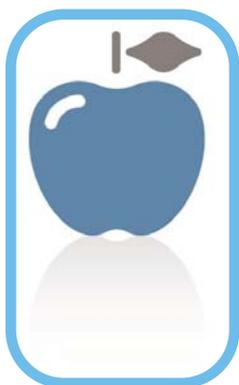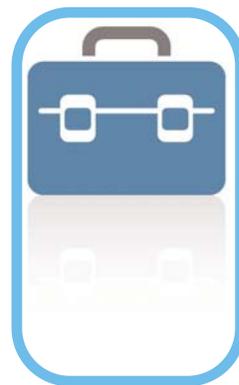# Educational Interpreter Resources Toolkit

education ■ standards ■ excellence

RID
Registry of Interpreters for the Deaf, Inc.

Educational Interpreter Resources Toolkit

The Educational Interpreter Resources Toolkit, which has been prepared by the 2007 - 2009 Educational Interpreting Committee (EIC), serves as an excellent resource tool to assist educational interpreters in the work they do.

This Resources Toolkit may serve as your 'Home Base' in discovering tools that can assist you in getting valuable information for the work you do serving students in the educational setting, K-12.

> **"If communication goes awry, it affects the intellectual growth, social intercourse, language development and emotional attitudes, all at once, simultaneously and inseparably."**
>
> - Oliver Sacks, author, *Seeing Voices*

Contents

Because the The Individuals with Disabilities Education Act (IDEA) is a federal law, can I expect my knowledge of this law to be applicable no matter which school district I work?

As a working educational interpreter, what are some of the resources I need to have at the ready to best participate in the education of the students I serve?

What information about the laws will I need to fully understand to best serve my district and its community of students and educators?

Interpreters, school personnel, families and students often struggle to acquire a basic working understanding of the legal and administrative parameters in place at any given time. These laws and policies are designed, and sometimes re-designed, to ensure students receive an education that meets their needs while attending school as well as when they transition as employees and citizens into the community. The resources here are a place to begin building not only your working knowledge of the laws and administrative policies but also the critical relationship they have to educational interpreting; that all important 'related service' in a student's Individualized Education Plan (IEP).

The Individuals with Disabilities Education Act (IDEA) was passed in the mid-1970s mandating programs of special education in public schools.

"*The purposes of this title are…*

(1)(A) to ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living."

School personnel, families and students should have a basic working knowledge of the law and the processes involved in ensuring students receive an appropriate education. The more you know, the better prepared you will be to be meaningfully involved in a student's education.

RESOURCES

IDEA Resources:
http://idea.ed.gov/explore/home
This site was created to provide a "one-stop shop" for resources related to IDEA and its implementing regulations, released on August 3, 2006. It is a "living" Web site and will change and grow as resources and information become available.

PEPNet:
http://pdcorder.pepnet.org/order/download_result.aspx
Provides projects that you can add to your packets; best part someone else did all the work. Most of these resources you can download or copy to your documents for free.

ADA Guidelines
www.access-borar.gov/adaag/html/adaag.html

504 Related Web sites
www.ed.gov/ocr/regs/34cf4104.html
www.dol.gov/dol/oasam/public/regs/statues/sec504.html
www.os.dhhs.gov/ocr/504.html

FERPA Web site
www.ed.gov/offices/OM/fpco/ferpa1.html

Comparison of Section 504 and IDEA:
www.ldonline.org/id_indepth/legal_legislative/edlaw504.html

Comparison of IDEA, ADA and Section 504:
http://www.dredf.org/advocacy/comparison.html

Regulations Enforces by the Office For Civil Rights
http://www.ed.gov/policy/rights/reg/ocr/index.html

Sec. 662(c)(2)(E)
http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2CI%2CD%2C662%2Cc%2C2%2CE%2C
Preparing personnel to be qualified educational interpreters, to assist children with low incidence disabilities, particularly deaf and hard of hearing children in school and school related activities, and deaf and hard of hearing infants and toddlers and preschool children in early intervention and preschool programs.

The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students
http://ceasd.org/agenda/
Goals for improving the quality and nature of educational services for deaf and hard-of-hearing students developed by a collaboration of professionals, parents and consumers.

Frequently asked questions:
http://www.wrightslaw.com/law/osep/faqs.idea.assessment.htm

Search engines and databases often harbor a wealth of information. Where can I search for more detailed information specific to a situation in which I find myself?

Are there Internet sites and other tools where I might find volumes of topics related to questions and challenges I will experience as an educational interpreter?

