

BASIC INFORMATION

PUBLIC LAW 94-142 guarantees a free, appropriate public education to each child with a disability in every state and locally across the country. To find out more, please visit: www.ed.gov/policy/speced/leg/idea/hisotry.html

IDEA, the law that defines educational practice for students who have an IEP, has identified educational interpreters as a related service provider. As such, the educational interpreter becomes a member of the educational team, and is accountable to the same goals—to maximize the student's educational progress.

THE EDUCATIONAL INTERPRETER PERFORMANCE

ASSESSMENT (EIPA) is a tool that evaluates the voice-to-sign and sign-to-voice skills of interpreters who work in the K-12 classrooms using videotape stimulus materials and procedure that includes a comprehensive rating system. To learn more please visit: www.classroominterpreting.com and www.rid.org/aboutRID/initiatives/index.cfm/AID/131

THE EIPA WRITTEN TEST AND KNOWLEDGE STANDARDS

(EIPA-WT, EIPA-KS, or EIKA) is a comprehensive test that evaluates the interpreter's understanding of information that is critical to performing with students in an educational setting. You can find detailed information at: www.classroominterpreting.org/EIPA/standards/index.asp

NOTE: Obtaining both the parts of the EIPA is now considered a certified member (Educational K-12) of RID

REGISTRY OF INTERPRETERS FOR THE DEAF (RID) has played a leading role in establishing a national standard of quality for interpreters. RID encourages the growth of the profession, educates the public about the vital role of interpreters and works to ensure equal opportunity and access for all individuals. To find out more about RID please visit: www.rid.org



Working with Interpreters in the Educational Setting



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BASIC INFORMATION (CONTINUED):

LEGAL RIGHTS of deaf and hard-of-hearing persons are governed by state and federal laws. To become more familiar with them please visit the National Association of the Deaf (NAD) at www.nad.org

REQUESTING an interpreter in a timely fashion is vital. As soon as you know you need one, please call us. We know that emergencies do occur and will do our best to accommodate you with an interpreter.

PLACING QUALIFIED AND SKILLED interpreters is extremely important for each assignment. Please inform us if there is a preference of signing style or interpreter. Simply ask the Deaf person which form s/he prefers. Sign language can be broken down to various forms such as: ASL, PSE, MCE, SE, SEE1, SEE2, LOVE, Cued Speech, Rochester Method, or Oral Transliteration (ASL and PSE are commonly used).

HAVE THE SCHOOL DISTRICT AND THE DEAF EDUCATION DEPARTMENT calculate how many deaf students are attending their district. It should be broken down to specific schools and grade levels. NOTE: Teachers should have an annual in-service training on Deaf students and interpreters.

CONTACT PROFESSIONAL INTERPRETER EXCHANGE as soon as it is confirmed so we may arrange interpreters for the school year. School name, grade level, teacher's names, class subject, room number, student's name, and schedules need to be sent to PIE as soon as possible. Other positions will be filled with daily interpreters if an ongoing interpreter cannot be provided.

ADDITIONAL WEBSITES:

www.ed.gov/policy/speced/leg/idea/history/html

www.boystownhospital.org/home/asp

www.classroominterpreting.com

www.rid.org

www.nad.org

HOW TO WORK WITH AN EDUCATIONAL INTERPRETER

INTERPRETERS will need to have as much preparation as possible. Please provide interpreters with agendas, outlines, powerpoints, worksheets, handouts, books, copy of a test (without answers), and anything that will be used in the classroom. You may ask to meet with the interpreter prior to the start of the school year to meet and prepare with them.

PROVIDE a chair and a designated space for the interpreter to sit in which the Deaf student(s) will be able to see the interpreter, teacher, and board in the same line of sight. This designated area should also not interfere with the teacher's ability to move around the room.

STUDENTS do not have to sit in the front of each class but must be in an area where the interpreter can be seen without distraction or interruption.

CIRCLE-BASED SEATING arrangements are the best for interaction. The Deaf students can visually see who is talking while watching the interpreter and teacher.

CLOSED CAPTIONING should be available on all visual media. The interpreter will be there to provide extra assistance if needed.

A VIDEOPHONE OR A TTY should be available for the Deaf students to use in case they need to contact someone outside of school.

HIRE A NOTETAKER OR ASK A GOOD STUDENT TO VOLUNTEER to take in-class notes. Deaf students cannot watch the interpreter and take notes at the same time. It is best to get carbon-based note paper so the student who is taking neat notes can keep a copy that they give to the student.

GIVE THE STUDENTS A COPY OF YOUR NOTES OR HANDOUTS.

If you cannot hire a notetaker or find a student volunteer, simply copy your notes or any slideshow/handouts you have and give them to the Deaf students. Please provide a copy to the interpreter also.

AFTER ASKING A QUESTION IN CLASS, WAIT for the Deaf students to be able to participate. Structure your class so that students need to raise their hand to answer. Also, give at least 10 seconds after you ask the question for the interpreter to be able to facilitate that to the Deaf students.

DO NOT TEACH AFTER you have told the students to begin working. Deaf students will not be able to "continue working" if you are talking at the same time. Unlike hearing students, Deaf students will have to stop and look at the interpreter for information.

TALK DIRECTLY TO THE DEAF STUDENTS as you would with any of your other students. The interpreter is there to facilitate communication. Do not say, "Tell him.." or "Tell her..." when talking to the student. The interpreter will respond in first person when voicing for the student (ex. "I forgot my homework at home.")

THE INTERPRETER will only have one role in the school unless otherwise noted by the school district. The school district must come to an agreement with Professional Interpreter Exchange as to what the role of the interpreter will be for the school year. If the interpreter will have a dual role, it must be stated within the IEP prior to the beginning of the school year.

