
Reflecting on that experience, I learned some lessons that have significantly shaped my approach to interpreting since then. The importance of preparation cannot be overstated. I now make it a point to familiarize myself with the specific terminology and potential topics of discussion before any meeting. I reach out to the meeting organizers for agendas and background materials. This preparation helps me feel more confident and allows me to keep up with the pace of conversation without getting lost in unfamiliar terms.

Now, when I step into a school board meeting, I feel a sense of readiness and purpose. The nerves are still there, but they're tempered by my preparation and knowledge.

Discussion Prompts

- *Abdirahim emphasizes the importance of preparation before a school board meeting. What specific strategies does he mention for preparing, and how do these strategies enhance his effectiveness as an interpreter?*
- *Abdirahim encountered unfamiliar educational jargon during his first school board meeting. Why is it crucial for interpreters to understand specific terminology in such settings, and what might be the consequences of not being familiar with these terms?*
- *Abdirahim describes feeling incredibly high stakes and nerves during his first meeting. How can the emotional pressure of high-stakes meetings impact an interpreter's performance, and what steps can be taken to mitigate these effects?*
- *Abdirahim reflects on his first experience and identifies key lessons learned. How does reflecting on past experiences contribute to professional growth for interpreters, and what can other interpreters learn from Abdirahim's story?*
- *Despite still feeling nerves, Abdirahim mentions that preparation gives him a sense of readiness and purpose. How does thorough preparation contribute to an interpreter's confidence, and why is confidence important in maintaining effective communication during high-pressure meetings?*

Activity 3: Preparing for School Board Meetings



Preparing for School Events

Familiarize with the Schedule: Obtain the event's schedule in advance to understand the sequence of activities and prepare accordingly.
Understand the Content: For cultural festivals or specific presentations, try to get summaries or scripts beforehand to familiarize yourself with the content, including any technical or cultural terms.
Coordinate with Event Organizers: Ensure you know the layout of the venue and the expected movements during the event, which helps in positioning yourself effectively.

During the Event

Positioning: Position yourself in a place where you can see both the speaker and the audience needing interpretation. Ensure your visibility to those who depend on your interpretation.
Use of Equipment: For larger events, using amplification tools like microphones for consecutive interpreting or stationary or portable interpreting systems can be necessary to ensure clear communication. Since using equipment requires additional time for setup by qualified technicians, that needs to be planned in advanced as well.

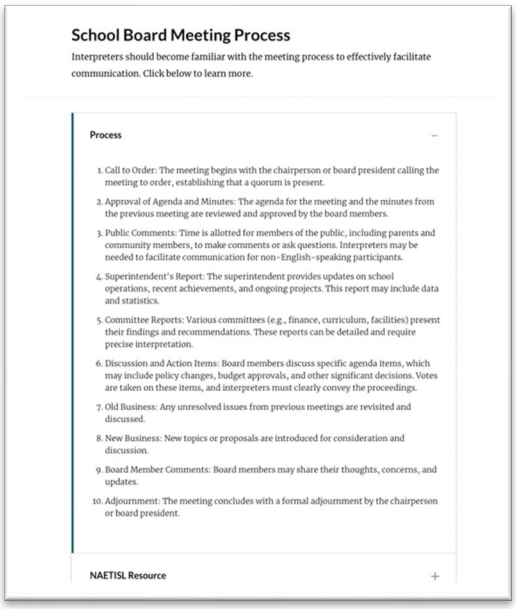
Common Challenges

Acoustic Challenges: Outdoor events or large halls may pose significant challenges for audibility and clarity.
Cultural Sensitivities: Be aware of cultural sensitivities, especially during multicultural events where interpretations could inadvertently offend or

Discussion Prompts

- *The text mentions several steps for preparing for school events, such as familiarizing with the schedule and understanding the content. How do these preparation steps contribute to the effectiveness of an interpreter's performance during the event?*
- *Positioning is highlighted as an important aspect during the event. Why is the interpreter's positioning crucial for effective communication, and what factors should be considered when deciding where to position oneself?*
- *The text discusses the use of equipment like amplification tools and interpreting systems. What are the potential challenges and benefits of using such equipment during large events, and how can interpreters ensure they are used effectively?*
- *Acoustic challenges are mentioned as a common issue, especially in outdoor events or large halls. What strategies can interpreters employ to overcome these challenges and ensure clear communication?*

Activity 4: Understanding the Process



School Board Meeting Process

Interpreters should become familiar with the meeting process to effectively facilitate communication. Click below to learn more.

Process

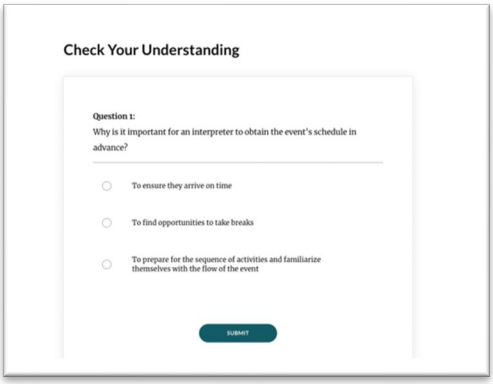
1. Call to Order: The meeting begins with the chairperson or board president calling the meeting to order, establishing that a quorum is present.
2. Approval of Agenda and Minutes: The agenda for the meeting and the minutes from the previous meeting are reviewed and approved by the board members.
3. Public Comments: Time is allotted for members of the public, including parents and community members, to make comments or ask questions. Interpreters may be needed to facilitate communication for non-English-speaking participants.
4. Superintendent's Report: The superintendent provides updates on school operations, recent achievements, and ongoing projects. This report may include data and statistics.
5. Committee Reports: Various committees (e.g., finance, curriculum, facilities) present their findings and recommendations. These reports can be detailed and require precise interpretation.
6. Discussion and Action Items: Board members discuss specific agenda items, which may include policy changes, budget approvals, and other significant decisions. Votes are taken on these items, and interpreters must clearly convey the proceedings.
7. Old Business: Any unresolved issues from previous meetings are revisited and discussed.
8. New Business: New topics or proposals are introduced for consideration and discussion.
9. Board Member Comments: Board members may share their thoughts, concerns, and updates.
10. Adjournment: The meeting concludes with a formal adjournment by the chairperson or board president.

NAETISL Resource

Discussion Prompts:

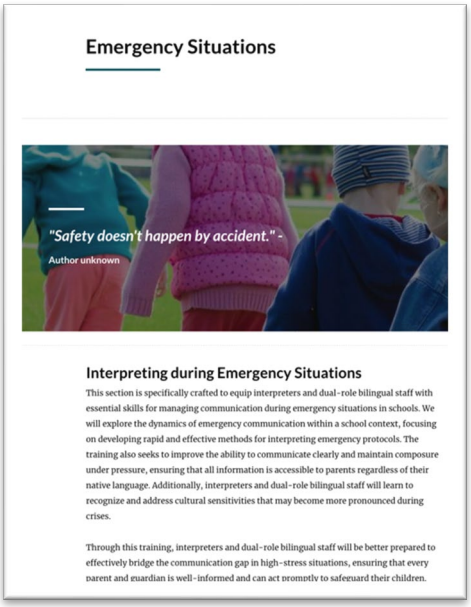
- *The school board meeting process includes various structured elements such as the Call to Order, Approval of Agenda and Minutes, and Public Comments. How does understanding this structure help interpreters facilitate better communication during the meetings?*
- *During the Public Comments section, members of the public, including parents and community members, are allowed to speak. What challenges might interpreters face in this section, and how can they ensure accurate and effective communication for non-English-speaking participants?*
- *The Superintendent's Report and Committee Reports can be detailed and contain data and statistics. How should interpreters prepare for interpreting these reports, and what strategies can they use to handle the complexity of the information presented?*
- *Discussion and Action Items involve policy changes, budget approvals, and significant decisions. Why is it crucial for interpreters to clearly convey the proceedings during this part of the meeting, and what could be the consequences of misinterpretation in this context?*
- *The process of revisiting Old Business and introducing New Business is part of the continuous improvement and decision-making process in school board meetings. How can interpreters ensure they stay updated on previous and new topics discussed in these meetings to provide accurate interpretation?*

Activity 5: Check Your Understanding



Lesson 5: Emergency Situations

Activity 1: What are Emergency Situations in School Settings

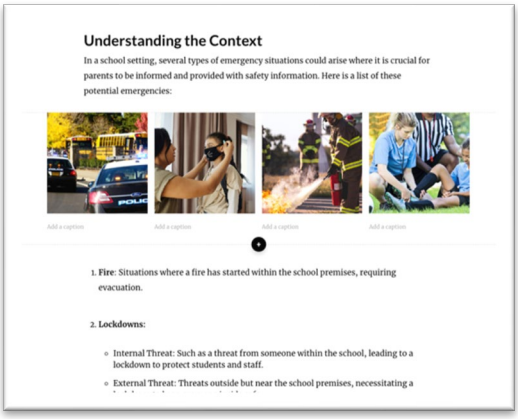


Discussion Prompts

- *The training emphasizes developing rapid and effective methods for interpreting emergency protocols. Why is it crucial for interpreters to respond quickly and accurately during emergency situations, and what specific challenges might they face in maintaining clear communication under pressure?*

- *The training aims to prepare interpreters to bridge the communication gap in high-stress situations. What key skills and knowledge should the training include to ensure interpreters can effectively manage communication during emergencies? How can these skills be assessed and reinforced through continuous professional development?*

Activity 2: Understanding the Context

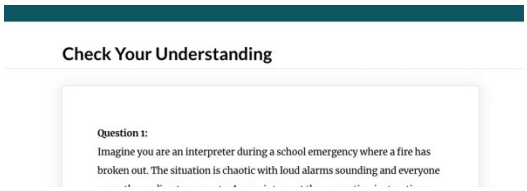


Activity 3: What Does the Interpreter Need to Know

Discussion Prompts

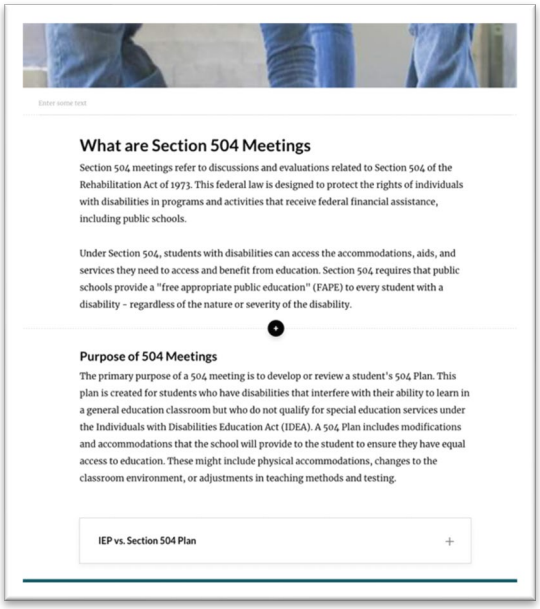
- *Why is effective communication particularly crucial during school emergencies, and how can interpreters ensure that their interpretations are clear and actionable for parents and families with limited English proficiency?*
- *Interpreters must maintain accuracy even under high-stress conditions. What strategies can interpreters use to remain accurate and composed when delivering critical information during emergencies?*
- *Professionalism is essential for interpreters, especially in emergencies. What behaviors and practices demonstrate professionalism in these situations, and why is it important for maintaining trust and effectiveness in communication?*

