

Handbook for Interpreters

INSTITUTION

OFFICE
[Contact Information]

[Academic Year]

DISCLAIMER

This template was developed for colleges and universities to use as a starting point for creating a handbook for faculty at their institutions. It is not meant to be used "as is," but rather should be viewed as a tool to use when developing policies, procedures, and guidelines within Disability Services. The National Deaf Center on Postsecondary Outcomes (NDC) offers this tool for use, but is not responsible for any changes made to this template by persons outside of NDC.

NDC is funded by the U.S. Department of Education, OSEP #HD326D160001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

In this template, we use the term *deaf* in an all-encompassing manner to include individuals who identify as Deaf, hard of hearing, hearing impaired, late deafened, and deafdisabled.

ACKNOWLEDGMENTS

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In 2017, NDC has made further revisions to update certain terminology used within the document to reflect current practice. To learn more about additional resources offered through NDC visit www.nationaldeafcenter.org.

CONTRIBUTORS

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INSTRUCTIONS FOR USE

This handbook template was set up for any postsecondary institution to download and use. The information in this handbook has been modeled after relevant policies and has been compiled from a variety of Disability Services offices with extensive experience in providing access services to deaf students. Users' instructions are shown in *blue italics* and should not be included in the handbook.

To use this handbook template, consider your institution's existing policies and procedures and compare them to what is included in this document. Modify or delete what doesn't apply to your college or university. Please substitute words in ALL CAPS (see list below) with the information for your school (i.e. replace OFFICE with Disability Support Services, etc.). After making all the necessary content additions, deletions, and adjustments to the handbook, check it for final formatting before using.

"Find and Replace" words:

- INSTITUTION
- OFFICE
- SUPERVISOR

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INTRODUCTION/ WELCOME

The interpreter plays a critical role in the success of deaf students. In addition to providing the communication link for students to interact with teachers and their hearing peers in regular education classes, interpreters also make it possible for all deaf students to gain access to all other school activities and services. The intent of this Interpreter Handbook is to offer guidelines and to clarify expectations and responsibilities of the interpreter and to give a basic understanding of some of the objectives, policies and procedures of the program. With the general information presented in the Interpreter Handbook and good judgment, interpreters should have a reliable guide as to what is expected of them. If you do not understand any of the material or if questions come up that are not covered in the Interpreter Handbook, it is your responsibility to contact SUPERVISOR. From time to time it may be necessary to update sections of the Interpreter Handbook. Copies of updated sections will be sent to all interpreting staff.

We look forward to working with you here at INSTITUTION and hope you will enjoy it as well.

For more information about the services provided at INSTITUTION, please contact:

Supervisor:

Email:

Phone:

Text:

Office location:

Mailing address:

DISABILITY LAWS IN POSTSECONDARY EDUCATION

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 1001-336). According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, 1990), a student with a disability is someone who has a physical or mental impairment, has a history of impairment, or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of the Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Section 504 states (as amended):

No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504. Individuals working in this office have the ongoing responsibility of assuring that the institution/agency/ organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At INSTITUTION, the established office is OFFICE.

The Americans with Disability Act (ADA)

The Americans with Disabilities Act (ADA) is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four main sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Postsecondary institutions are covered in many ways under the ADA. Employment is addressed by Title I, and Title II addresses accessibility provided by public entities. Accessibility provided by private entities is addressed in Title III, and Title IV addresses telecommunications. Miscellaneous items are included in Title V.

Amendments to the ADA, which took effect January 1, 2009, clarify who is covered by the law's protections. The ADA Amendments Act (ADAAA) revises the definition of "disability" to more broadly include impairments that substantially limit a major life activity. The amendment also states that mitigating measures, including

assistive devices, auxiliary aids, accommodations, medical therapies, and supplies have no bearing in determining whether a disability qualifies under the law.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as INSTITUTION) are covered under Section 504. The ADA does not supplant Section 504 but the ADA standards apply in those situations where the ADA provides greater protection. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and the Americans with Disabilities Act.

Documentation of Disability

INSTITUTION requests that students notify OFFICE of any special accommodation needs. This notification will help ensure the quality and availability of services needed. Students are responsible for supplying the appropriate documentation to OFFICE prior to arrangements for special accommodations. A letter, written report, or medical record from a professional (such as a physician or an audiologist) stating the student's disability and recommended accommodations is acceptable. This information is confidential. All accommodations are discussed with OFFICE disability specialist and the student. Prior to the start of the term, faculty members are notified that access services will be provided in a specific class to a student with a disability.

