

## Working with Interpreters in the Classroom

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## Goals

- ◆ 1. Sign language interpreting: The profession and ethics.
- ◆ 2. The interpreting role: Models of effective communication.
- ◆ 3. Instructional strategies: Adaptation and accessibility.
- ◆ 4. Integration: Putting it all together.

## Education of Deaf Students in the U.S.

- ◆ 1815 American Asylum for the Deaf
- ◆ 1815 - 1860s Schools Grow across the U.S.
- ◆ 1864 Gallaudet College established  
President Lincoln
- ◆ 1968 NTID, established  
President Johnson, PL 89-36

## Civil Rights and Education

- ◆ 1965 Vocational Rehabilitation Act Amendment
- ◆ 1973 Rehabilitation Act (Section 504)
- ◆ 1975 Public Law 94 - 142
- ◆ 1990 Americans with Disabilities Act (ADA)

## Interpreters: Who, What, Why?

- ◆ Friends/helpers
- ◆ 1964 - Registry of Interpreters for the Deaf (RID)
- ◆ Communication is the key

## Code of Ethics - RID

- ◆ Guiding Principles
  - Confidentiality
  - Impartiality
  - Neutrality
  - Professionalism
- ◆ Purpose
  - Focus on the message
  - Equal access to communication/learning

## Interpreting Roles?

- ◆ Pre-1964 - Helper/friend
- ◆ Late 1960s - "Machine" model
- ◆ 1970s - Communication facilitator
- ◆ 1980s - Bi(lingual)-Bi(cultural) model
- ◆ Diversity and Complexity

## Modes of Visual Communication

- ◆ ASL (American Sign Language)
- ◆ Signed English
- ◆ Oral Interpreting
- ◆ Cued Speech
- ◆ Deaf/Blind Interpreting

## Instructional Strategies

- ◆ Instructor      Communication Gatekeeper
- ◆ Instructor/Interpreter      Communication Team
- ◆ Instructor/Students      Teaching/Learning
- ◆ NETAC Tip Sheet

## Clear Communication

- ◆ Pacing and Pausing
- ◆ Communication Gatekeeping
- ◆ Lines of sight
- ◆ Visual Aids
- ◆ Preparation

## Remember

Clear communication is a benefit to ALL students and creates a rich, effective learning environment.

## For further information on Deaf Culture:

PEN-International Workshop  
"Considering Deaf Culture in Teaching and Learning"