Activity 4: Check Your Understanding



Lesson 6: Section 504 Meetings

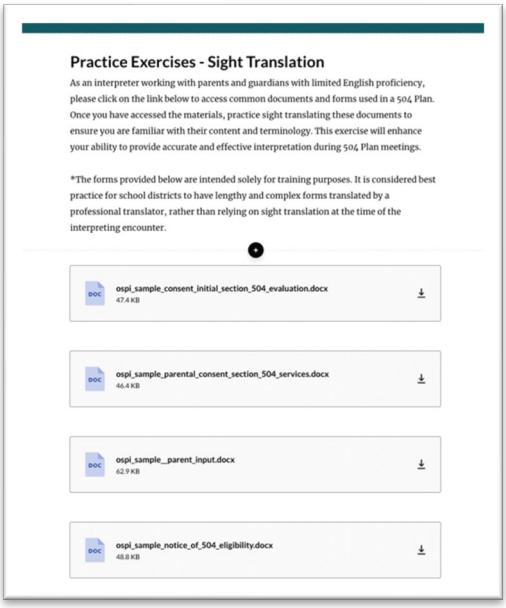
Activity 1: Definition and Purpose of 504 Meetings



Discussion Prompts

- *What is the primary purpose of Section 504 of the Rehabilitation Act of 1973, and how does it ensure that students with disabilities receive a "free appropriate public education" (FAPE)?*
- *Why are Section 504 meetings crucial for students with disabilities, and what specific outcomes are these meetings designed to achieve?*
- *How do 504 Plans differ from the services provided under the Individuals with Disabilities Education Act (IDEA), and why might a student qualify for a 504 Plan but not for special education services under IDEA?*
- *What types of accommodations and modifications might be included in a 504 Plan, and how do these support the educational success of students with disabilities?*

Activity 2: Practice Exercises Using 504 Meeting Terminology



Practice Exercises - Sight Translation

As an interpreter working with parents and guardians with limited English proficiency, please click on the link below to access common documents and forms used in a 504 Plan. Once you have accessed the materials, practice sight translating these documents to ensure you are familiar with their content and terminology. This exercise will enhance your ability to provide accurate and effective interpretation during 504 Plan meetings.

*The forms provided below are intended solely for training purposes. It is considered best practice for school districts to have lengthy and complex forms translated by a professional translator, rather than relying on sight translation at the time of the interpreting encounter.

ospi_sample_consent_initial_section_504_evaluation.docx
47.4 KB

ospi_sample_parental_consent_section_504_services.docx
46.4 KB

ospi_sample__parent_input.docx
62.9 KB

ospi_sample_notice_of_504_eligibility.docx
48.8 KB

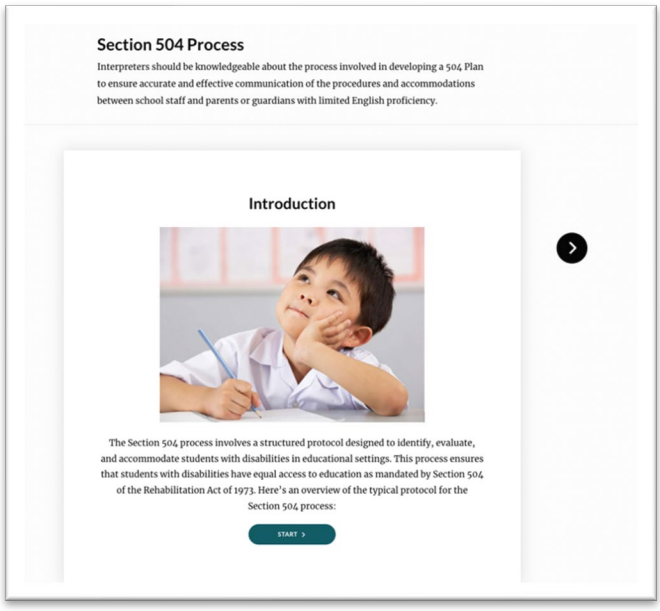
Discussion Prompts

- *Why is it important for interpreters to practice sight translating common documents and forms used in a 504 Plan? How does this preparation enhance their ability to provide accurate and effective interpretation during 504 Plan meetings?*

- *The note mentions that it is best practice for school districts to have lengthy and complex forms translated by a professional translator rather than relying on sight translation during the interpreting encounter. Why might this be the case, and how can this practice improve communication and understanding for parents and guardians with limited English proficiency?*

- *How does becoming familiar with the content and terminology of common 504 Plan documents, such as consent forms and notices of eligibility, help interpreters perform their roles more effectively? Provide examples of how this familiarity might impact the quality of the interpretation provided during meetings.*

Activity 3: Understanding the Process of 504 Meetings



Discussion Prompt

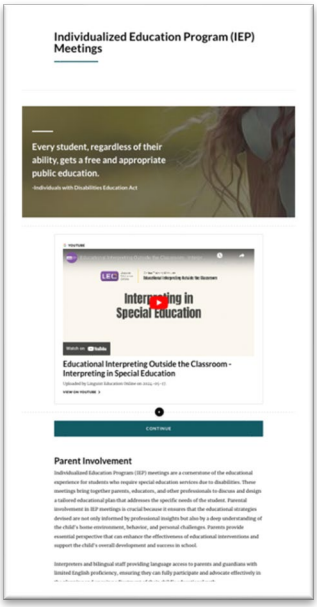
- *The Section 504 process involves a structured protocol to identify, evaluate, and accommodate students with disabilities. Why is it important for interpreters to be knowledgeable about each step of this protocol, and how does this understanding impact their ability to facilitate effective communication during meetings?*

- *Section 504 ensures that students with disabilities have equal access to education. How can interpreters contribute to this goal by accurately interpreting the procedures and accommodations discussed during 504 Plan meetings? Provide examples of potential challenges and how they can be addressed.*

- *What specific strategies can interpreters use to ensure that parents and guardians with limited English proficiency fully understand the Section 504 process and the accommodations being provided to their children? Discuss how preparation and familiarity with the protocol enhance the clarity and accuracy of interpretation.*

Lesson 7: Individualized Education Program (IEP) Meetings

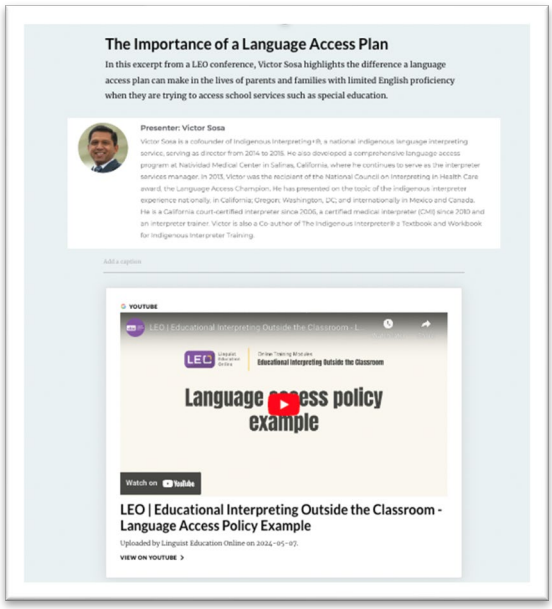
Activity 1: Introduction to Special Education



Discussion Prompts

- *Why is parental involvement crucial in Individualized Education Program (IEP) meetings, and how does their input enhance the effectiveness of educational interventions for students with disabilities?*
- *How can interpreters ensure that parents and guardians with limited English proficiency fully understand and participate in IEP meetings, and what strategies can they use to facilitate clear communication?*
- *What are the key challenges interpreters might face when interpreting in special education settings, and how can they prepare to address these challenges effectively?*
- *How does a deep understanding of the child's home environment, behavior, and personal challenges contribute to the development of a tailored educational plan in IEP meetings?*
- *In what ways can interpreters and bilingual staff support the ongoing adjustment of a child's educational path, and why is their role critical in the planning and execution of special education services?*

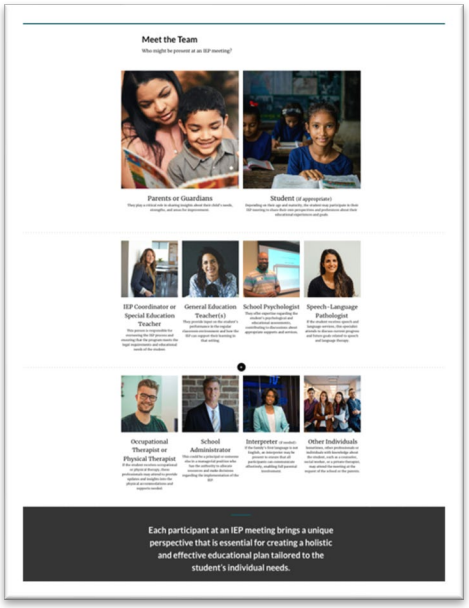
Activity 2: The Importance of a Language Access Plan



Discussion Prompts

- *How can a comprehensive language access plan improve the experience of parents and families with limited English proficiency when accessing school services, particularly special education? Provide examples of the potential impact of such a plan on their ability to understand and participate fully.*
- *Based on Victor Sosa's expertise and experiences shared in the video, what are some key elements that should be included in an effective language access plan to ensure it meets the needs of diverse linguistic communities? Discuss how these elements contribute to equitable access to education.*

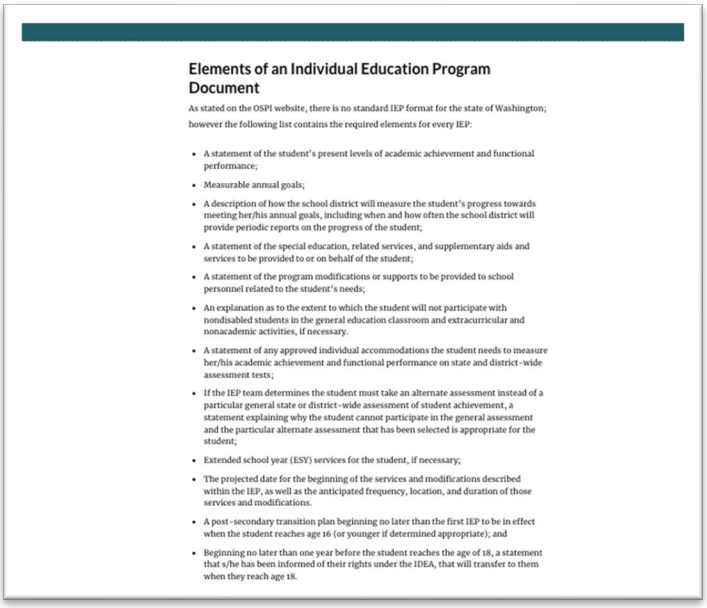
Activity 3: Participants in an IEP Meeting



Discussion Prompts

- *How do the unique perspectives of each participant, such as parents or guardians, general education teachers, and school psychologists, contribute to creating a holistic and effective educational plan tailored to the student's individual needs?*
- *Why is it important for students, when appropriate, to participate in their IEP meetings, and how can their input influence the development and implementation of their educational plan?*
- *What role do interpreters play in ensuring effective communication and full parental involvement during IEP meetings, especially for families with limited English proficiency? How can their presence impact the overall outcome of the meeting?*
- *How do the responsibilities of the IEP coordinator or special education teacher ensure that the IEP process meets legal requirements and addresses the educational needs of the student? Discuss the significance of their role in the IEP meeting.*