POLICIES AND PROCEDURES

Hiring Procedure

Provide information related to hiring procedures at your institution.

Evaluation

The following information regarding evaluations is provided as an example only.

Several evaluations will be disseminated during the semester: student evaluation of the interpreter, faculty evaluation of the interpreter, and interpreter evaluation of the semester. Student and faculty evaluations will assist the interpreter in identifying strengths and areas for improvement. Student evaluations will be administered at mid-term and near the end of each semester. Faculty evaluations will be administered near the end of each semester. OFFICE will attempt to provide evaluation summaries in a timely manner. Interpreter evaluations of the semester are an opportunity for the interpreter to give OFFICE feedback about the semester. These evaluations will be administered to interpreters near the end of each semester.

Qualification Criteria

The following list outlines the criteria to be hired as an interpreter at INSTITUTION:

1. Certification from RID, or
2. QAST level (Quality Assurance Screening Test), or
3. Graduation from an accredited high school or possession of acceptable equivalency diploma (G.E.D.).
4. Graduate of an Interpreter Education Program preferred.
5. Two years interpreting experience, preferably in the postsecondary educational arena

OFFICE will generally contact interpreters based on certification, starting with those nationally certified, continuing through state-screened interpreters [where applicable]. Student preferences and seniority are also considered.

Increases in pay rate due to the interpreter successfully achieving a higher certification level will be implemented at the beginning of the next pay cycle. The interpreter coordinator must first be provided with written confirmation from the testing organization.

Scheduling

Class schedules are made on a cooperative basis among all staff interpreters before the semester begins. Subsequently, the SUPERVISOR will contact part-time interpreters to work out class schedules. During the scheduling process, every effort is made to match the interpreter's skill level and preferences with the appropriate students, instructors and classes. Any scheduling conflicts should be reported immediately to the SUPERVISOR.

The SUPERVISOR will answer any questions about the schedule. The schedule will indicate the time, place, and type of class. This schedule will be in effect for the entire semester but is subject to change by the SUPERVISOR. Any questions, problems, or concerns about the schedule should be discussed with the SUPERVISOR.

Interpreters must accept that OFFICE has no control over students adding, dropping, or withdrawing from classes. Scheduled hours could change at any time. If a staff interpreter's hours drop below an acceptable number of hours, staff interpreters will occasionally be required to replace contract interpreters. These replacements will in no way reflect negatively on the contract interpreters.

Assignments that are scheduled through OFFICE will be paid. A student may ask an interpreter if she/he is available, but the interpreter must be given the assignment through OFFICE. OFFICE maintains the right to move interpreters within their scheduled time.

The interpreter is scheduled until the end of class. If an instructor goes past the designated time, or if a student needs to speak to the instructor after class, the interpreter may stay if her/his schedule allows. If the interpreter has another class or assignment she/he may leave at the end of the scheduled time. If the interpreter has to leave, and the instructor continues teaching, the interpreter should inform the instructor that she/he has to leave and inform the SUPERVISOR of the situation.

Interpreters should not accept outside assignments that would force them to leave early, or accept a INSTITUTION assignment if they know they must leave early.

Because of the duration of each session or other factors, some classes might seem to require two interpreters. However after the first few classes, it may be obvious that one interpreter can do the job. It is the responsibility of the interpreters to inform the SUPERVISOR of this situation. At this point the SUPERVISOR will determine if it would be best to alternate the two interpreters or to keep only one interpreter.

Time Sheets

Provide information for submitting documentation of hours worked at your institution.

Payroll

Provide information regarding payroll at your institution.

Ethics and Confidentiality

Interpreters are expected to adhere to the RID Code of Professional Conduct. For reference, the following is the RID Code of Professional Conduct tenets:

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting
3. situation.
4. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
5. Interpreters demonstrate respect for consumers.
6. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
7. Interpreters maintain ethical business practices.
8. Interpreters engage in professional development.

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See Addendum A for suggested phrases to maintain confidentiality

Attendance and Punctuality

The interpreter will arrive on time for all assignments. Interpreters should notify OFFICE as soon as possible in the event she/he will be absent from an assignment.