As a member of the educational team, it is not as critical that educational interpreters 'know-all' as it is that we know where to look for the information we or others need. When we are able to familiarize ourselves with the specific resources where unique data, research, media, etc is collected, our contribution as an individual team member as well as our collaboration with students, teachers and colleagues can increase in both volume and effectiveness. Begin with the resources below: become familiar with where they are and what they hold as well as how to best navigate each in search of the information you seek.

RESOURCES

Education Resources Information Center (ERIC)
http://eric.ed.gov/

ERIC is an online digital library of education research and information. ERIC is sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. ERIC provides ready access to education literature to support the use of educational research and information to improve practice in learning, teaching, educational decision-making, and research.

DeafWeb Net
http://www.deafweb.org

Search engine at DeafEd.net to find Deafness-related information across the internet

Described and Captioned Media Program
www.dcmp.org

There is a free service for students who are deaf, hard of hearing or deaf-blind. The Described and Captioned Media Program is funded by the U.S. Department of Education to provide free-loan captioned educational media for use by school personnel (grades K–12) and families.

National Clearinghouse of Rehabilitation Training Materials
http://ncrtm.org/

NCRTM is a centralized resource for training materials; manuals, videos and other low-cost materials are available.

The Interpreters Tapestry
http://www.natureofascension.org/TerpTap/index.html

PepNet Training Powerpoint Presentation
http://www.pepnet.org/training/train070615/EdTerp_6_15_07.pps

Section III:

Organizations

What organizations can help me with the work that I am doing in educational interpreting?

There are many organizations that directly or indirectly support the work of educational interpreters. Almost every Web site has a 'links' page that can take you further on to other organizations that might be of benefit.

RESOURCES

American Association of the Deaf-Blind (AADB)
http://www.aadb.org
National consumer organization of, by and for Americans with a combined hearing and vision loss.

American Society for Deaf Children (ASDC)
http://www.deafchildren.org
National organization providing support, encouragement and information to families raising children who are deaf or hard-of-hearing.

Classroom Interpreting
http://www.classroominterpreting.org
Designed to help educational teams in K – 12 settings support deaf and hard of hearing students who use educational interpreters to access education and social interaction. Other service providers, such as speech pathologists, social workers and deaf educators, may find useful information on this site.

Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)
http://www.ceasd.org
National association of schools and educational programs involved with the education of deaf and hard of hearing individuals.

Council of American Instructors of the Deaf (CAID)
http://www.caid.org
National organization for teachers, administrators, educational interpreters, residential personnel and other concerned professionals involved in education of the deaf.

DeafEd.net
http://www.deafed.net/
Resources for teachers in Deaf education, including a calendar of workshops and conferences, job postings in Deaf education and a comprehensive listing of Deaf education preparatory programs in the U.S. and Canada.

Gallaudet Research Institute (GRI)
http://gri.gallaudet.edu/
Demographic and academic data on deaf and hard-of-hearing students for educators.

RESOURCES

Hands & Voices
http://www.handsandvoices.org/
Hands & Voices is a nationwide non-profit organization dedicated to supporting families and their children who are deaf or hard of hearing, as well as the professionals who serve them.

InfoToGo at the Laurent Clerc National Deaf Education Center
http://clerccenter.gallaudet.edu/x17217.xml
Centralized source of information on topics dealing with deafness and hearing loss in young people less than 21 years of age.

Kids World Deaf Net (KWDN)
http://clerccenter2.gallaudet.edu/KidsWorldDeafNEt/e-docs/index.html
National communication network for parents and professionals involved in the education of deaf and hard of hearing children.

National Association of the Deaf (NAD)
http://www.nad.org/site/pp.asp?c=foINKQMBF&b=91587
Advocacy organization of deaf individuals safeguarding the accessibility and civil rights of deaf and hard-of-hearing Americans.

National Deaf Education Project (NDEP)
http://www.ndepnow.org/
National reform effort to work toward the development of a quality communication and language-driven educational delivery system for students who are deaf or hard of hearing.

Office of Special Education Programs (OSERS/OSEP)
http://www.ed.gov/about/offices/list/osers/osep/index.html
OSEP is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. Research articles, policy and publications.

PEPNet
http://www.PEPNet.org
Tip sheets, fact sheets and many other resources

Registry of Interpreters for the Deaf
http://www.rid.org
It is the mission of RID to provide international, national, regional, state and local forums and an organizational structure for the continued growth and development of the profession of interpretation and transliteration of American Sign Language and English.