Activity 4: Elements of an IEP Meeting



Elements of an Individual Education Program Document

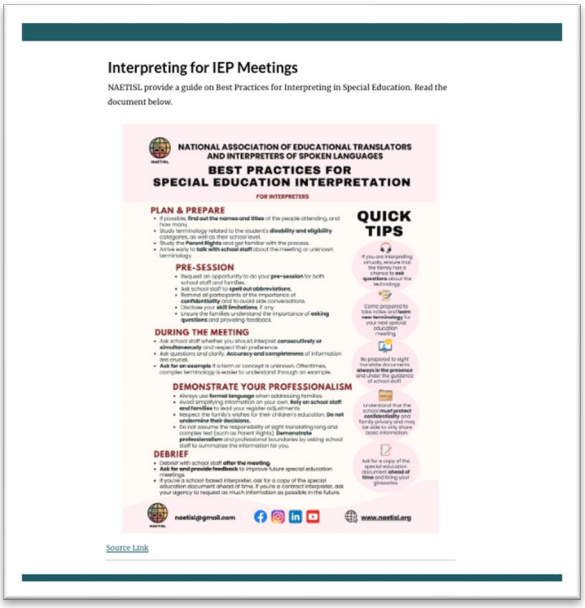
As stated on the OSPI website, there is no standard IEP format for the state of Washington; however the following list contains the required elements for every IEP:

- A statement of the student's present levels of academic achievement and functional performance;
- Measurable annual goals;
- A description of how the school district will measure the student's progress towards meeting her/his annual goals, including when and how often the school district will provide periodic reports on the progress of the student;
- A statement of the special education, related services, and supplementary aids and services to be provided to or on behalf of the student;
- A statement of the program modifications or supports to be provided to school personnel related to the student's needs;
- An explanation as to the extent to which the student will not participate with nondisabled students in the general education classroom and extracurricular and nonacademic activities, if necessary.
- A statement of any approved individual accommodations the student needs to measure her/his academic achievement and functional performance on state and district-wide assessment tests;
- If the IEP team determines the student must take an alternate assessment instead of a particular general state or district-wide assessment of student achievement, a statement explaining why the student cannot participate in the general assessment and the particular alternate assessment that has been selected is appropriate for the student;
- Extended school year (ESY) services for the student, if necessary;
- The projected date for the beginning of the services and modifications described within the IEP, as well as the anticipated frequency, location, and duration of those services and modifications.
- A post-secondary transition plan beginning no later than the first IEP to be in effect when the student reaches age 16 (or younger if determined appropriate); and
- Beginning no later than one year before the student reaches the age of 18, a statement that s/he has been informed of their rights under the IDEA, that will transfer to them when they reach age 18.

Discussion Prompts

- *Why is it important to include a statement of the student's present levels of academic achievement and functional performance in an IEP, and how does this information guide the development of measurable annual goals?*
- *How does the description of how the school district will measure the student's progress towards meeting annual goals, including periodic progress reports, support accountability and ensure that the educational plan is effective?*
- *What is the significance of including statements of special education, related services, supplementary aids, and program modifications in an IEP, and how do these elements work together to support the student's educational needs?*
- *Why might an IEP team decide that a student should take an alternate assessment instead of a general assessment, and how should this decision be documented and justified in the IEP?*
- *How do the projected dates for the beginning of services and modifications, as well as the anticipated frequency, location, and duration of those services, ensure that the IEP is actionable and specific? What challenges might arise if these details are not clearly defined?*

Activity 5: Best Practices for IEP Meetings



Interpreting for IEP Meetings

NAETISL provide a guide on Best Practices for Interpreting in Special Education. Read the document below.

NATIONAL ASSOCIATION OF EDUCATIONAL TRANSLATORS AND INTERPRETERS OF SPOKEN LANGUAGES

BEST PRACTICES FOR SPECIAL EDUCATION INTERPRETATION

FOR INTERPRETERS

PLAN & PREPARE

PRE-SESSION

DURING THE MEETING

DEMONSTRATE YOUR PROFESSIONALISM

DEBRIEF

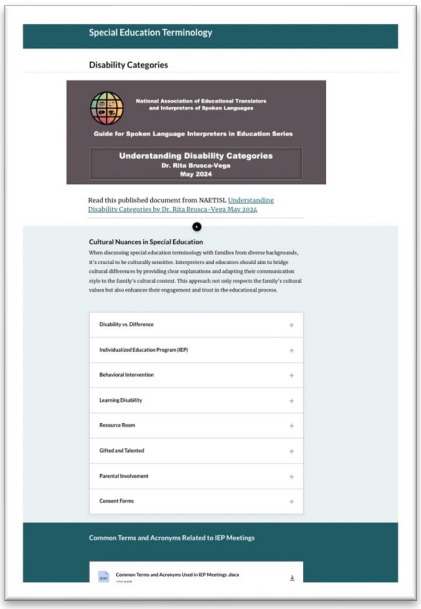
QUICK TIPS

Source Link

Discussion Prompts

- *Why is it important for interpreters to familiarize themselves with the names and titles of the people attending the IEP meeting and the student's disability and eligibility status before the meeting, and how does this preparation impact the quality of interpretation?*
- *How does conducting a pre-session with the school staff and family help set the stage for a successful IEP meeting, and what specific outcomes can result from a well-conducted pre-session?*
- *During the IEP meeting, why is it crucial for interpreters to interpret consecutively or simultaneously as needed, and how can they ensure accuracy and completeness when conveying information?*
- *What role does demonstrating professionalism play in the effectiveness of interpreting in special education settings, and how can interpreters maintain this professionalism even in challenging or emotionally charged situations?*
- *How can the debrief session after the IEP meeting contribute to continuous improvement for interpreters, and what key elements should be addressed during this debrief to enhance future performance?*

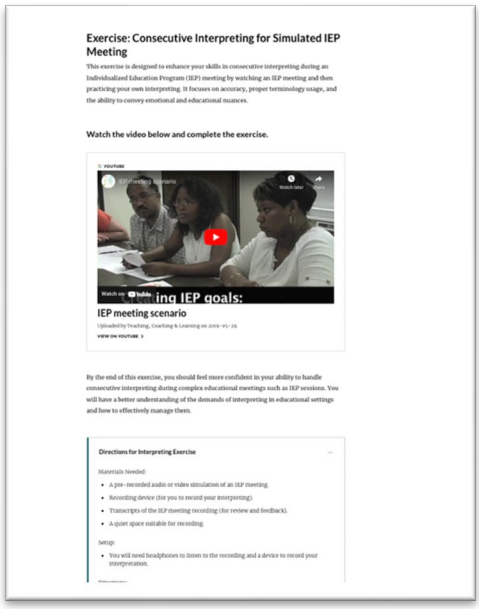
Activity 6: Special Education Terminology



Discussion Prompts

- *Why is it important for interpreters to understand the difference between "disability" and "difference" when interpreting special education discussions, and how can this understanding influence their interpretation?*
- *Why is it essential for interpreters to be familiar with key terms such as Individualized Education Program (IEP), behavioral intervention, and learning disability? How does this knowledge impact their ability to provide accurate interpretation during IEP meetings?*
- *How does an understanding of the concept of parental involvement influence the interpreter's role in IEP meetings, particularly in accurately conveying the importance of parents' roles in the educational process?*
- *How can providing clear explanations and accurately interpreting consent forms help bridge cultural differences in special education settings? Discuss the importance of precise interpretation in facilitating communication about educational decisions for children.*

Activity 7: Consecutive Exercise of an IEP Meeting



Exercise: Consecutive Interpreting for Simulated IEP Meeting

This exercise is designed to enhance your skills in consecutive interpreting during an Individualized Education Program (IEP) meeting by watching an IEP meeting and then practicing your own interpreting. It focuses on accuracy, proper terminology usage, and the ability to convey emotional and educational nuances.

Watch the video below and complete the exercise.

YOUTUBE

ing IEP goals:

IEP meeting scenario

Uploaded by Teaching, Coaching & Learning on 2019-05-29

VIEW ON YOUTUBE

By the end of this exercise, you should feel more confident in your ability to handle consecutive interpreting during complex educational meetings such as IEP sessions. You will have a better understanding of the demands of interpreting in educational settings and how to effectively manage them.

Directions for Interpreting Exercise

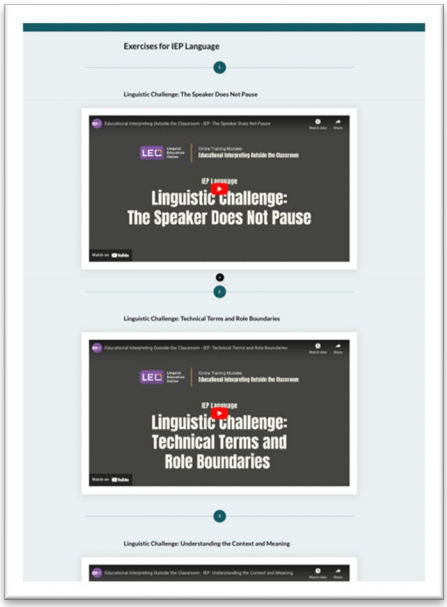
Materials Needed:

- A pre-recorded audio or video simulation of an IEP meeting.
- Recording device (for you to record your interpreting).
- Transcripts of the IEP meeting recording (for review and feedback).
- A quiet space suitable for recording.

Setup:

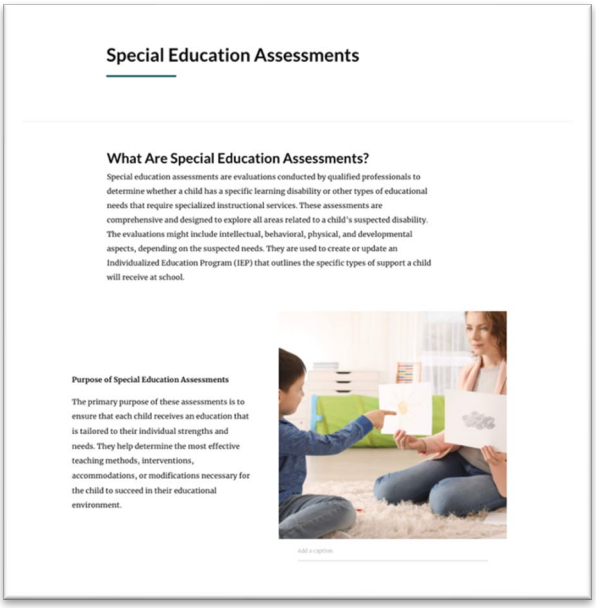
- You will need headphones to listen to the recording and a device to record your interpretation.