Appearance

Although there is no formal dress code, interpreters should follow the RID Code of Professional Conduct regarding appropriate and professional attire. Some classes may require special consideration, and interpreters should dress accordingly (e.g. scuba diving, marine biology, ceramics). An interpreter should wear clothes that contrast skin color and are not distracting to the student.

Team Interpreting

Due to duration or intensity, some classes require two interpreters. In such situations, both interpreters are to act as a team, rotating responsibilities at pre-arranged intervals, and providing support and feedback to each other. Interpreters will serve at all times as either primary or support interpreter, and should not take care of personal business at this time.

Continuity is assured when all team members remain present and actively involved, thereby maintaining awareness of the context and content of the information being transmitted.

Only one interpreter needs to be present on test days. Interpreters should decide which one will interpret on a given test day (e.g., alternating days or one interpreter taking all test days). When a staff interpreter is in the class, the staff interpreter will interpret on test days unless otherwise arranged.

Both team interpreters are expected to stay until the end of the designated time. Any arrangements to the contrary should be discussed in advance with SUPERVISOR. Interpreters should only bill for time worked.

If a class is longer than an hour and 15 minutes, and there is no team interpreter, the interpreter may then request to take a break. SUPERVISOR will clarify this with the instructor and the interpreter.

Exchange of Information

Provide information as it applies at your institution. The following is provided as an example only.

Email is the official form of communication designated by INSTITUTION. Any information from OFFICE will be provided via email. This includes memos, schedule changes, and any non-emergency phone messages. Please keep your contact information current with OFFICE.

In case of an emergency phone call, every possible effort will be made to contact you wherever you are on campus. Therefore, it is important that the office know if your scheduled class has been cancelled or changed location.

First Day of Class

Interpreters should meet the instructors with whom they will be working by arriving early and introducing themselves on the first day of class. The instructor should already be aware they will have an interpreter in their class through *[insert how you establish that initial introduction: email, memos phone calls, etc.]*. The interpreter may want to ask if the instructor has had previous experience with deaf students and interpreting. If the instructor has not, the staff member may choose to explain their role. Asking if it is possible to get an extra copy of the text and all of the handouts associated with the class should be done on the first day as well. These can assist with preparatory work to make the job easier. Also, the staff member should request that the instructor give advance notice if he or she plans a field trip or plans on showing videos, films, or slides so that the staff member can arrange for appropriate accommodations if necessary.

Student Responsibilities (Attendance and Punctuality)

Students are responsible for getting to their classes on time. Students should be aware that interpreters are required to wait 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes. Students are responsible for notifying OFFICE at least one day prior to missing class (except in the case of an emergency). Failure to attend class without notifying OFFICE may result in the discontinuation of services after the third occurrence, making it necessary for the student to make an appointment with SUPERVISOR to discuss reinstatement.

For interpreter requests outside of regularly scheduled class times, students are to complete the Interpreter/Speech-to-Text Interpreter Request Form as soon as they are aware of the need. Early notification will help OFFICE make the necessary arrangements. *[Note: you may choose to indicate how much advance notice is preferred.]* If a request is made with less than _____ notice, all attempts will be made to find a service provider. However, it may not be possible to accommodate the request.

Students should discuss any problems with their interpreter directly with the interpreter before coming to talk to an OFFICE staff person. In the event the problem is not resolved, the student should contact SUPERVISOR

Interpreter Responsibilities

If it appears a student will not show up for a class, the interpreter is required to wait 15 minutes for classes up to 90 minutes long, and 30 minutes for classes longer than 90 minutes. After waiting the allotted time, the interpreter is to report to OFFICE by phone or in person and inform them of his or her availability. If OFFICE needs an interpreter in another class at that time, the interpreter will be reassigned. If not, the interpreter will be free to leave and can record that class time on the time sheet. To minimize class disruptions, the interpreter should wait outside the classroom or at the back of the room until the student arrives.

If the student wishes to attend the class after the interpreter has left and the interpreter is still available to work, the interpreter should go with the student. For example, the interpreter may be walking to the parking area and the student informs the interpreter that she/he will attend the end of the class. The interpreter must return to the class and interpret for the remaining class time.

Interpreters are not to bill for cancellations with more than 24-hour notice. Announcements in class are considered 24-hours notice. In daily classes the day before is considered 24-hours notice. Interpreters should also ask the professor for a class syllabus, and any classes designated in the class syllabus as cancelled should be considered as notice.