Section IV:

Books, Journals & Articles of Interest

RESOURCES

ARTICLES

RID standard practice paper: Interpreting in Educational Settings K-12
http://www.rid.org/UserFiles/File/pdfs/124.pdf

"Look Who's Being Left Behind: Educational Interpreters and Access to Education for Deaf and Hard-of-Hearing Students"
(Brenda Schick)
http://jdsde.oxfordjournals.org/cgi/content/full/11/1/3

"Considering Placement and Educational Approaches for Students who are Deaf and Hard of Hearing"
(Barbara Casson Fiedler)

"Cognition in the Classroom: The Academic and Social Implications an Interview with Dr. Brenda Schick"

"Meeting the Needs of Students Who Are Deaf or Hard of Hearing, Educational Services Guidelines"
(National Association of State Directors of Special Education, Inc.)

"Educational Interpreting: Access and Outcome" (Marc Marschark)
https://ritdml.rit.edu/dspace/bitstream/1850/254/1/MMarscharkChapter.pdf

BOOKS

Best Practices in Educational Interpreting
(Brenda Chafin Seal)

Educational Interpreting: How It Can Succeed
(Elizabeth A. Winston, Editor)

JOURNALS

Educational Interpreting: A Collection of Articles from VIEWS, 1996-2000. RID Press.

Odyssey: Laurent Clerc National Deaf Ed Center

RESOURCES

PUBLICATIONS

Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting.
Rochester Institute of Technology

National Association of State Directors of Special Education (NASDSE) Deaf Education Initiative
http://www.nasdse.org/Projects/DeafEducationInitiative/tabid/412/Default.aspx

EIPA Guidelines of Professional Conduct for Educational Interpreters
(Brenda Schick, Ph.D.)
http://www.nde.state.ne.us/SPED/schsupport/interp.pdf

Interpreting: NETAC Teacher Tip Sheet
http://www.netac.rit.edu/downloads/TPSHT_Interpreting.pdf

Outcomes for graduates of baccalaureate interpreter preparation programs specializing in interpreting in K-12th grade settings
https://ritdml.rit.edu/dspace/bitstream/1850/5383/7/CPatrieProject01-2008.pdf

Entry-to-Practice Competencies
http://www.unco.edu/doit/Competencies_brochure_handout.pdf
A Project of the National Distance Learning Center for Interpreter Education

Educational Interpreter regulations by state
http://www.unco.edu/doit
State standards for educational interpreters
University of Northern Colorado – Distance Opportunities for Interpreter Training Center

State-Specific Educational Interpreting Guidelines

> **Does my state have specific certifications or qualifications established which sign language interpreters must demonstrate to work in a school setting? Which states require licensing to work as an educational interpreter? Is my district expected to follow certain guidelines to assure the appropriate use of my services as a sign language interpreter?**

Every state is required to document the qualifications required of staff who work in their public schools. As you might guess, requirements, guidelines and supports for educational interpreters will vary from state to state. Your state may have a licensure required of working educational interpreters or perhaps simply guidelines for districts to follow in the hiring and supervision of interpreters working in their districts. Your state department of education is a good place to begin your search. Identifying and contacting the individual at your state department of education who is responsible for the education of deaf and hard of hearing students could be the first step to locating the K-12 resources and parameters in your state.

Educational interpreter state guidelines are available via internet search: "state name educational interpreter guidelines. Below is a sampling of some of the State Guidelines available.

RESOURCES

Colorado: http://www.cde.state.co.us/cdesped/download/pdf/dhh_Interpreter_Hankdbook.pdf

Nebraska: http://www.nde.state.ne.us/SPED/schsupport/interp.pdf

Educational Interpreter regulations by state- State standards for educational interpreters
http://www.unco.edu/doit
University of Northern Colorado – Distance Opportunities for Interpreter Training Center

Names of jobs that typically handle such issues at the state level:
Sampling of states:
http://www.boardofed.idaho.gov/DeafEd/index.asp,
http://www.oregon.gov/DHS/odhhs/links.shtml

Section VI:

Resources to Share with School Personnel

This section includes resources directed at general education and special education personnel.