Activity 8: Linguistic Challenges in IEP Language



Lesson 8: Special Education Assessments

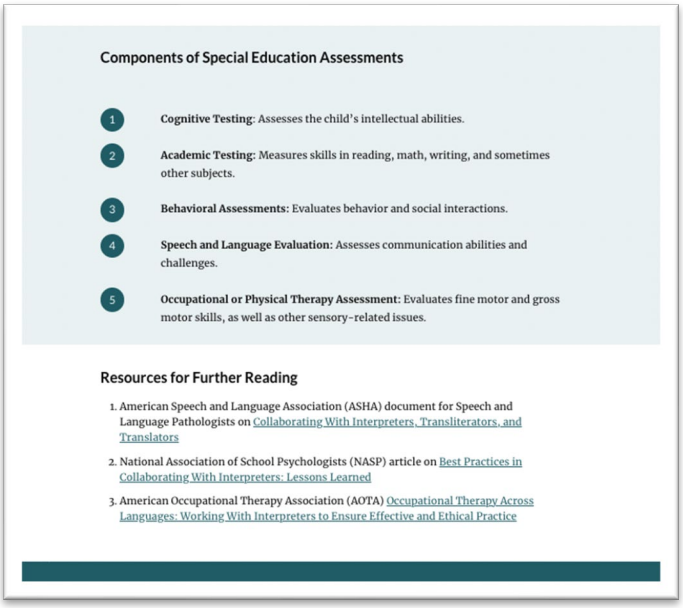
Activity 1: Definition and Purpose of Special Education Assessments



Discussion Prompts

- *Why is it important for interpreters to be familiar with the different types of special education assessments, such as intellectual, behavioral, physical, and developmental evaluations? How does this knowledge impact their ability to interpret accurately during assessment discussions?*
- *How do special education assessments contribute to the creation or updating of an Individualized Education Program (IEP)? Discuss the role of the interpreter in conveying the details of these assessments to parents and guardians.*
- *What challenges might interpreters face when interpreting discussions about the results of special education assessments, and what strategies can they use to ensure they accurately convey the complex information involved?*
- *How does understanding the purpose of special education assessments help interpreters provide precise interpretation during meetings about tailored educational plans? Discuss the importance of this understanding in facilitating communication about the necessary teaching methods, interventions, and accommodations for the child.*

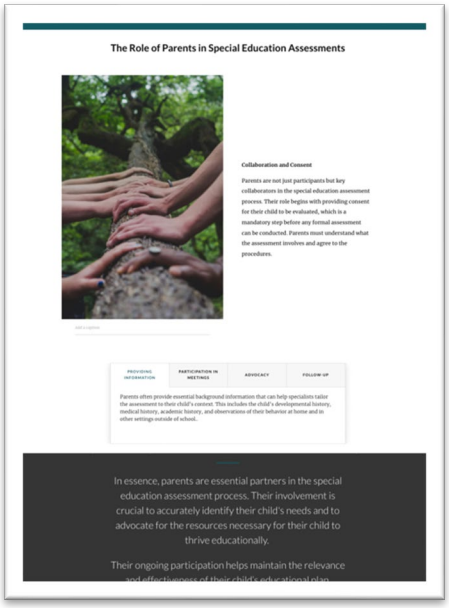
Activity 2: Components of a Special Education Assessment



Discussion Prompts

- *Why is it important for interpreters to understand the different components of special education assessments, such as cognitive testing, academic testing, and behavioral assessments? How does this knowledge aid in providing accurate interpretation during meetings?*
- *How do speech and language evaluations contribute to identifying communication abilities and challenges in children, and what role do interpreters play in ensuring these evaluations are accurately conveyed to parents and guardians?*
- *What specific challenges might interpreters face when interpreting the results of occupational or physical therapy assessments, and what strategies can they use to ensure clarity and accuracy in their interpretation?*
- *How can the resources for further reading, such as the ASHA document on collaborating with interpreters and the NASP article on best practices, support interpreters in their role during special education assessments? Discuss the value of continuous learning and professional development in this context.*

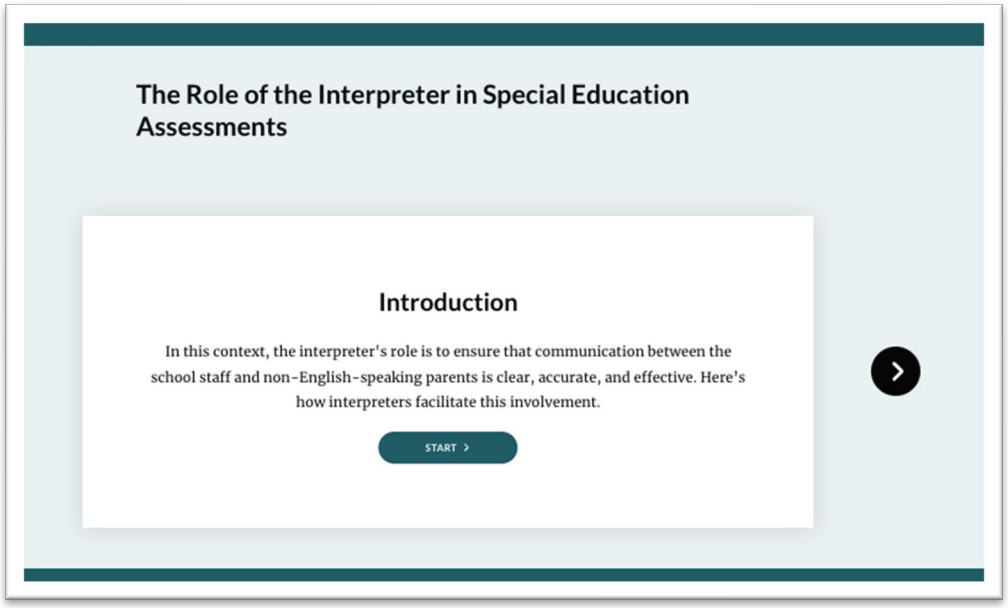
Activity 3: The Role of Parents in Special Education Assessments



Discussion Prompts

- *Why is it crucial for parents to provide consent before any formal special education assessment can be conducted, and how does this step impact the assessment process?*
- *How can the essential background information provided by parents, such as the child's developmental and medical history, enhance the accuracy and relevance of the special education assessment?*
- *In what ways does active participation in meetings and advocacy by parents contribute to the development and implementation of an effective educational plan for their child?*
- *How does the ongoing participation of parents in the special education assessment process help maintain the relevance and effectiveness of their child's educational plan? Discuss the importance of follow-up and continuous involvement.*

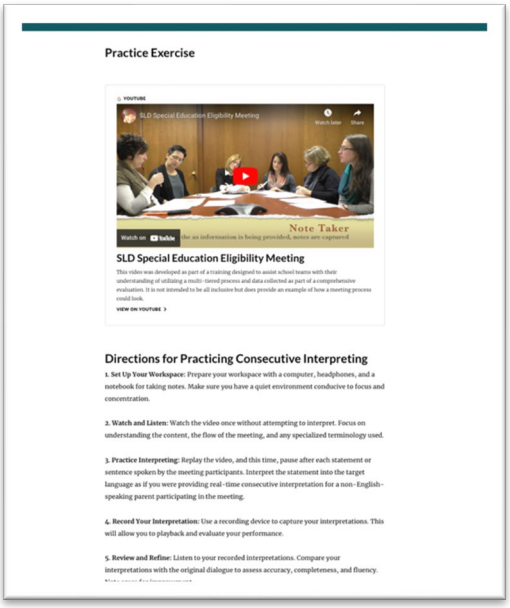
Activity 4: The Role of Interpreters in Special Education Assessments



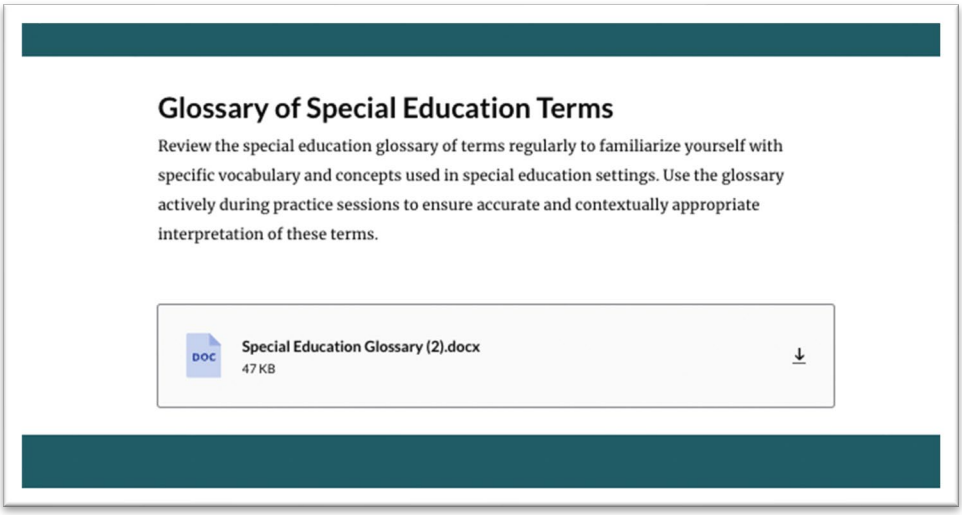
Discussion Prompts

- *How can interpreters ensure that their interpretation is clear, accurate, and effective during special education assessments, and what strategies can they use to facilitate precise communication between school staff and non-English-speaking parents?*
- *What challenges might interpreters face in special education assessments, and how can they overcome these challenges to maintain high standards of accuracy and clarity in their interpretation?*

Activity 5: Practice Exercise



Activity 6: Glossary of Special Education



Module 9 Assessment

Module 10: Mental Health for Interpreters

In this module, we address the mental health challenges that interpreters often face in their professional roles. The content is designed to help you navigate and manage the emotional and psychological demands of interpreting, ensuring your well-being and long-term success in the field. Throughout the module, you will receive valuable tips and strategies from Andrea Henry, an expert interpreter with extensive experience in the field. Her insights will help you implement practical solutions to maintain your mental health and resilience. By the end of this module, you will be better prepared to handle the psychological demands of interpreting, ensuring your well-being and enhancing your professional performance.

Module Objectives

By the end of this module, participants will be able to:

1. **Understand Mental Health Challenges**: Identify common emotional and psychological challenges faced by interpreters. Recognize the signs and symptoms of mental fatigue and burnout specific to the interpreting profession.
2. **Develop Coping Strategies**: Learn practical techniques to manage stress and emotional strain. Implement effective coping mechanisms to maintain mental health.
3. **Gain Expert Insights**: Benefit from tips and strategies shared by Andrea Henry, a seasoned interpreter and researcher. Apply Andrea Henry's practical solutions to real-world interpreting scenarios.
4. **Enhance Resilience**: Build resilience to handle the psychological demands of interpreting. Strengthen your ability to maintain mental well-being in high-pressure situations.
5. **Improve Professional Performance**: Understand how maintaining mental health can enhance your interpreting performance. Implement learned strategies to ensure long-term success in your interpreting career.