If 24-hours notification is not possible, the interpreter will be paid for the assignment. However, if a documented good-faith effort to contact the interpreter at least 24-hours in advance is made and OFFICE is still unable to contact him/her, the interpreter will not be paid for the assignment.

For evening classes, the interpreter is free to leave after waiting the required time. Evening and weekend interpreters may consider exchanging contact information with the student (if both agree) so that students may notify interpreters of an absence prior to class.

Cell Phones

Interpreters should take care of personal business at times other than when on assignment. Because cell phones or texting interferes with or distracts from fluency in interpreting, the interpreter is expected not to use a cell phone during an assignment. Cellular phones should mute or turn off devices so no audible signals are heard. If the interpreter has a short break, she/he may want to check the phone during this time. However, responding to calls or texts during an assignment is not permitted.

Substitutions

When the interpreter accepts classes for the semester, it is expected the interpreter will maintain that schedule of classes throughout the semester. However substitutions may be needed occasionally.

Requesting a substitute in order to accept an off-campus interpreting assignment is not considered an appropriate request. Exceptions may be approved on a case-by-case basis.

When a substitute is needed, the interpreter is responsible for making a formal request by completing an interpreter substitution form. The interpreter substitution request must be received by OFFICE at least four full working days in advance. At that time, OFFICE will be responsible for finding substitutes.

Emergencies

In case of an emergency or illness, contact the OFFICE at YOUR INFORMATION HERE.

NOTE: Excessive substitute requests may result in reassignment and/or reduction in the number of hours assigned.

Interpreter/Student Interaction

Interpreters should not have conversations during class time with deaf students or other students. Visitation should be done before and after the class. If a hearing student asks for information about what interpreters are doing, the interpreters should let the student know she/he is not able to discuss it during class, but could answer before or after the class. When answering questions about interpreting from faculty and other students, the interpreter should keep confidentiality issues in mind regarding the deaf student by providing only general information.

Interpreters should be careful when talking with students (both deaf and hearing) before and after class. Interpreters should not discuss anything related to class. Comments made may influence the students' class work and their original ideas. As a result, the work the students provide may not be 100% their own.

Preparing for Classes

Interpreters are encouraged to prepare for class by reviewing the materials and reading the text the class is using. To borrow a copy of the book the teacher is using to prepare for class, please contact OFFICE.

Every effort should be made to use standardized signs for technical and specialized vocabulary, and to communicate such information to team members and interpreting staff.

Freelance Interpreting

Interpreters may contract with outside agencies as long as such appointments are outside normal working hours and no conflict of interest is involved.

Due Process

Provide information as it applies at your institution. The following is provided as an example only.

If OFFICE receives a complaint about an interpreting situation from students, faculty or staff, the interpreter involved will meet with the SUPERVISOR. If a complaint about the same problem is reported more than once, the interpreter involved will meet with the SUPERVISOR and the Director of OFFICE. If this specific complaint continues, the decision may be made to terminate the interpreter’s services.

Inclement Weather

If the weather appears hazardous, please refer to the inclement weather policy for INSTITUTION.

Meetings

Group meetings with interpreters will be held at the beginning of each semester. These meetings are strongly recommended for any interpreter who wishes to maintain a schedule of interpreting classes. The interpreter will be compensated for these meetings at a two-hour rate. If unable to attend a meeting, the interpreter may meet individually with OFFICE staff, without compensation.

There may be other times when it is also necessary for the interpreter to meet with OFFICE staff. Attendance at these meetings is mandatory and part of the interpreter’s responsibility while working for INSTITUTION. There will be no compensation for these meetings, however they will usually be brief. Reasons for meetings might include, but are not limited to, discussion of performance; meeting between student, interpreter, and OFFICE staff; or discussion of schedules for upcoming semester. OFFICE will attempt to schedule these meetings at a time that is convenient to both OFFICE and the interpreter.

Additional Assignments

During the semester, there may be times you will be asked to interpret for such events as dorm meetings, lectures, and pep rallies. As these requests come in, the SUPERVISOR will contact service providers to determine who is available.

All requests for accommodations outside of regularly scheduled classes should go through OFFICE. Processing these requests through OFFICE helps lessen the chance of double-booking service providers and also provides statistics helpful in requesting additional funding. Students are aware of this procedure.

Workshops

OFFICE at INSTITUTION promotes higher learning opportunities not only for students, but also for their staff members. OFFICE encourages everyone to pursue certification and continue professional development by their involvement with local, state, and national organizations that support the

profession. Information about local, state and national workshops is maintained by the SUPERVISOR and is available to all INSTITUTION interpreters.