RESOURCES

Certification information and EIPA information: Information about RID-EIPA agreement
http://www.rid.org/content/index.cfm/AID/131

State mandates regarding EIPA scores:
http://www.classroominterpreting.org/EIPA/performance/index.asp,
 http://www.classroominterpreting.org/Interpreters/index.asp,
http://www.classroominterpreting.org/EIPA/prehire/index.asp

RID Educational Interpreting Committee
http://www.rid.org/aboutRID/leadership/index.cfm/AID/128

Sample letters interpreters can write administrations to request professional training:
http://www.rid.org/UserFiles/File/pdfs/2009_Conference/EmployerLetter.pdf

A few sample letters to share with teachers and parents at the beginning of the school year introducing yourself and your role.

Articles related to ethics in the education realm: *Encounters With Reality: 1001 Interpreter Scenarios* by Brenda Cartwright

VIEWS articles: *Educational Interpreting: A Collection of Articles From VIEWS* by various authors

Team interpreting for administrator and teachers - facts and tips:
http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Team_Interpreting_SPP.pdf

Mentoring information:
http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Mentoring_SPP.pdf

Repetitive Strain Injuries:
http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Self-Care_SPP.pdf

Mandatory Reporting:
 http://www.smith-lawfirm.com/mandatory_reporting.htm

Successful Student Achievement is directly related to parental involvement. In order for parents to be involved, they must have access to good information and resources to make informed decisions on behalf of their child. Students must have the knowledge, skills, self-advocacy and understanding in order to utilize educational interpreting services effectively. This section includes resources directed at students and parents.

RESOURCES

Hands & Voices:
http://www.handsandvoices.org/
Hands & Voices is a nationwide non-profit organization dedicated to supporting families and their children who are deaf or hard of hearing, as well as the professionals who serve them. A parent-driven, parent/professional collaborative group that is unbiased toward communication modes and methods. The diverse membership includes those who are deaf, hard of hearing and hard of hearing and their families who communicate orally, with signs, cue and/or combined methods.

Classroom Interpreting
http://www.classroominterpreting.org
Section specifically for parents and students

PepNet
http://www.pepnet.org/newsletter/2008_spring/
Resource on student transition: Helping students learn more about themselves, their career goals and the skills they need to be successful in postsecondary settings or work.

Deaf Students Education Services
http://www.ed.gov/about/offices/list/ocr/docs/hq9806.html

Laurent Clerc National Deaf Education Center: Gallaudet University
http://clerccenter.gallaudet.edu/
The Laurent Clerc National Deaf Education Center at Gallaudet University provides information, training and technical assistance for parents and professionals to meet the needs of children who are deaf or hard of hearing. Their mission is to improve the quality of education afforded to deaf and hard of hearing students from birth to age 21 throughout the United States.

Educating Deaf Students: From Research to Practice
Marc Marschark, Harry G. Lang, John A. Albertini

"Toward extending the Educational Interpreter Performance Assessment to Cued Speech."
Journal of Deaf Studies and Deaf Education.
Krause, J. Kegl. J. & Schick, B.

Schick, B., de Villiers, P., de Villiers, J., & Hoffmeister, R. (2007) Language and theory of mind: A study of deaf children. Child Development, 78, 376-396.

This article asks and answers the question from a parent: "My child is deaf and low functioning. Her IEP Team wants to use an interpreter as her teacher. I think she needs to be taught by a teacher. Can you help?"
http://www.wrightslaw.com/heath/tchr.interpreter.htm

Section VIII:

RID Resources

It is the mission of RID to provide international, national, regional, state and local forums and an organizational structure for the continued growth and development of the profession of interpretation and transliteration of American Sign Language and English. This section includes resources currently on the RID Web site, including EIPA and its relationship to RID.

RESOURCES

For Educational Interpreters Web page:
http://www.rid.org/aboutRID/initiatives/index.cfm/AID/131

Educational Interpreting ED:K-12 Standard Practice Paper:
http://www.rid.org/UserFiles/File/pdfs/124.pdf

Educational Interpreting Committee
Another means to assist RID in addressing the needs of the educational interpreter was the creation of the Educational Interpreting Committee. The EIC, which was established in August 2006, takes a focused look at the needs of educational interpreters and how RID can work to incorporate those needs with those of the profession as a whole. The committee assists the board of directors in identifying and promoting best practices in the field of educational interpreting in order to advocate for highly qualified practitioners for students who are deaf and hard of hearing.

Contacts for the EIC 2007-2009
http://www.rid.org/aboutRID/leadership/index.cfm/AID/128
Committee Chair: Susan Brown
Board of Directors Liaison: Angela Jones
National Office Liaisons: Sarah Fieldhouse

Current committee members:
Pam Brodie
Susan Brown
Janet DesGeorges
Carol Schweitzer
Donna Snyder