Estimated Time to Complete: 4-5 hours

Module Outline

Lesson 1: Introduction

Lesson 2: Mental Fatigue

Lesson 3: Burnout

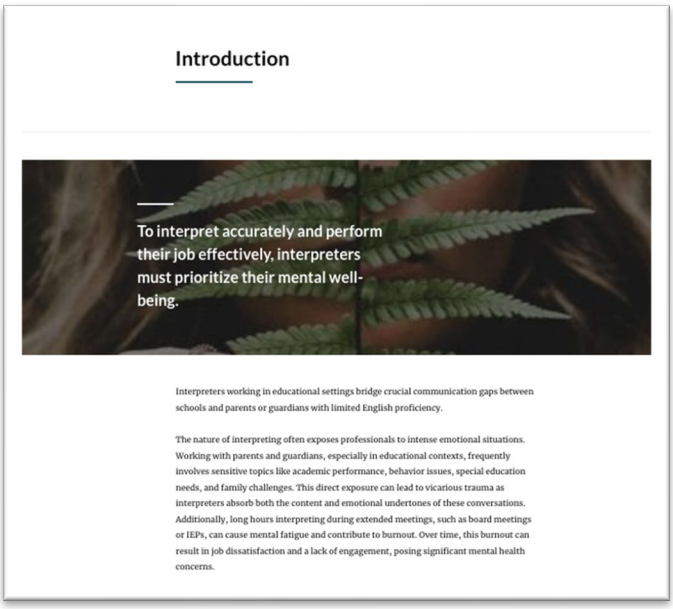
Lesson 4: Vicarious Trauma

Lesson 5: Strategies and Scripts
Module 10 Assessment

Facilitator Instructions

Lesson 1: Introduction

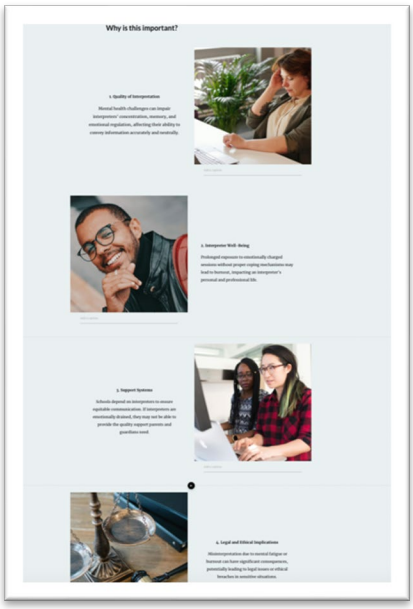
Activity 1: Introduction to Mental Health



Discussion Prompts

- *Why is it crucial for interpreters working in educational settings to prioritize their mental well-being, and how can exposure to intense emotional situations and long hours impact their performance and job satisfaction?*
- *What strategies can interpreters employ to manage vicarious trauma and mental fatigue, and how can these strategies help maintain their effectiveness and accuracy in interpretation during emotionally charged and extended meetings?*

Activity 2: Why is Mental Health Important for Interpreters?

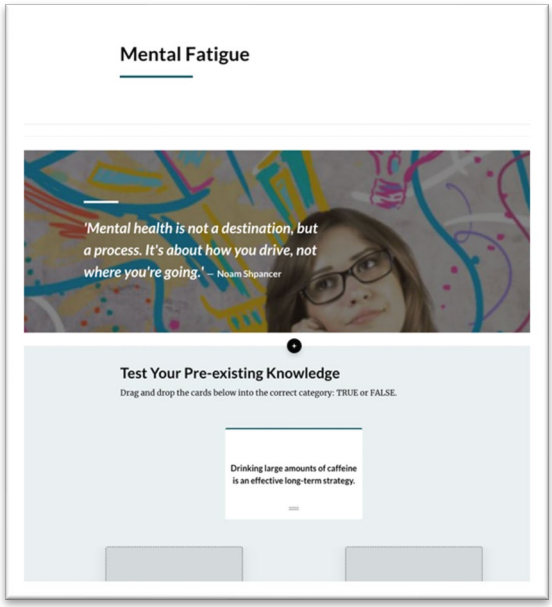


Discussion Prompts

- *How can mental health challenges affect the quality of interpretation, particularly in terms of concentration, memory, and emotional regulation? Discuss the potential consequences of these impairments on the accuracy and neutrality of the information conveyed.*
- *Why is it essential for interpreters to have proper coping mechanisms when exposed to emotionally charged sessions, and what impact can prolonged exposure without these mechanisms have on their personal and professional lives?*
- *What are the potential legal and ethical implications of misinterpretation due to mental fatigue or burnout? Provide examples of how these issues might arise and the importance of maintaining mental well-being to prevent such consequences.*

Lesson 2: Mental Fatigue

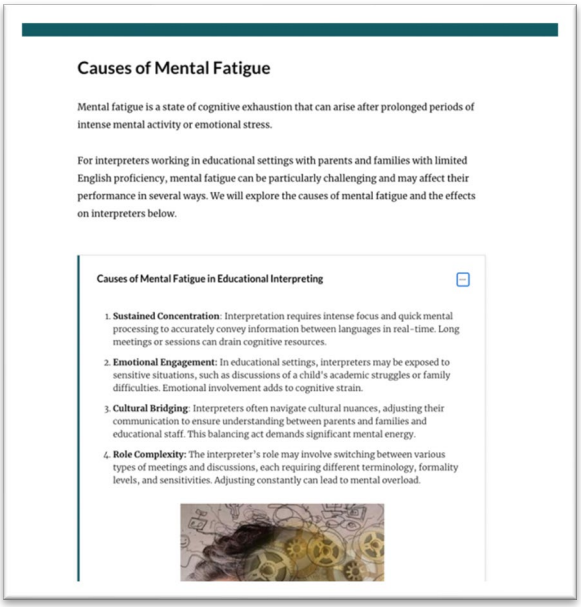
Activity 1: Test Your Pre-Existing Knowledge about Mental Fatigue



Discussion Prompts

- *Why is mental health described as a process rather than a destination, and how can this perspective influence the way interpreters approach their mental well-being in their professional lives?*
- *How can relying on large amounts of caffeine impact an interpreter's mental and physical health in the long term? Discuss why this might not be an effective strategy for managing mental fatigue.*
- *What are some healthier and more sustainable strategies interpreters can use to manage mental fatigue and maintain their mental well-being? Provide examples of practices that can help sustain their performance over time.*
- *How does mental fatigue specifically affect the quality of interpretation, and what are the potential consequences of not addressing mental fatigue for interpreters working in high-stress environments?*

Activity 2: Causes of Mental Fatigue



Causes of Mental Fatigue

Mental fatigue is a state of cognitive exhaustion that can arise after prolonged periods of intense mental activity or emotional stress.

For interpreters working in educational settings with parents and families with limited English proficiency, mental fatigue can be particularly challenging and may affect their performance in several ways. We will explore the causes of mental fatigue and the effects on interpreters below.

Causes of Mental Fatigue in Educational Interpreting

1. **Sustained Concentration**: Interpretation requires intense focus and quick mental processing to accurately convey information between languages in real-time. Long meetings or sessions can drain cognitive resources.
2. **Emotional Engagement**: In educational settings, interpreters may be exposed to sensitive situations, such as discussions of a child's academic struggles or family difficulties. Emotional involvement adds to cognitive strain.
3. **Cultural Bridging**: Interpreters often navigate cultural nuances, adjusting their communication to ensure understanding between parents and families and educational staff. This balancing act demands significant mental energy.
4. **Role Complexity**: The interpreter's role may involve switching between various types of meetings and discussions, each requiring different terminology, formality levels, and sensitivities. Adjusting constantly can lead to mental overload.

Discussion Prompts

- *How does sustained concentration during long interpreting sessions contribute to mental fatigue, and what strategies can interpreters use to manage their cognitive resources effectively?*
- *In what ways does emotional engagement in sensitive educational settings, such as discussions about a child's academic struggles or family difficulties, add to the cognitive strain for interpreters? Discuss potential coping mechanisms to mitigate this strain.*
- *Why is cultural bridging a significant source of mental fatigue for interpreters, and how can understanding and navigating cultural nuances impact their mental energy levels?*
- *How does the role complexity of interpreters, which involves switching between various types of meetings and discussions with different terminology and formalities, contribute to mental overload? What techniques can interpreters use to adjust and cope with these demands?*
- *Considering the various causes of mental fatigue mentioned, what comprehensive approach can interpreters take to maintain their mental well-being and ensure sustained performance in educational settings?*

Activity 3: Team Interpreting

Team Interpreting

Team interpreting is essential for educational interpreters working with parents and guardians with limited English proficiency due to the immense cognitive and emotional demands of interpreting. Interpreting requires more than just rendering words in the target language; interpreters must comprehend, restructure, and accurately convey complete thoughts while managing ambiguities and maintaining the original register.

This complex process involves up to twenty-two discrete cognitive skills, making it highly susceptible to mental fatigue. Studies have shown that interpreters experience significant stress, evidenced by increased heart rate, blood pressure, and cortisol levels. This stress can lead to physical fatigue, emotional exhaustion, and cognitive weariness, ultimately resulting in burnout and a decline in interpreting accuracy. These insights are drawn from content published in the Standards of Practice and Ethics for Washington State Judiciary Interpreters.

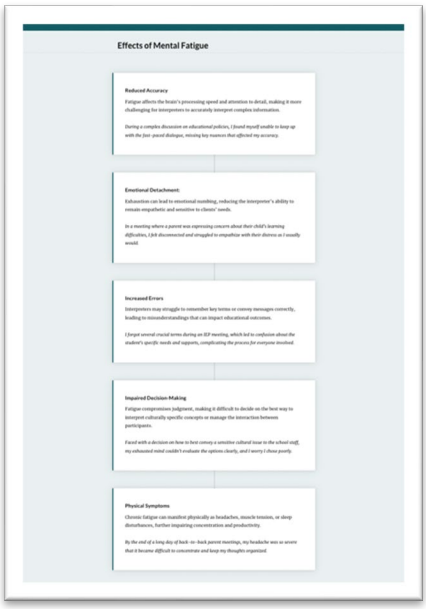
Research by Barbara Moser-Mercer and others highlights the rapid onset of interpreter fatigue and its impact on performance. Within just thirty minutes, interpreters can exhibit heightened stress markers and begin making errors without realizing it. This is particularly concerning in educational settings, where accurate communication is critical for parents and guardians to engage meaningfully in their children's education. The high-stress levels and potential for burnout underscore the necessity of team interpreting, where interpreters can alternate roles to maintain a high level of accuracy and reduce the risk of cognitive overload. By adopting team interpreting, educational institutions can ensure effective communication, minimize interpreter fatigue, and support the well-being of interpreters, ultimately leading to better outcomes for all parties involved. The necessity of team interpreting is well-supported by the standards established for judiciary interpreters in Washington State.