Service providers are encouraged to attend all campus-wide staff development activities and to take advantage of any professional development opportunities offered at INSTITUTION. Full-time staff members are expected to attend workshops, in-service training sessions, and events hosted by the program. OFFICE also encourages staff to attend other professional seminars, workshops, and conferences sponsored by agencies outside the college.

Nationally certified interpreters are expected to maintain their certification through participation in the RID Certification Maintenance Program, or if NAD certified, to follow their procedures for maintaining certification. All other interpreters are expected to maintain their state-level certification. Interpreters, regardless of their certification level, are encouraged to join professional organizations, attend workshops, and keep abreast of issues, standards, and practices within the interpreting profession.

Videos and Other Materials

Skill building videos are available in OFFICE. These videos may be checked out or used in the office during down time. The procedures for checking out the videos are:

Provide instructions for checking out materials at your institution.

Suggested Health Tips

Interpreters are encouraged to maintain good health habits. Attention to diet, exercise, and positions when seated or standing can help prevent syndromes associated with overuse, or cumulative trauma disorder.

Just as an athlete warms up before engaging in physical activity and cools down afterward, interpreters should physically prepare themselves with simple exercises for a few minutes before interpreting, during the day, and at the end of the day. One such exercise involves gently moving each wrist up and down and from side to side. Another is a handshake exercise which should be done with a partner. Another suggestion is to squeeze a soft tennis ball or manipulate Silly Putty. When seated while working, sit straight in the chair. Do not cross your legs. This helps prevent stress on the back and shoulders. Prior to working in a cold classroom, run your hands under warm water or a hand dryer. Wearing thin gloves (liners) after working can also be effective.

Note: The above information comes from a presentation by Chiropractor Peter Biondi (Franklin Park) at the Illinois Registry of Interpreters for the Deaf Convention, June 7, 1986.

Our Staff

Provide information about location of office that coordinates interpreters, hours of operation, names of staff, telephone numbers, fax numbers, and e-mail addresses.

ADDENDUM A

Suggested phrases to maintain confidentiality

- I am not at liberty to say.
- I am sorry, that information is confidential.
- I am not sure.
- I don't know.
- I only see the student in class.
- I don't know the student personally.
- I am not able to discuss that information.
- I can't answer that question, but I would be happy to interpret/transcribe if you would like to ask the student directly.
- The student could probably answer that better than I could.
- OFFICE could probably answer that question for you. Let me give you their phone number.
- If you have concerns you would like to address concerning the interpreter in your class you might want to talk to the OFFICE. Let me give you their phone number.

ADDENDUM B
Glossary of Terms

Academic Accommodation	Changes in the delivery of course material and/or in the assessment of knowledge that assist students in meeting the standards of the course. Students are eligible for the accommodations based on the documentation of their disability. A few examples of accommodations include note takers, speech-to-text providers, sign language interpreter, recorded textbooks, extended test time, and the use of assistive technology during class and exams.
Age of Onset	The age at which a person starts to lose hearing.
Assistive listening Device (ALD)	Devices that use a microphone positioned close to the speaker’s mouth to transmit speech to the receiver worn by the student, either via a loop, headphones, or an ear bud. ALDs help overcome the problems of distance and surrounding noise. Also known as Hearing Assistive Technology.
Amplification	The use of hearing aids or any other technology used by a person with a hearing loss to amplify sound.
Amplified Phone	A telephone equipped with volume controls on the handset.
American Sign Language (ASL)	A natural visual-gestural language with syntax, structure, and grammar rules different from English.
Audiogram	A graph used to record the results of a hearing evaluation.
Closed Captioning	Displaying the audio portion of a television program, video, or movie as text on the screen. The captions are “closed” until the viewer activates them through a decoder.
Communication Access Realtime Translation (CART)	A speech-to-text service that uses specialized computer software to provide a verbatim transcript of the lecture and class discussion.
Cued Speech	A visual mode of communication that uses handshapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.
Cumulative Trauma Disorder	A painful physical condition, such as Carpal Tunnel Syndrome or Repetitive Motion Injury, which is caused by overuse and repetitive motion without sufficient breaks for resting.

