



## Facilitator Guide An Interpreter's Journey

### What's the purpose of the training?

Using the journey of one interpreter from a child language broker to a professional interpreter, the video illustrates the types of problems that occur when individuals are put in interpreter roles without adequate training.

### Who is the audience?

School leaders who arrange for interpreted meetings, educators who are meeting participants, and bilingual staff who interpret formally and informally.

### How can this video training be used?

This video training is designed to be used in a group setting by a facilitator who has previewed the video and is prepared to lead activities and discussions.

### How long will the training take?

Depending on the size of the group and the discussion questions raised, plan on approximately 40 to 60 minutes. The video is approximately 6 minutes long and should be viewed twice following the suggestions below.

### What is the role of the facilitator?

The facilitator should...

- Preview the video to become familiar with the content.
- Have the group watch the video from start to finish at the beginning of the session. Ask group members if they have had any of those experiences and would like to share.
- After initial discussion, tell the group they are going to watch the video again, this time stopping after each of the four parts to discuss the specific ethical issues involved and what the interpreter or educator might have done differently for a better outcome.
- Have copies of these documents available to hand out or view to facilitate the discussion:





- [Info-Brief-14—Is-it-Right-for-Our-Children-to-Translate-for-Us-.pdf](#)  
(Available in multiple languages at [Multilingual Family Resources | NAETISL](#))
- [NAETISL Code of Ethics – Short Version](#) (Complete version available at [Code of Ethics | NAETISL](#))
- End the meeting by asking how schools could avoid these issues in the future and for suggestions to improve interpreter services in their specific situations.
- Be aware of time limitations and manage the group effectively.
- Check that video displays can be easily seen and heard.

### **Suggestions for continued professional development activities:**

- Preview the other on-demand interpreter-related videos available on the NAETISL website for potential viewing.
- Examine the “best practice” documents on the NAETISL website and share for review and discussion: [Best Practices | NAETISL](#)

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