Source: Standards of Practice and Ethics for Washington State Judiciary Interpreters

Discussion Prompts

- *How does the cognitive complexity of interpreting, which involves up to twenty-two discrete cognitive skills, contribute to mental fatigue, and why is team interpreting an effective strategy to mitigate this fatigue in educational settings?*
- *Research highlights that interpreters can exhibit heightened stress markers and make errors within just thirty minutes. What implications does this have for the accuracy of communication in educational settings, and how can team interpreting help maintain high levels of accuracy?*
- *Given the high stress levels and potential for burnout among interpreters, what are the key benefits of adopting team interpreting in educational institutions, and how can this practice support the well-being of interpreters and improve outcomes for parents and guardians with limited English proficiency?*

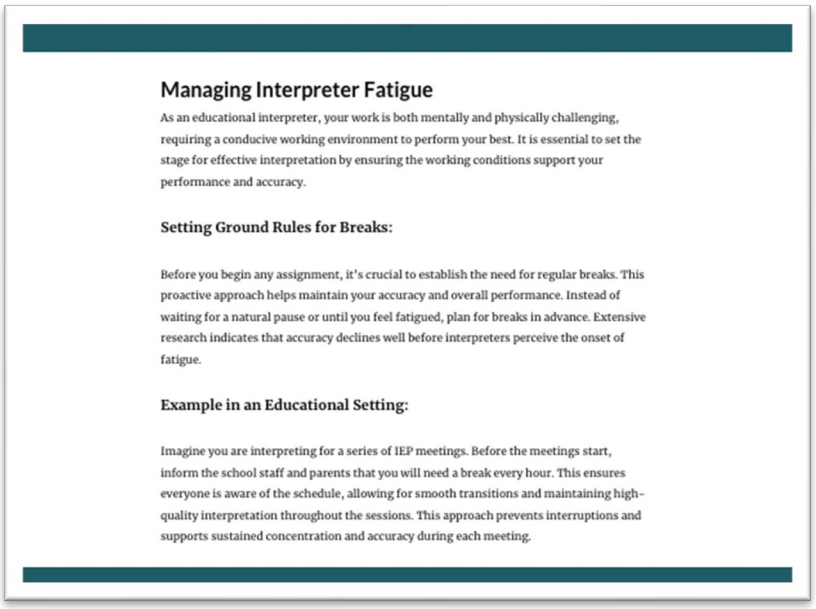
Activity 4: The Effects of Mental Fatigue



Discussion Prompts

- *How can reduced accuracy due to mental fatigue impact the quality of interpretation in educational settings, and what strategies can interpreters use to mitigate this effect?*
- *In what ways does emotional detachment caused by exhaustion affect an interpreter's ability to remain empathetic and sensitive to clients' needs during meetings?*
- *What are the potential consequences of increased errors in interpretation during critical educational meetings, such as IEP meetings, and how can interpreters prepare to minimize these errors?*
- *How does impaired decision-making from fatigue compromise an interpreter's judgment, particularly in interpreting culturally specific concepts or managing interactions between participants?*
- *What physical symptoms might manifest as a result of chronic fatigue in interpreters, and how can these symptoms further impair their concentration and productivity during their assignments?*

Activity 5: Managing Interpreter Fatigue



Managing Interpreter Fatigue

As an educational interpreter, your work is both mentally and physically challenging, requiring a conducive working environment to perform your best. It is essential to set the stage for effective interpretation by ensuring the working conditions support your performance and accuracy.

Setting Ground Rules for Breaks:

Before you begin any assignment, it's crucial to establish the need for regular breaks. This proactive approach helps maintain your accuracy and overall performance. Instead of waiting for a natural pause or until you feel fatigued, plan for breaks in advance. Extensive research indicates that accuracy declines well before interpreters perceive the onset of fatigue.

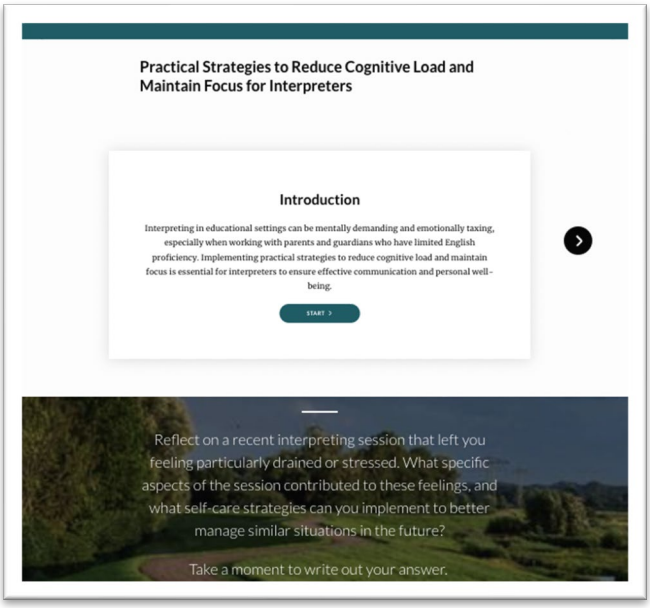
Example in an Educational Setting:

Imagine you are interpreting for a series of IEP meetings. Before the meetings start, inform the school staff and parents that you will need a break every hour. This ensures everyone is aware of the schedule, allowing for smooth transitions and maintaining high-quality interpretation throughout the sessions. This approach prevents interruptions and supports sustained concentration and accuracy during each meeting.

Discussion Prompts

- *Why is it important for interpreters to establish the need for regular breaks before starting an assignment, and how can this proactive approach impact their overall performance and accuracy?*
- *How can setting ground rules for breaks and communicating this to school staff and parents before meetings, such as IEP meetings, ensure smooth transitions and high-quality interpretation?*
- *What does research indicate about the decline in accuracy related to fatigue, and how can planning breaks in advance help prevent this decline for interpreters in educational settings?*

Activity 6: Practical Strategies for Managing Cognitive Load

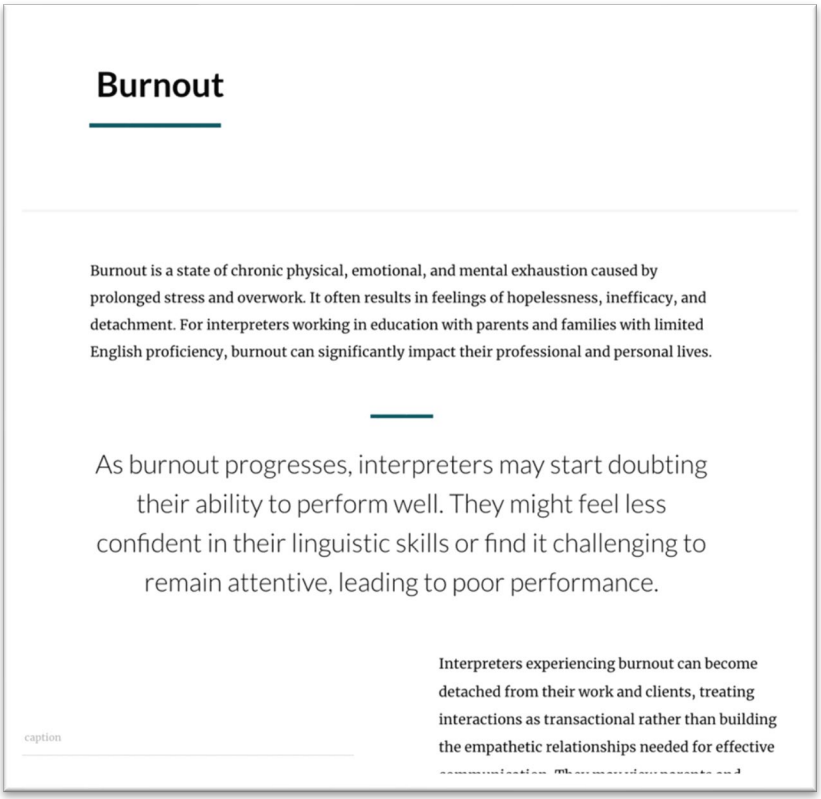


Discussion Prompts

- *Reflect on a recent interpreting session that left you feeling particularly drained or stressed. What specific aspects of the session contributed to these feelings, and how did you manage your stress during and after the session?*
- *In pairs, discuss the strategies you currently use to maintain focus and reduce cognitive load during demanding interpreting sessions. How effective have these strategies been, and what improvements or additional methods might you consider incorporating?*
- *Share and discuss with your partner some self-care practices you have implemented to manage stress and prevent mental fatigue. How do these practices help you maintain your well-being and ensure high-quality interpretation?*

Lesson 3: Burnout

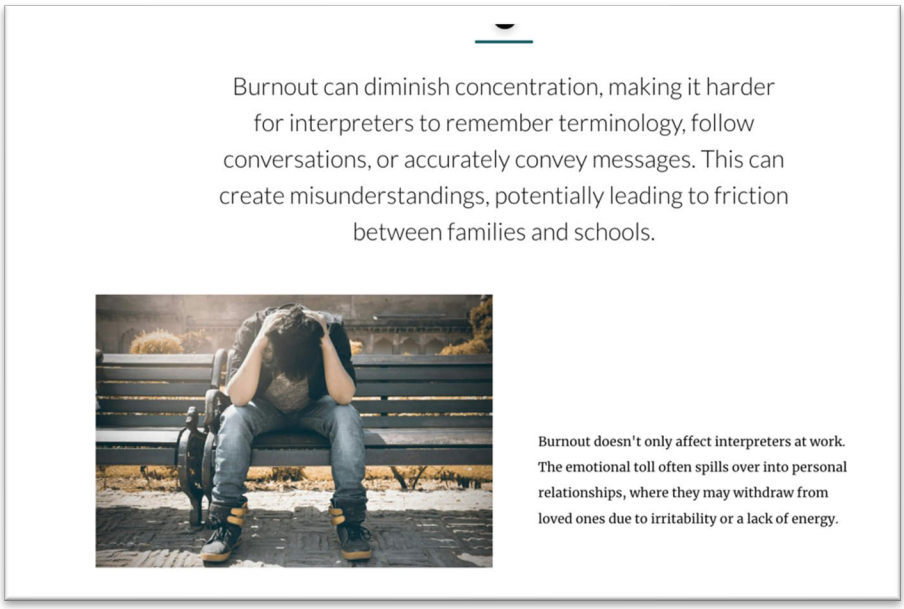
Activity 1: What is Burnout



Discussion Prompts

- *Reflect on a time when you experienced symptoms of burnout while working as an interpreter. What were the key indicators that you were experiencing burnout, and how did it affect your performance and interactions with clients?*
- *In pairs, discuss strategies you have used or plan to use to prevent or mitigate burnout. What self-care practices or work adjustments have been most effective in helping you maintain your well-being and performance?*
- *Share an experience where burnout led to a noticeable decline in your work quality or client relationships. How did you address the situation, and what steps did you take to recover and prevent similar issues in the future?*

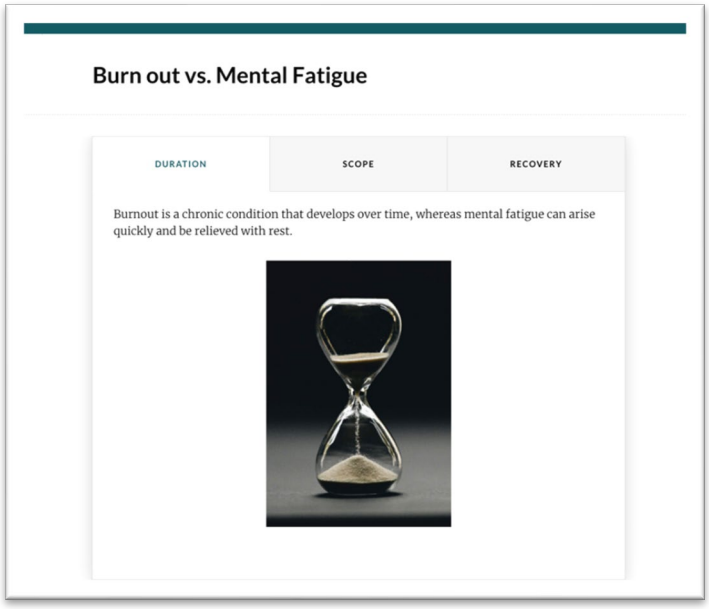
Activity 2: The Effects of Burnout



Discussion Prompts

- *Reflect on a time when burnout affected your concentration and ability to remember terminology during an interpreting session. How did this impact the session, and what steps did you take to address or recover from this experience?*
- *In pairs, discuss how burnout has influenced your personal relationships. Share strategies that have helped you manage irritability or lack of energy and maintain a healthy work-life balance.*
- *Think about an interpreting situation where misunderstandings due to burnout led to friction between families and schools. How could this have been prevented, and what measures can you implement to ensure better outcomes in the future?*