Degree of Hearing Loss	The extent of an individual’s hearing loss that is usually categorized as “slight,” mild,” “moderate,” “severe,” or “profound.”
Documentation	A written assessment from a professional with expertise in that particular field of disability. This documentation is required in order to determine the student's eligibility for services and the specific services that are needed. Since there are some variations among colleges regarding the documentation required to receive services, students are encouraged to inquire at all colleges of interest.
Equal Access	Providing to students with disabilities who are "otherwise qualified" the same educational opportunities and full participation in programs and activities as provided to all other students.
Interpreter / Transliterators	A trained professional who is bound by a code of professional conduct to facilitate communication between deaf and hearing persons. Interpreters and transliterators may be fluent in American Sign Language; or they may provide Cued Speech transliteration; or they may be oral interpreters who mouth words without voice so deaf individuals can speechread the information presented.
Note Taker	A person, typically a student in the class, who takes notes and provides them to the student with a disability. Notes include lecture information, diagrams, and comments from class discussions.
Open Captioning	Text from a television program, video, or movie that appears automatically on the screen to convey the spoken information. No special decoder is needed.
Otherwise Qualified	As a student with a disability, you are "otherwise qualified" when you meet the same academic requirements and standards as non-disabled students. These requirements and standards must be considered necessary to maintain the integrity of a course, program or college policy. For example, a student with a disability is required to meet the instructor's expectations for all students in regards to class participation, work standards, attendance, and ability to demonstrate acquired knowledge.
Residual Hearing	Any usable hearing that a person may have.
Registry of Interpreters for the Deaf (RID)	A national professional organization that is responsible for testing and certifying interpreters, and maintaining the Code of Professional Conduct.
Speech-to-Text Service	A service provided to facilitate communication by using technology to provide a text format for auditory information. The service provider uses

special software and a display device, and types all of the spoken information so the student is able to read the lecture or class discussion.

Speechreading (also known as lipreading)

The process of watching a person’s mouth movements and facial expressions to ascertain what is being said. Speechreading ability varies from person to person and can be influenced by factors such as the amount of useable hearing a person has and their knowledge of spoken English, the lighting and ambient noise in the room, and speaker differences such as accents, lip movements, and facial hair.

Telecommunications Relay Service (TRS)

Services that facilitate two-way telephone communication between a person who uses a TTY or a computer and a person who does not use such a device.

TTY

A telecommunication device used by deaf persons who cannot communicate on the telephone. A typewriter-like unit prints the conversation on a screen or paper so that it can be read, and enables the user to type responses back on the keyboard. A TTY must connect with another TTY or a computer. Previously referred to as a TDD.

Video Relay Service (VRS)

A free online service which provides on-screen interpreters to facilitate phone calls between hearing and deaf persons.

ADDENDUM C
Interpreter Peer Evaluation Form

Evaluation of _____ Date _____

	Low			High
	1	2	3	4
<u>Professionalism</u>				
1. Arrives to assignments on time (or as scheduled)	1	2	3	4
2. Acts in a professional manner	1	2	3	4
3. Maintains confidentiality	1	2	3	4
4. Appropriately functions in team assignments (if applicable)	1	2	3	4
5. Is overall a team player	1	2	3	4
6. Maintains appropriate ethical boundaries and role	1	2	3	4
 <u>Competency & Skill</u>				
1. Knowledge of interpreting fundamentals	1	2	3	4
2. Is able to keep up with the pace of the class	1	2	3	4
3. Information relayed is accurate	1	2	3	4
4. Skill level is appropriate for class	1	2	3	4
 Overall performance rating	 1	 2	 3	 4

Other Comments:

ADDENDUM D
Interpreter Evaluation Forms (by student)

Evaluation of _____ Date _____

	Low 1	2	3	High 4
<u>Professionalism</u>				
1. Arrives to assignments on time (or as scheduled)	1	2	3	4
2. Acts in a professional manner	1	2	3	4
3. Consistently wears name tag to assignments	1	2	3	4
4. Maintains confidentiality	1	2	3	4
5. Appropriately functions in team assignments	1	2	3	4
6. Maintains appropriate ethical boundaries and role	1	2	3	4
<u>Competency & Skill</u>				
1. Knowledge of and skill with ASL	1	2	3	4
2. Adapts to my language needs	1	2	3	4
3. Accuracy of information conveyed	1	2	3	4
4. Overall skill	1	2	3	4
Overall performance rating	1	2	3	4

Other Comments:

ADDENDUM E
Interpreter Evaluation Form (by student)

Interpreter’s Name _____ Date _____

My preferred communication mode is

Circle one: ASL Signed English Spoken English Other _____

The interpreter is sensitive to my communication needs:

Circle one: Always Sometimes Never

Please circle one a number after each statement. Use the following rating scale with 1 being the highest rating and 5 the lowest.

