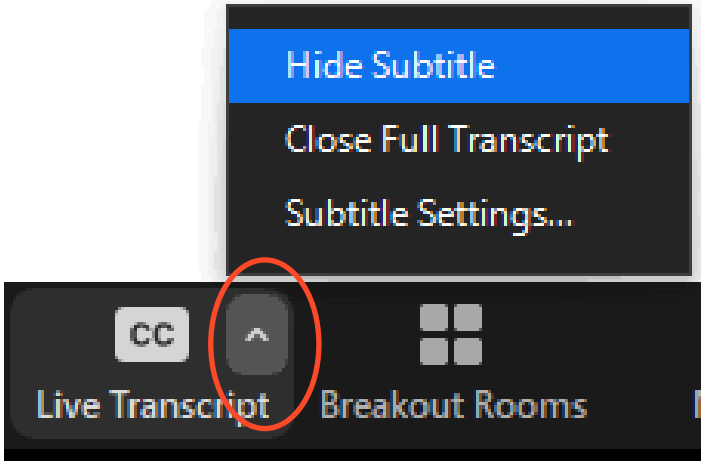
Closed Captioning is Enabled

To **hide** captioning > Hide Subtitle

To **change the size** of the captions > Subtitle Settings



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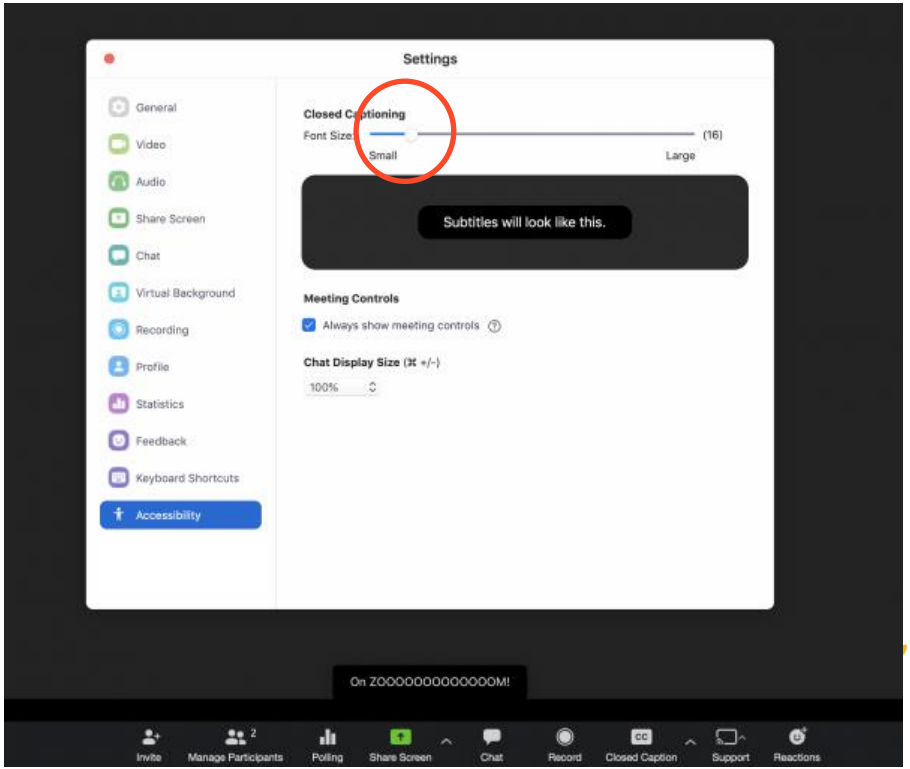


A Webinar for Educators:

Working Effectively with Interpreters

Inclusionary Practices Professional Development Project
Family Engagement Collaborative

OPEN DOORS for MULTICULTURAL FAMILIES

Washington State Governor's Office of the Education Ombuds

Family Engagement Collaborative

Goals for Today

Who We Are
Intro to Language Access

Videos + Reflection

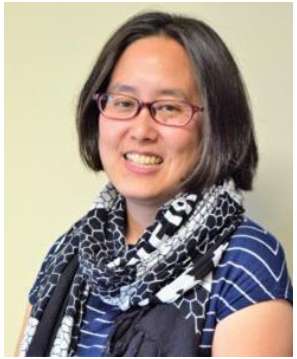
Break

Digital Considerations

Communication Tools

Policy Change

Who We Are



Joy Y. Sebe,
Ph.D.
Assistant Director

Moses Perez
Advocacy and
Civic Engagement
Program Manager

Danielle
Eidenberg
Senior Education
Ombuds

Yordanos
Gebreamlak
Senior Education
Ombuds

Fanny Cordero
Freelance Independent
Interpreter - Translator
Spanish < > English< >
French

OPEN DOORS
for MULTICULTURAL FAMILIES

Washington State
Governor's Office of the
Education
Ombuds

Tell Us About You

In the Chat:

Please share your name, role, and what city or school district you are in.

Open Doors for Multicultural Families

Mission

We engage and partner with culturally and linguistically diverse individuals with developmental and/or intellectual disabilities and their families.