Activity 3: Burnout Vs. Mental Fatigue



Discussion Prompts

- *How do you differentiate between burnout and mental fatigue in your interpreting work, and what specific signs do you look for to identify each condition?*
- *Reflect on a time when you experienced either burnout or mental fatigue. How did it affect your interpreting performance, and what measures did you take to recover?*
- *Discuss with a partner the strategies you use to manage and prevent burnout and mental fatigue. How do these strategies differ based on the condition you are addressing?*

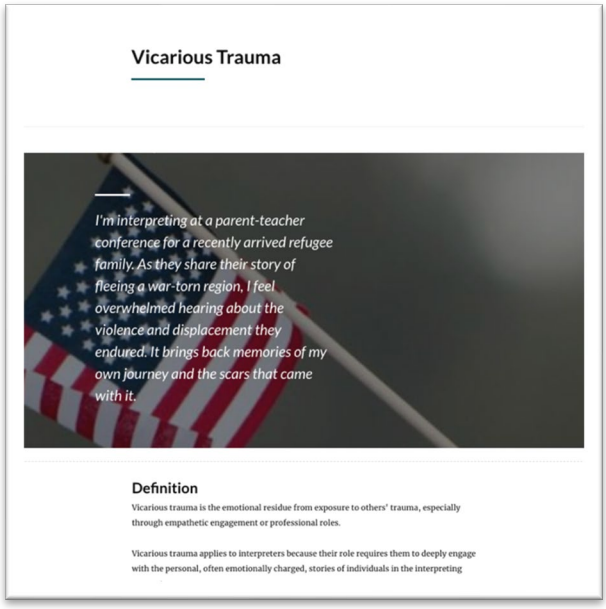
Activity 4: Strategies for Burnout

Discussion Prompts

- *What are some specific strategies you have implemented to combat burnout in your interpreting work, and how effective have they been?*
- *Reflect on a time when you felt the onset of burnout. What steps did you take to address it, and what was the outcome?*
- *Discuss with a partner the differences between strategies for addressing burnout and those for managing general mental fatigue. How do these strategies differ in their approach and effectiveness?*
- *How can you integrate the long-term strategies for emotional well-being and professional satisfaction into your daily routine to prevent burnout?*

Lesson 4: Vicarious Trauma

Activity 1: Defining Vicarious Trauma

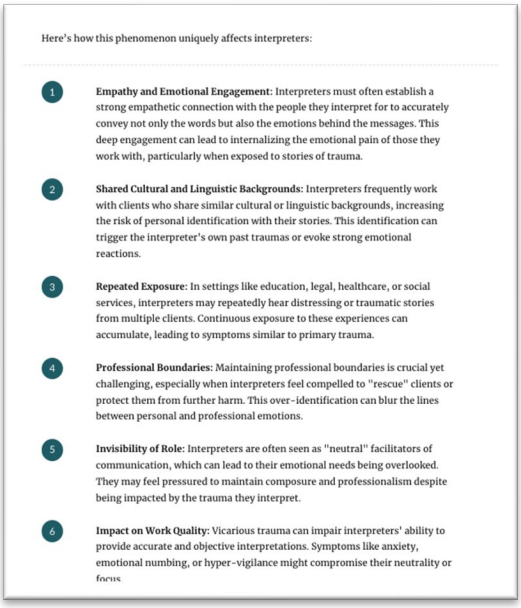


Discussion Prompts

- *Based on the definition of vicarious trauma provided, how might interpreters be uniquely affected by the emotional stories they hear during their work?*

- *Considering the explanation of vicarious trauma, what are some specific ways that interpreters can protect themselves from experiencing this type of emotional residue?*

Activity 2: The Effects of Vicarious Trauma



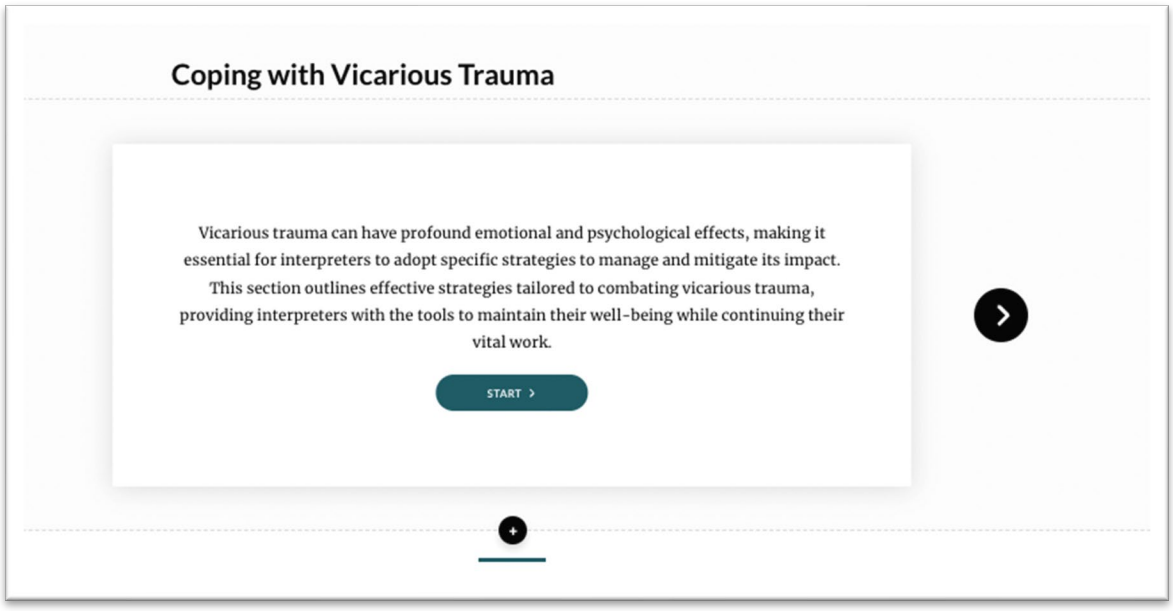
Here's how this phenomenon uniquely affects interpreters:

1. **Empathy and Emotional Engagement:** Interpreters must often establish a strong empathetic connection with the people they interpret for to accurately convey not only the words but also the emotions behind the messages. This deep engagement can lead to internalizing the emotional pain of those they work with, particularly when exposed to stories of trauma.
2. **Shared Cultural and Linguistic Backgrounds:** Interpreters frequently work with clients who share similar cultural or linguistic backgrounds, increasing the risk of personal identification with their stories. This identification can trigger the interpreter's own past traumas or evoke strong emotional reactions.
3. **Repeated Exposure:** In settings like education, legal, healthcare, or social services, interpreters may repeatedly hear distressing or traumatic stories from multiple clients. Continuous exposure to these experiences can accumulate, leading to symptoms similar to primary trauma.
4. **Professional Boundaries:** Maintaining professional boundaries is crucial yet challenging, especially when interpreters feel compelled to "rescue" clients or protect them from further harm. This over-identification can blur the lines between personal and professional emotions.
5. **Invisibility of Role:** Interpreters are often seen as "neutral" facilitators of communication, which can lead to their emotional needs being overlooked. They may feel pressured to maintain composure and professionalism despite being impacted by the trauma they interpret.
6. **Impact on Work Quality:** Vicarious trauma can impair interpreters' ability to provide accurate and objective interpretations. Symptoms like anxiety, emotional numbing, or hyper-vigilance might compromise their neutrality or focus.

Discussion Prompts

- *How can the necessity for empathy and emotional engagement in interpreting lead to vicarious trauma for interpreters?*
- *In what ways might shared cultural and linguistic backgrounds between interpreters and their clients increase the risk of vicarious trauma?*
- *Why is repeated exposure to traumatic stories in various interpreting settings likely to cause symptoms similar to primary trauma for interpreters?*
- *How does the invisibility of the interpreter's role contribute to the challenges they face in managing their emotional needs while maintaining professionalism?*

Activity 3: Coping with Vicarious Trauma

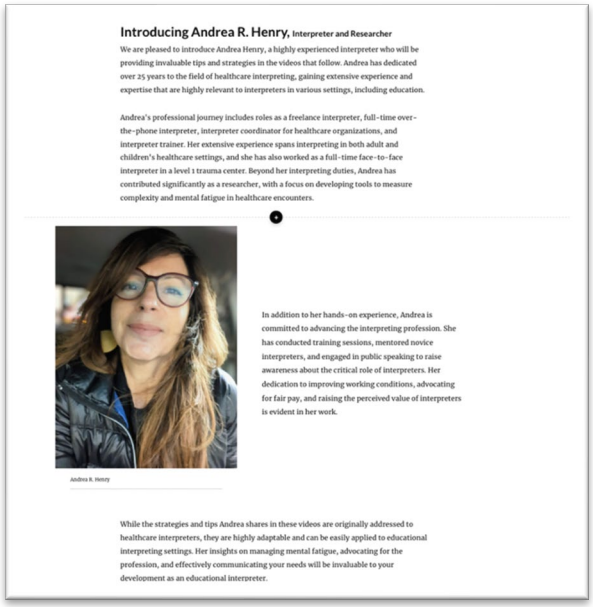


Discussion Prompts

- *Why is it important for interpreters to adopt specific strategies to manage and mitigate the impact of vicarious trauma?*
- *What are some effective strategies that interpreters can use to cope with vicarious trauma while continuing their work?*

Lesson 5: Strategies and Scripts

Activity 1: Introduction



Introducing Andrea R. Henry, Interpreter and Researcher

We are pleased to introduce Andrea Henry, a highly experienced interpreter who will be providing invaluable tips and strategies in the videos that follow. Andrea has dedicated over 25 years to the field of healthcare interpreting, gaining extensive experience and expertise that are highly relevant to interpreters in various settings, including education.

