

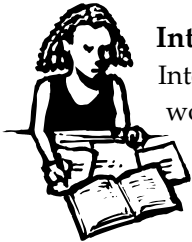
# Working with an Interpreter

## *The Basics for Classroom Teachers*

When working with an interpreter in your classroom, it can be helpful to keep in mind...

### **Interpreting is only one tool for providing accessibility**

Interpreting can be a very effective tool, but cannot make all educational activities accessible to deaf students.

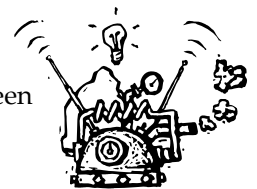


### **Interpreters need to understand before they can interpret**

Interpreters typically do not work word-for-word to code between English and sign. Whether they work between spoken English and American Sign Language (two different languages) or between spoken English and a visual representation of English, interpreters need to understand the message and thus need to prepare to interpret lessons.

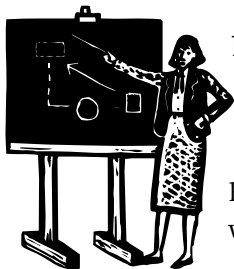
### **Interpreters need time to process**

Interpreters need to process the message. As a result there is a several second time delay between when the interpreter hears or sees the message and when she or he interprets it.



### **Interpreters work in the first person**

When the interpreter voices what the deaf student is saying, she or he will speak as if they are the deaf person, "I have my homework ready." Similarly, you can speak directly to the deaf student and the interpreter will sign your message that way. You do not need to say "tell her" or "ask him."



### **Deaf students can either see what you are saying OR what you are showing them**

While visuals are helpful to deaf learners, the students will not get the full benefit if they have to divide their attention between the visual and the interpretation. Any time hearing students are asked to use their eyes and their ears at the same time (e.g. demonstrations, handouts, charts), deaf students have to choose whether to look at what you are saying or what you are showing them.

### **Interpreters cannot interpret and communicate at the same time**

When possible, it is helpful to hold questions and comments for the interpreter until before or after the class. The interaction can easily become confused if the interpreter is communicating both as his or herself and as the consumers.



### **The interpreting profession follows an ethical code**

The Registry of Interpreters for the Deaf Code of Professional Conduct requires interpreters to adhere to standards of confidential communication. This means interpreters discuss assignment-related information only on a confidential and "as-needed" basis. In the educational setting, interpreters would follow policies and legal requirements for sharing within the educational team. Furthermore, interpreters are expected to refrain from providing advice, giving personal opinions, or omitting information from what is said or signed.