1 Always 2 Usually 3 Sometimes 4 Rarely 5 Never

Interpreter Skills

The interpreter is clear and easy to follow.

1 2 3 4 5

The interpreter keeps up with the classroom lecture/discussion.

1 2 3 4 5

Professional Behavior

The interpreter is on time.

1 2 3 4 5

The interpreter has a good attitude.

1 2 3 4 5

The interpreter keeps information confidential.

1 2 3 4 5

The interpreter keeps opinions to himself/herself.

1 2 3 4 5

The interpreter is respectful of others.

1 2 3 4 5

The interpreter works cooperatively as part of the educational team.

1 2 3 4 5

Would you want to work with this interpreter again? yes no maybe

Your responses are confidential. If you wish you may sign your name.

Your name _____

Please feel free to write additional comments.

ADDENDUM F
Position Description
 Sign Language Interpreter I

Position Summary:

This position reports to [\[add your information here\]](#). The individual in this position is responsible for providing sign language accommodations within the classroom under the mandates of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and INSTITUTION policies. Sign language interpreters facilitate communication between deaf and hearing consumers. To facilitate communication, interpreters use American Sign Language (ASL), Signed English, Contact sign, Oral Transliterating, and/or Cued Speech. Interpreters must be able to adjust to a broad range of consumer needs and preferences and work comfortably with a wide spectrum of interpreting services which requires a high degree of linguistic, cognitive and technical skill. Interpreters must be able to convey accurately the register, tone, intent and content of the consumer’s message.

Duties and Responsibilities:

Provide sign language accommodations for all activities (academic as well as non-academic) on INSTITUTION campus. Prepare for interpreting assignments by learning new terminology and course material, as needed. Participate in in-service trainings, workshops, community awareness activities, and other community services as required or assigned. Mentor interns from local and regional Interpreter Training programs. Attend staff meetings; assist in preparing needed reports for their specific area. Perform related duties as required or assigned.

Minimum Qualifications:

- Bachelor’s degree with demonstrated experience and knowledge of Deaf culture within the post-secondary educational environment.
- Certification from the Registry of Interpreters for the Deaf (RID) (or comparable state credential).
- Foster and maintain interpreting competence through ongoing development of knowledge and skills.
- Collaborate with colleagues to foster the delivery of effective services.
- Stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Facilitate communication, both receptively and expressively, between deaf and hearing members of the postsecondary community.
- Adhere to the Registry of Interpreters Code of Professional Conduct
- Assess individual situations to determine the needs of each deaf student related to language preferences.

Salary: \$_____ - \$_____. Full benefits package. [\[add your information here\]](#)

Send a cover letter, resume, and names/contact information for at least 3 professional references to INSTITUTION.

ADDENDUM G

Screening Interpreters

When screening Interpreter applicants for hire, it is important to assess both their receptive (ASL to English) and expressive (English to ASL) skills. Because assessing the skills of a potential staff member can be difficult for someone without experience in this area, the staff in Disability Services may choose to develop a strategy that involves reviewing credentials as well as collaborating with skilled professionals who may include in-house staff or external consultants. These consultants may be present at the interview or participate via remote technology.

National or State Certification

Although some states may have their own interpreter licensure/certification process, the Registry of Interpreters for the Deaf (RID) along with the National Association of the Deaf (NAD) have developed an interpreter certification process that includes both a *written assessment* that measures knowledge on areas such as linguistics, ethics, and influences on the interpreting process, and a *performance assessment* which rates interpreting skills and ethical decision making skills. An explanation of the various types of certification is available online at <http://www.rid.org/rid-certification-overview/>.

Interpreter applicants who have worked in K-12 educational settings may have certification through the Educational Interpreter Performance Assessment (EIPA). Although there are differences in how an interpreter might provide services to children versus adults, the rating system may be helpful in determining whether or not the interpreter applicant might be appropriate for a position at INSTITUTION. Additional information about the EIPA can be found at <http://www.classroominterpreting.org/EIPA/performance/rating.asp>.

