

## Sample Tool for Educational Teams when Interpreting for Students who are Deaf or Hard of Hearing For Classes of other Spoken Languages

This tool is intended as discussion guidelines for the IEP team when a student who is deaf or hard of hearing enrolls in a World Language class such as Spanish, French, Japanese, etc. Expectations for the student may vary depending on the student’s ability to hear and speak the language. For those students who work with an educational interpreter the IEP team needs to have a comprehensive discussion about expectations for the student, and the services provided by the educational interpreter, in this course. The IEP goal, accommodations and modifications will vary depending on the student’s ability along with the support of the World Language teacher and the resources available. The IEP team needs to establish the goals, accommodations, modifications to the curriculum, if any, and the supports that need to be in place.

Below is a sample “*best practice*” rubric of practices collected from educational interpreters throughout the state who have interpreted for a deaf or hard of hearing student in a World Language class. The intensity of the supports and expectations vary based on level of instruction; elementary, middle school “exposure classes”, or high school credit courses. Here are a few factors to consider.

	<b>Expectation:</b> The student will listen to and learn to speak the language to the best of their ability.	<b>Expectation:</b> The student will combine the skills of listening and speaking with reading and writing the language to the best of their ability.	<b>Expectation:</b> The student will read and write the language to the best of their ability.	<b>Expectation:</b> Other
<b>Service Options:</b>				
<b>Interpret class content</b> (this is fine for class content in English, however it often means that the interpreter learns the language and does the ‘interpreting’ into ASL / English-based sign with limited student exposure to the 2 <sup>nd</sup> language.)				

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<b>Service Options:</b>				
<b>Listening Technology</b> (hearing aids, FM, sound field, etc)				
<b>Speech-to-Text</b> technology including C-Print, etc (reading the 2nd Language)				
<b>Oral interpret</b> (speechreading)				
<b>Fingerspell</b> the 2 <sup>nd</sup> language				
<b>Complete an online course</b>				
<b>Combination of services:</b> list the various expectations of the student and educational interpreter.				

## Possible Student Goals:

	Possible Goals	Tips for the Interpreter
<b>Elementary School</b>	<ul style="list-style-type: none"> <li>• Become familiar with another language</li> <li>• Learn about people and culture in other countries</li> <li>• Understand and speak a few phrases</li> <li>• other</li> </ul>	<ul style="list-style-type: none"> <li>• Work one-one</li> <li>• Team with friend and practice speechreading</li> <li>• Use flash cards</li> <li>• Tutoring time</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• Become familiar with the languages and cultures of people around the world</li> <li>• Begin to read and write basic phrases in another language</li> <li>• Listen to and Speak the language to the best of your ability</li> <li>• Independent study of the sign languages of that country (e.g. Mexican Sign Language, French sign language, Japanese sign language ..)</li> <li>• Other form of independent study</li> </ul>	<ul style="list-style-type: none"> <li>• Practice one-one or small group to increase listening/speaking abilities, or speechreading abilities. This may be with peers and/or with the interpreter</li> <li>• 'Translate' the communication into print.</li> <li>• Use websites for learning of DHH people in other countries</li> <li>• Use web-based learning of the written language</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and skill with the language and culture of this population.</li> <li>• Read and write using the language of the class.</li> <li>• Listen to and Speak the language to the best of your ability.</li> <li>• Develop the ability to have conversations with peers in the 2<sup>nd</sup> language. (spoken and/or written)</li> <li>• Independent study of the sign languages of that country (e.g. Mexican Sign Language, French sign language, Japanese sign language ..)</li> <li>• Other form of independent study</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage study groups with peers and interpreter in small groups to increase listening/speaking abilities, or speechreading abilities.</li> <li>• Work with the teacher and student to translate the spoken language exchange taught in the class into a written language form.</li> <li>• Use websites for learning of DHH people in other countries</li> <li>• Use web-based learning of the written language</li> </ul>

## Suggestions for the IEP team discussion

regarding the student's participation, accommodations, modifications, expectations while in the World Language course.

A discussion to prepare all for the student's participation in a world language class **should include the following people;**

Teacher of the world language	Needs to know of the student's abilities to listen and speak and agree to the expectations and services.
Student	Discuss what his/her goal is for taking this course / learning this language. Is this "for fun"? Is it required for graduation or for entrance to their college of choice? Do they want to continue the study of this language beyond one year? Travel abroad?
DHH teacher	Outline instructional strategies and accommodations that have worked for this student and any modifications that may be appropriate for this content area.
Interpreter (if there is one),	Learn of the expectations of her work with the student in the World Language class. Determine what unique skills, extra study, and possibly technology will be needed.
Parent	Discuss the goal for their child taking this class. Understanding of options and expectations.
Library or IT person at the school, if appropriate	Be prepared with the necessary resources that may be needed in order for the student to participate in the course as determined by the team. This could include coordination of an online portion of the course.