**EDUCATIONAL INTERPRETING: THEN & NOW**

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**EDUCATIONAL OBJECTIVES:**

* What do you WISH you had known before going into a Pre-K to 12 educational setting?
* Parents’ Perspectives on having a child with a hearing loss & educational placement
* School district’s Communication Philosophy
* Role(s) and Responsibilities of the K-12 interpreter
* Valued Educational Team Member vs. Interpreter
* Resources on Pre-K to 12 Educational Interpreting

**PARENTS:**

* How do parents’ expectations change when they learn his/her child has a hearing loss?
* What educational options are parents faced with when they learn they have a child with a hearing loss?
* What are “Right vs. Right” decisions the parents have to make when selecting a school for their child?
* Does the program you work in have one or more parent/infant consultants?
* Were the views of the parents ever discussed in your Interpreter Training Program (ITP); If “yes,” explain how it is similar or different to what the presenter mentioned. If “no,” is there anything you would have liked to have known more about regarding the view of the parents?

**COMMUNICATION PHILOSOPHIES**:

* How many languages are involved with the child, his/her family and the school?
* Can you read an audiogram? Do you understand what mild, moderate, severe and profound losses mean?
* How does the severity of the hearing loss effect language development & language acquisition in a child?
* How does a child end up being “hard of hearing,” “deaf,” or “Deaf”?
* What training did you have on Cochlear Implants while in your ITP? What are your views on Cochlear Implants?
* Does your school district or program for the deaf have a communication philosophy? If “yes,” what is it? If “no,” what do you think the communication philosophy should be?

**ROLES & RESPONSIBILITIES OF THE EDUCATIONAL INTERPRETER:**

* Were you trained on the differences of working with a minor vs. working with an adult?
* How do the roles of educational interpreters differ from working with a three year old vs. working with and Advanced Placement student who is a 12th grader in Language Arts?
* How do demographics of the school and geographical location influence the roles and responsibilities of the interpreter?
* How do the roles of the interpreter change based on the age of the child or other special needs of the child?

**EDUCATIONAL TEAM MEMBER:**

* Are you a valued educational team member or are you an interpreter?
* How can you become a more valuable team member within the school setting? Do you want to become a team member or do you feel/think that is against the NAD/RID Code of Professional Conduct?
* What skills will you need to improve upon to become a more valued team member?

**RESOURCES:**

***Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting:*** E. Ross Stuckless, Joseph C. Avery, T. Alan Hurwitz; Rochester Institute of Technology; 1989

**RESOURCES continued:**

***Self-Paced Modules for Educational Interpreter Skill Development*-**Susan Boinis, Paula Gajewski-Mickelson, Patty Gordon, Lauri S. Krouse, Laurie Swabey; Minnesota RID; 1996

***Best Practices in Educational Interpreting*, *Second Edition***-Brenda Chafin Seal; 2004

**Educational Interpreter Guidelines – Colorado RID**: PDF: Appendix F. Pages 29-32: Self-Assessment: Knowledge Standards for Educational Interpreting; 2007

[www.classroominterpreting.org](http://www.classroominterpreting.org) Educational Interpreting Performance Assessment (EIPA) & Classroom Interpreters: Interpreters & Children, Role of the Interpreter, Effective Interpreting, Educational Team & Interpreter, Professional Conduct Guidelines & Resources

[www.dars.state.tx.us](http://www.dars.state.tx.us) Department of Assistive and Rehabilitative Services: Texas Board for Evaluation of Interpreters (BEI) Handbook, Tests and Certification information and Texas Interpreter Education Series (TIES) under Deaf & Hard of Hearing Services (DHHS)

[www.tsid.org](http://www.tsid.org) Texas Society of Interpreters for the Deaf: Conferences, workshops, Fran Herrington-Borre Mentorship Program

[www.rid.org](http://www.rid.org) Registry of Interpreters for the Deaf: national organization for interpreters, NAD/RID Code of Professional Conduct and Standard Practice Paper for K-12 Educational Interpreters

<http://www.aslresource.net/countrysigns.html> Signs for countries around the world

[www.tsd.state.tx.us](http://www.tsd.state.tx.us) “About ERCOD” (Educational Resource Center on Deafness) Math Signs in ASL & SEE signed and Communication Skills Workshop (CSW)

<http://signsci.test.terc.edu> Signing math and science dictionaries in ASL and Signed English

[www.deafmd.org](http://www.deafmd.org) for health, sex education and nursing classes

[www.signs-of-development](http://www.signs-of-development) WWWorkshops in a variety of subjects on CDs or streaming video workshops on Calculus, Computer terminology, Countries and Cities’ signs, etc.

***A Closer Look CDs*** English Composition, American National Government, Idioms, University of Arkansas Little Rock

<http://www.coloroflanguage.com> Early Intervention information for Parents with Deaf Children, audiograms

[www.pepnet.org](http://www.pepnet.org) Post-Secondary website on working with Deaf & hard of hearing students, students with Cochlear Implants, tips on working with interpreters, what Deaf and HoH students wish teachers would do in the classroom

<http://www.smcisd.net/Departments.cfm?subpage=16264> Regional Day School Program in San Marcos, Texas with general information on Auditory Impairment, websites & information for Interpreters and Teachers

<http://www.smcisd.net/Departments.cfm?subpage=17905> Interpreter/Captioning Resources with information about Interpreter Certification, Professional Development and Organizations and Captioning

<http://www.smcisd.net/Departments.cfm?subpage=16198> Auditory Impairment including deafness with information on Organizations and Groups, Assistive Technology, Financial Assistance Resources and Transition for Students Who are Deaf and Hard of Hearing

<http://www.smcisd.net/Departments.cfm?subpage=17904> Deaf Education Resources with information on Resources, Training, Communication and Sign Language Resources and Children with deafness and additional special needs

[www.unco.edu/doit](http://www.unco.edu/doit) Bachelor’s Degree in Educational Interpreting; Certificate in Educational Interpreting