Quality Assurance Screening (QAS)

While not all states require a quality assurance screening, many do. The quality assurance screening checks an interpreter's ability to adhere to specific ethical codes relevant to the kinds of jobs one would expect to hold as a certified interpreter. These ethical standards include displaying appropriate behavior, maintaining a professional appearance and understanding cultural and ethnic sensitivities. Additional information about state requirements is posted online at <http://www.rid.org/advocacy-overview/state-information-and-advocacy/>.

Skills Assessment

Reviewing an applicant's credentials can be an effective way of screening a large pool of applicants. However, certification (or a quality assurance screening) is a starting point for determining whether or not the applicant might be considered for employment. The interview may include an assessment of skills.

Receptive Skills

- Ask deaf students at INSTITUTION for permission to film videos of them doing “mock” presentations. The interpreter applicant will voice these presentations for the interview panel. The interview panel should have access to a printed interpretation of the information presented, including key points.
- There are numerous ASL videos available online which can be downloaded and used as “test” materials. The interpreter applicant will voice the videos selected for the interview panel. The interview panel should have access to a printed interpretation of the information presented, including key points.
- Utilize a non-ASL user to listen to the candidate’s interpretation to see if it sounds “natural.” Ask their opinion on their performance in relation to the tone of the message, the cadence, the vocabulary, etc.

Expressive Skills

- Ask permission to record a professor at your institution lecturing. The interpreter applicant will interpret this information for the interview panel, which includes skilled professionals who can provide appropriate feedback.
- There are numerous college lectures and short presentations available online. These may be downloaded for use in the interview setting.

To maintain a fair interview process, use the same materials with each interpreter applicant. Since interpreter education programs may use materials that have been developed commercially for national use, it may be best to avoid these during the screening and hiring process.

Additional Issues to Consider

Other issues to consider while screening for a sign language Interpreter:

- Does the interpreter come to the job interview on time? Dressed appropriately?
- Can the interpreter intelligently explain the role of an interpreter so that you can understand it? This would include information relating to both classroom responsibilities and any outside duties needed to do her/his job well (for example, obtaining a copy of textbooks to read for specialized vocabulary).
- Does the interpreter have a degree from an Interpreter Education Program? While this should not be considered an absolute prerequisite to employment, it does permit the prospective employer to make some assumptions about the interpreter’s background and knowledge in the field.
- What is the education level of the interpreter compared to the education level of the class? This is important, because the interpreter must be able to comprehend and match the appropriate language needed for that course.
- Does the interpreter speak in a professional manner? Does she/he have a good command of the English language? Sign language interpreters have to be fluent in English as well as in American Sign Language.
- Does the interpreter exhibit paternalistic or condescending behaviors toward the deaf student or toward deaf persons in general?
- Is the interpreter willing to commit to working for the duration of the semester?

- Is the interpreter a member of her/his professional organizations? If so, she/he should be able to produce a membership card to Registry of Interpreters for the Deaf (RID) and the state chapter of RID (if available), or the NAD Interpreter Section. Ask the interpreter to describe or list professional development activities since receiving certification.
- Has the interpreter been active in her/his state organization? This can show a commitment to the field and a desire for professional development.
- Screen the interpreter with a panel of evaluators comprised of either students or local deaf community members.
- Ask the interpreter to describe a time she/he was faced with an ethical dilemma, sharing how the situation was resolved (without breaking confidentiality).
- Interpreters are to accept assignments with discretion according to their skill level. Can the interpreter name areas in which she/he is currently trying to improve?

ADDENDUM H

Interview Questions

- Give an example of how you worked on team.
- Tell me a little about yourself.
- What do you bring to the table that other candidate's can't?
- Give me an example of a time that you felt you went above and beyond the call of duty at work.
- Can you describe a time when your work was criticized?
- Have you ever been on a team where someone was not pulling their own weight? How did you handle it?
- Tell me about a time when you had to give someone difficult feedback. How did you handle it?
- If I were your supervisor and asked you to do something that you disagreed with, what would you do?
- What assignment was too difficult for you, and how did you resolve the issue?
- How do you want to improve yourself in the next year?
- With your eyes closed, tell me step-by-step how to tie my shoes.
- What would be your ideal working situation?
- What techniques and tools do you use to keep yourself organized?
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me a specific example of a time when you had to conform to a policy with which you did not agree.
- Give me an example of a time when you had to make a split second decision.
- How would you manage a situation where you believed that something was not in compliance with professional ethics? Have you ever faced such situation? If so, tell me more about it.

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