



Facilitator Guide

Collaborating with Professional Interpreters in Special Education Settings

What's the purpose of the training?

The video provides examples of interpreting “do’s and don’t’s” during special education meetings for group discussion.

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?

The video is designed to be used in a group setting by a facilitator who is familiar with interpreter ethics and standards of practice, 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 for approximately 50 to 60 minutes. The video is about 15 minutes long and there are six (6) opportunities to stop and discuss the sample scenarios.

What is the role of the facilitator?

The facilitator should...

- Preview the video to become familiar with the content. The six scenarios deal with terminology needs, multidisciplinary teams, the importance of providing complete interpretations, not adding information, and impartiality.
- Preview the [NAETISL Code of Ethics and Standards of Practice](#).
- Have the short form of the Code (see link above) available to view or distribute to the participants.
- Pause the video when indicated to discuss the problems they noticed. Then discuss what could have been done differently to avoid the problems.
- 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.
- Examine the “best practice” documents on the NAETISL website and share for review and discussion: [Best Practices | NAETISL](#)
- Schedule regular, informal meetings with school staff who interpret to discuss ethical and other interpretation-related issues and share resources.

Funding for the Supporting Language Access in Schools Project in Missouri provided by the Missouri Developmental Disabilities Council, was supported by the Administration for Community Living (ACL), U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$1,361,246 with 100 percent funding by ACL/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACL/HHS, or the U.S. Government.

