Student Competencies Regarding Interpreters

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Guidelines for use: This document is intended to be used as a template to discuss/create action plans based on the individual needs of a student who utilizes interpreting services in the educational setting. The first section may be of use in determining how a student accesses information in a particular environment. The educational setting and surroundings for a student often changes throughout the day. This may impact the use of interpreting services. Following the first section, a list of competencies a student may need in order to utilize interpreting services successfully is listed for discussion purposes by the students' IEP team, including the parents, to encourage further understanding and successful utilization of services by the student.

Name of Student: _____   Date of Assessment: _____

Age of Student: _____

Persons completing this form: _____

Rate the student's ability to understand and access information using the following categories. Circle the rating that best describes student and access to information.   Then record information about the student's skills in each area related to interpreter use.   Profiles may be different for students who use audition more effectively. There may be situations where they do not need an interpreter in order to communicate well. When possible, the student should participate in filling out this form.

Auditory	Can understand and participate using listening and speech alone
Auditory/ Visual	Understands mostly through auditory supplemented with some visual information
Auditory=Visual	Understands through a balanced combination of auditory and visual
Vision/ Auditory	Understands more through visual information but can comprehend some audition
Visual	Comprehends mostly through vision

1 = Not Effective ←---→ 5 = Highly Effective

	Lecture	Class Discussions	Social Situations with groups	Extracurricular Events	One to one social
Auditory	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Auditory/ Visual	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Auditory=Visual	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Vision/ Auditory	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Visual	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

1. Develop healthy individual identity with respect for self and others		
	DISCUSSION	ACTION PLAN
a. Uses turn taking skills		
b. Is aware of acceptable behaviors in deaf and hearing cultures		
c. Uses socially polite conversational phrases to start conversations		
d. Watches the teacher and/or interpreter during class		

	DISCUSSION	ACTION PLAN
e. Refrains from non-school related conversation with the interpreter during class time		
f. Uses proper eye contact when speaking to teachers or classmates.		
g. Attends to classroom discussion and respects other students' input.		
h. Understands what factors influence where the interpreter and student sit during class.		
2. **Develop a sense of autonomy, being responsible for decision-making, negotiating conflicts. The student shall be taught and subsequently accountable for:** DISCUSSION ACTION PLAN		
a. Participates in the IEP development related to educational interpreting support, notetaking, and all related communication access supports.		
b. Demonstrates through daily practice an understanding of the concepts of confidentiality, ethics, and roles.		
c. Develops autonomous and independent relationships with school personnel and peers.		

d. Assesses the effectiveness of the interpreting services and how to work with the educational team in order to make changes.	
e. Identifies feelings and attitudes of self, peers, and others regarding interpreting services in a school setting.	
f. Gives rationale for using professional interpreters in lieu of friends or family.	
g. Engages in the management of interpreting services in a developmentally appropriate manner, such as scheduling and canceling services.	
h. Develops autonomy by working independently; asking questions; asking the teacher for clarification when needed; managing time appropriately; taking responsibility for actions.	
i. Establishes and maintains appropriate boundaries regarding conversations with the interpreter that are unrelated to the educational topic.	

3. Understands consumer rights/information, alternative accommodations, how to manage accommodations.		
	DISCUSSION	**ACTION PLAN**
a. Understands the factors that impact the effectiveness of interpreted communication		
b. Understands how to use advanced communication technology such as video relay and CART, and have access to these services when appropriate, or when supplemental services are needed.		
c. Understands the right to access communication in all areas of school-related activities.		
d. Understands the right to a highly-qualified interpreter		
e. Understands the right to have interpreter present when needed for communication.		
f. Understands the Code of Conduct for education interpreters, and how professional behavior can differ than community interpreters		
g. Understands school policies and laws that require school personnel, including interpreters, to report to administration any mention of abuse, drugs, alcohol, inflicting self-harm, or inflicting harm on others, or any other illegal activities		
h. Understands different forms certification and assessment for interpreters and how it applies to an educational setting.		

i. Understands the implications of IDEA, ADA, and others standards such as a Deaf Child's Bill of Rights regarding the use of interpreters, communication technology, and communication access.	
j. Is aware of the school personnel, various government agencies or consumer groups to whom complaints, suggestions, etc. can be directed concerning interpreting services.	
k. Understands interpreter-related vocabulary to include community terminology such as "service provider", "freelance", etc.	
l. Understands the guidelines for use of interpreter services in the school environment and the community (how to request an interpreter, understand who is responsible for paying for interpreter services, be responsible for arriving early to negotiate seating, modality, etc.)	
m. Understands the roles and responsibilities of the members of the educational team	

4. Manages and accommodate to learning through an interpreter. DISCUSSION	ACTION PLAN
a. Understands classroom content and concepts from the interpreted communication	
b. Effectively utilizes interpreter to participate in classroom discussion	

c. Learns new vocabulary and concepts from the interpreted communication	
d. Completes class assignments and assessments with minimal assistance from the interpreter	
e. Regulates attention to the interpreter and other sources visual information	
f. Monitors understanding of the classroom content and demonstrate appropriate regarding how well he understands the material.	
g. Understands andn responds to the cues the interpreter uses to communicate non-linguistic information such as discourse transitions, turn-taking, who is speaking, etc.	
h. Is able to negotiate with the interpreter regarding sign vocabulary choices.	
i. Manages interpreting services in various situations such conferencing with teachers, large presentations, field trips. as a large.	
j. Is able to communicate with teachers and staff about classroom content, assignments, and schedules. Move to domain 2?	
k. Assumes responsibility for preparing with the interpreter in order to produce effective class presentations.	

5. Student will learn to negotiate social interactions, ranging from interactive academic discourse to social peer interaction.	DISCUSSION	ACTION PLAN
a. Develops authentic relationships with peers		
b. Defines and manages interpreting in social situations		
c. Negotiates a range of social interactions with a of adults and peers		
d. Utilizes the interpreter for a range of different types of social communication, such as to negotiate, tell a story, ask for help, resolve conflicts, argue, persuade or convince, etc.		
e. Knows names, personalities, and characteristics of peers and educational team members		

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Dickenson, S. Student/Interpreter Performance Questionnaire – Secondary. Douglas County School District, Colorado, 1995.

Kowalik, L. & Stout, D. Plan to develop ability to utilize Interpreter services: A scope and sequence of skills. Unpublished document, San Antonio, Texas, 1994

The Transition Skills Guidelines available from the Clerc Center at Gallaudet University link = http://clerccenter.gallaudet.edu/transition]

Interpreter Use Checklist, Forth Worth Independent School District, no date.
Educational Sign Language Interpreting Procedures, North East Independent School District, Massachusetts. No date.

Organizations represented in the development of this plan include: Colorado Department of Education, Colorado Families for Hands & Voices, Colorado Registry of Interpreters for the Deaf, University of Colorado, Do-It Center at the University of Northern Colorado.