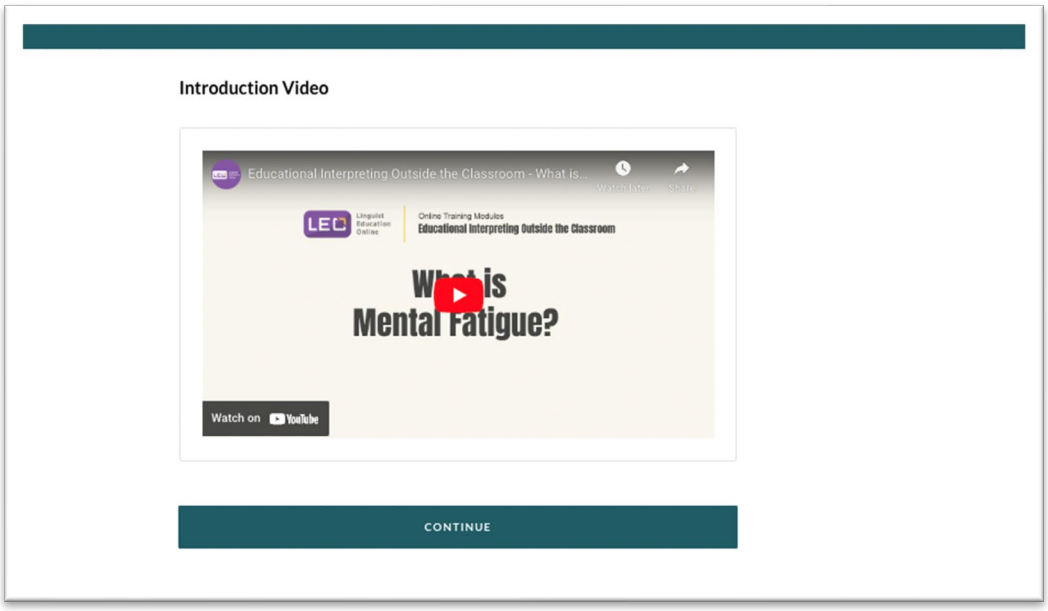
Andrea's professional journey includes roles as a freelance interpreter, full-time over-the-phone interpreter, interpreter coordinator for healthcare organizations, and interpreter trainer. Her extensive experience spans interpreting in both adult and children's healthcare settings, and she has also worked as a full-time face-to-face interpreter in a level 1 trauma center. Beyond her interpreting duties, Andrea has contributed significantly as a researcher, with a focus on developing tools to measure complexity and mental fatigue in healthcare encounters.

Andrea R. Henry

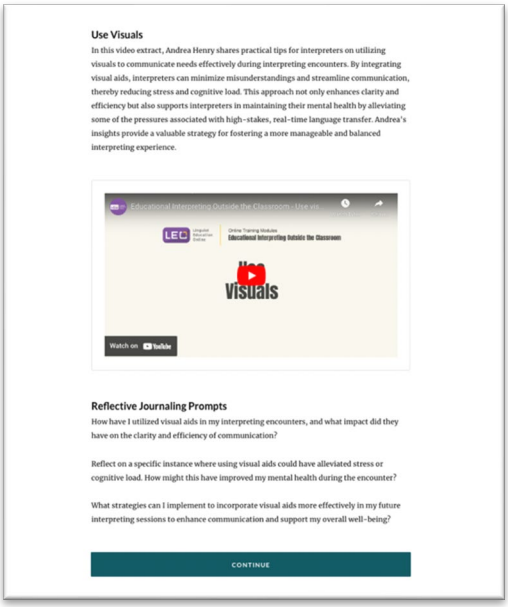
In addition to her hands-on experience, Andrea is committed to advancing the interpreting profession. She has conducted training sessions, mentored novice interpreters, and engaged in public speaking to raise awareness about the critical role of interpreters. Her dedication to improving working conditions, advocating for fair pay, and raising the perceived value of interpreters is evident in her work.

While the strategies and tips Andrea shares in these videos are originally addressed to healthcare interpreters, they are highly adaptable and can be easily applied to educational interpreting settings. Her insights on managing mental fatigue, advocating for the profession, and effectively communicating your needs will be invaluable to your development as an educational interpreter.

Activity 2: Further Exploration of Mental Fatigue



Activity 3: Using Visuals to Express Your Needs



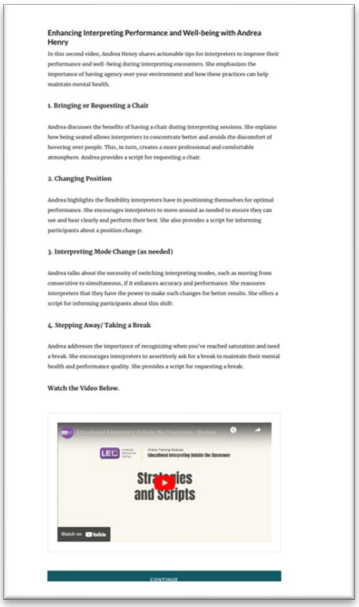
Discussion Prompts

- *How have I utilized visual aids in my interpreting encounters, and what impact did they have on the clarity and efficiency of communication?*

- *Reflect on a specific instance where using visual aids could have alleviated stress or cognitive load. How might this have improved my mental health during the encounter?*

- *What strategies can I implement to incorporate visual aids more effectively in my future interpreting sessions to enhance communication and support my overall well-being?*

Activity 4 Enhancing Interpreting Performance and Well-being



Enhancing Interpreting Performance and Well-being with Andrea Henry

In this second video, Andrea Henry shares actionable tips for interpreters to improve their performance and well-being during interpreting encounters. She emphasizes the importance of having agency over your environment and how these practices can help maintain mental health.

1. Bringing or Requesting a Chair

Andrea discusses the benefits of having a chair during interpreting sessions. She explains how being seated allows interpreters to concentrate better and avoids the discomfort of hovering over people. This, in turn, creates a more professional and comfortable atmosphere. Andrea provides a script for requesting a chair.

2. Changing Position

Andrea highlights the flexibility interpreters have in positioning themselves for optimal performance. She encourages interpreters to move around as needed to ensure they can see and hear clearly and perform their best. She also provides a script for informing participants about a position change.

3. Interpreting Mode Change (as needed)

Andrea talks about the necessity of switching interpreting modes, such as moving from consecutive to simultaneous, if it enhances accuracy and performance. She reassures interpreters that they have the power to make such changes for better results. She offers a script for informing participants about this shift:

4. Stepping Away/ Taking a Break

Andrea addresses the importance of recognizing when you've reached saturation and need a break. She encourages interpreters to assertively ask for a break to maintain their mental health and performance quality. She provides a script for requesting a break.

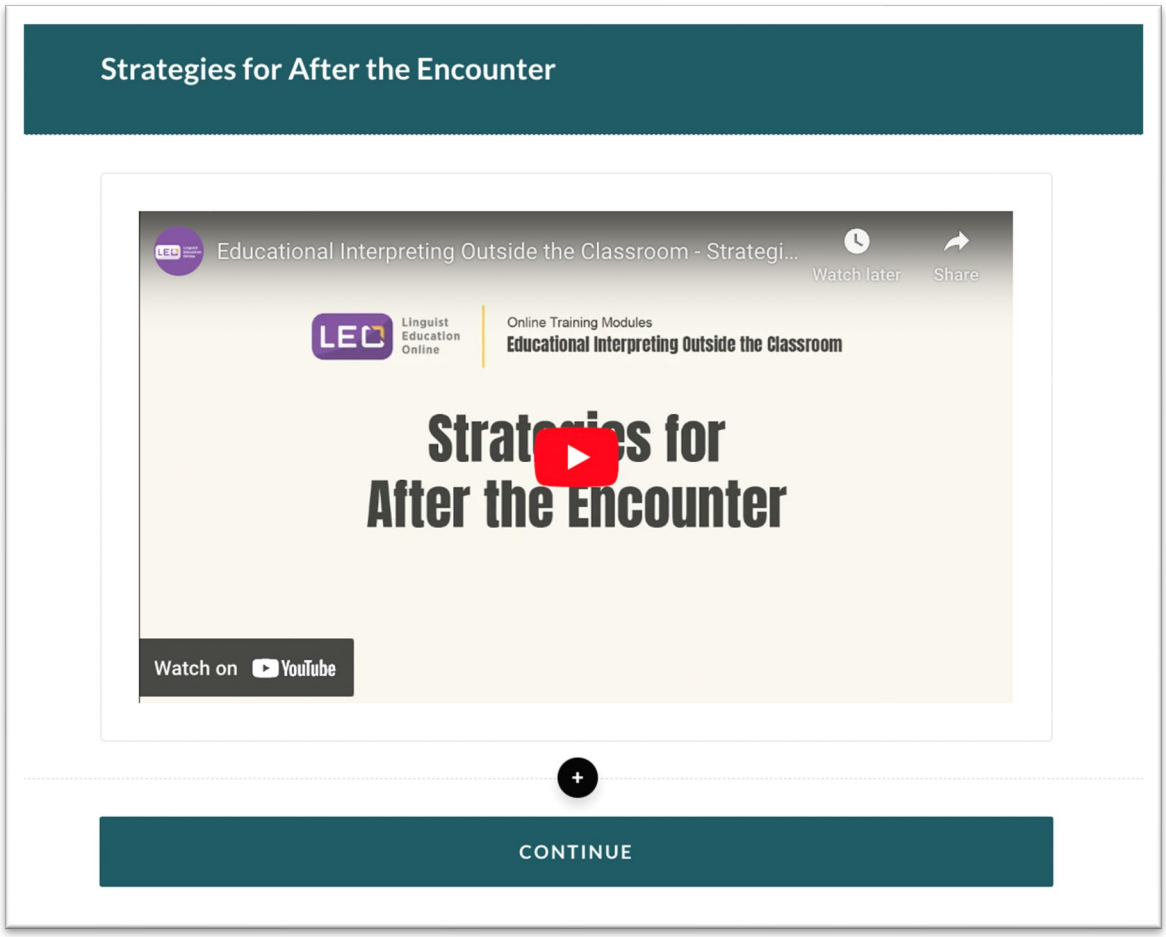
Watch the Video Below.

CONTINUE

Discussion Prompts

- *Reflect on a time when you had to interpret without a chair. How did this impact your concentration and comfort? How might having a chair have changed your experience?*
- *Describe a scenario where changing your position during an interpreting session could have improved your performance. How did your original position affect your ability to interpret effectively?*
- *Think about an encounter where switching from consecutive to simultaneous interpreting could have enhanced the accuracy of your interpretation. What challenges did you face, and how might the change in mode have helped?*
- *Reflect on an instance where you felt overwhelmed during an interpreting session. How did you handle it, and what difference might it have made if you had taken a break as suggested by Andrea? How can you incorporate breaks into your future sessions to maintain your mental health and performance?*

Activity 5: Strategies for After the Encounter



Module 10 Assessment

Conclusion

As we conclude this facilitator handbook, let's reflect on the core objectives and key takeaways from each module. Interpreters have gained a comprehensive understanding of the role and responsibilities of educational interpreters, the ethical standards they must uphold, and the dual-role considerations they navigate. The practice exercises and assessments have equipped them with practical skills to apply in real-world scenarios. Interpreters have explored various modes of interpreting, including consecutive, simultaneous, and sight translation, learning to adapt to different situations within educational settings. They have also been introduced to remote, hybrid, and onsite delivery modalities, acquiring essential skills to handle the technological aspects of remote interpreting. Additionally, note-taking skills have been emphasized to enhance accuracy and efficiency in their work. The training has covered specific processes found in educational settings, providing interpreters with the knowledge to navigate complex scenarios such as IEP meetings and parent-teacher conferences. Finally, the mental health module has addressed the importance of self-care and strategies for managing the emotional demands of the interpreting profession.

Your role as a facilitator is crucial in supporting educational interpreters and ensuring effective communication for parents and guardians with limited English proficiency. Continue to strive for excellence in your work, seek out opportunities for professional development, and remain committed to fostering an inclusive and supportive educational environment.

As you move forward, remember the profound impact your work has on students, parents, and the broader educational community. Your efforts help bridge communication gaps, foster understanding, and create an inclusive environment for all. Keep inspiring, keep learning, and keep making a difference.

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