



Quick Tips For Working With An Interpreter

Before the meeting (if online):

- Make sure you have the correct contact information, which will make it easier for the interpreter to confirm if need be.
- Since we have two options for the parents to participate in the meeting, make sure parents are aware of the call in option for zoom or google. Parents can also be called from the google meet meeting.
- Schedule the meeting at least 5 minutes ahead of time to give the parent those extra 5 min to check in and solve any issues they may have.

Before the meeting (in-person)

- Please let your interpreter know that the meeting is confirmed the day before the scheduled date.
- Make sure you have your interpreter's cell phone in case of last minute cancellations.

During the meeting:

- Keep it simple, especially when experiencing technical difficulties (explaining 1 idea at a time will be helpful). Keep in mind parents are not familiar with Special Education terminology, and having a virtual meeting adds difficulty to it. Keep the language parent friendly and in layman terms.
- No side conversations*
- Keep sentences to a minimum (2-3 sentences)
- 1 person talking at a time
- Look at the parent, not the interpreter (when in-person)
- Avoid metaphors/idioms/acronyms (if acronyms must be used please define them)
- If possible share screen with interpreter (IEP document, Evaluation Report) to facilitate the interpretation.
- Check for understanding with the parents.*

The interpreter needs to manage the flow of the meeting to make sure she is accurately interpreting the information. If she deems it necessary she may ask for clarifications, pauses to ensure the information is being transmitted and understood. The interpreter will not editorialize or simplify; we are simply repeating exactly what you say in a different language.

*Make sure that parent is included in all conversations that involve planning or actions related to the students program. This way they can give their input. IEP's in particular are a legal document and require the parent to fully understand the program being developed for their child.

For translations:

Keep the language simple. If acronyms must be used, define them or explain them. Parents aren't familiar with academic language so it would be helpful to know what CALP or DIBELS is.