We use a cultural brokerage model to:

Navigate services

Provide specialized programming

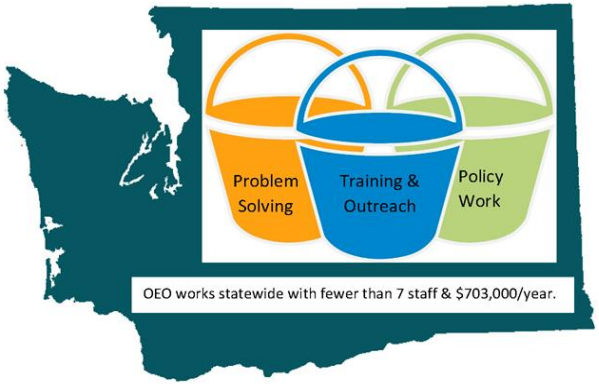
Advocate for Systems Change

Office of the Education Ombuds

The ***Office of the Education Ombuds (OEO)*** is an agency within the Governor's Office created in 2006 by the Washington State Legislature to ***address barriers to student achievement and reduce the opportunity gap***.

We work statewide in our three roles to support students and families:

- **Casework**: Support one family at a time over weeks or months to address questions and concerns about their student's education
- **Training**: For groups of families and educators
- **Policy**: Strive to improve the system for families in various areas like language access - through state level meetings



Fanny Cordero

Freelance Interpreter and Translator - Spanish and French

Certifications/Authorizations:
DSHS Medical & Social Services Spanish Interpreter- Authorized Medical French Interpreter
DSHS Translator of Written Spanish

Past and Present Service, Member of:

- Northwest Translator & Interpreter Society
- Washington State Language Access Coalition Board of Directors
- Office of Superintendent for Public Instruction Language Access Workgroup
- Interpreting and Translating in Education Workgroup - iteworkgroup.org

Professional Experience Includes:

- Pre-K-12 Public Schools: IEP/504 meetings, Parent-Teacher, Home Visits, Disciplinary
- Washington State Legislature; Litigation Teams at Depositions and Hearings
- Medical clinics, hospitals, psychological evaluations, LNI medical
- Collaboration with organizations to contribute to interpreting best practices
- Subtitling/dubbing of Media, Forensic Transcription & Translation

Interpreting is a Profession that Requires Continuing Education

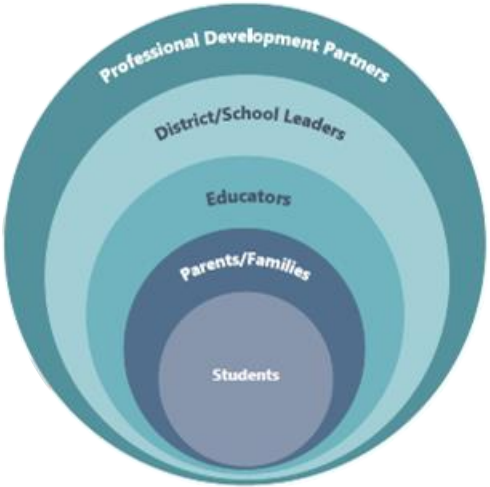
- Consecutive, Simultaneous, or Sight. Communicate units of meaning, not word by word.

- Medical, Legal & Education – IEP Meetings at the intersection of all 3

- Interpreters in Education settings need understanding of Diversity of Learners, Special Education terms, Preparation Time for meetings

**Currently there is no Certification for Education Interpreters

Inclusionary Practices Project Theory of Action



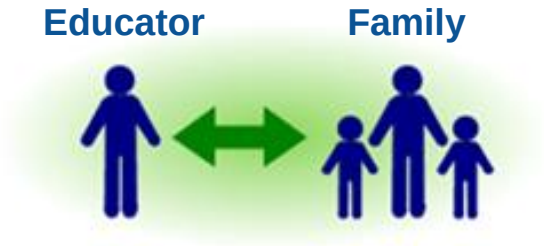
"A **culturally-responsive** approach centers the experiences of **students with disabilities and their families**, particularly students of color and groups who have traditionally been denied a voice in decision making" - OSPI IPP

Communication is the first step to culturally responsive family engagement.

What is Language Access?

Meaningful two-way communication between families/students and school staff

- Qualified interpreters in all conversations with school staff
- Translations of vital documents



Includes families with communication disabilities such as Blind and Visually impaired and Deaf and Hard of Hearing Families

Required by State and Federal Law

Protected by State and Federal Law, including:

- Title VI of the Civil Rights Act of 1964
- Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency (2000)
- Individuals with Disabilities in Education Act (IDEA) 2004
- Washington Administrative Code 392-172A-03100: Parent Participation

Why is Language Access Important?

Families and Educators are able to communicate effectively with one another

Families (including students) in partnership with Educators determine necessary supports for students

Student is able to access their education

Conversations Requiring Language Access

- A deaf parent of a hearing child needs to communicate with the school because her child got hurt at recess.

- Parent who does not speak English has a question for the office staff about school forms.

- A parent speaks conversational English, but has difficulty understanding the technical language of the Special Education system. He needs an interpreter to understand and make the right decisions in an IEP meeting.

In the Chat

What languages are spoken in your school, district or charter school?

Poll: Which one of the following describes you? (Pick all that apply)

- Student
- Family Member
- General Education Teacher
- Special Education Teacher
- Paraeducator
- Administrator
- School Psychologist
- School Counselor
- Interpreter
- Non-profit Staff
- Other

Reviewing and Reflecting on Sample Meetings

1. **Watch:** We will watch 6 short clips of a video
2. **Reflect:** On question
3. **Share:** Chat or Poll

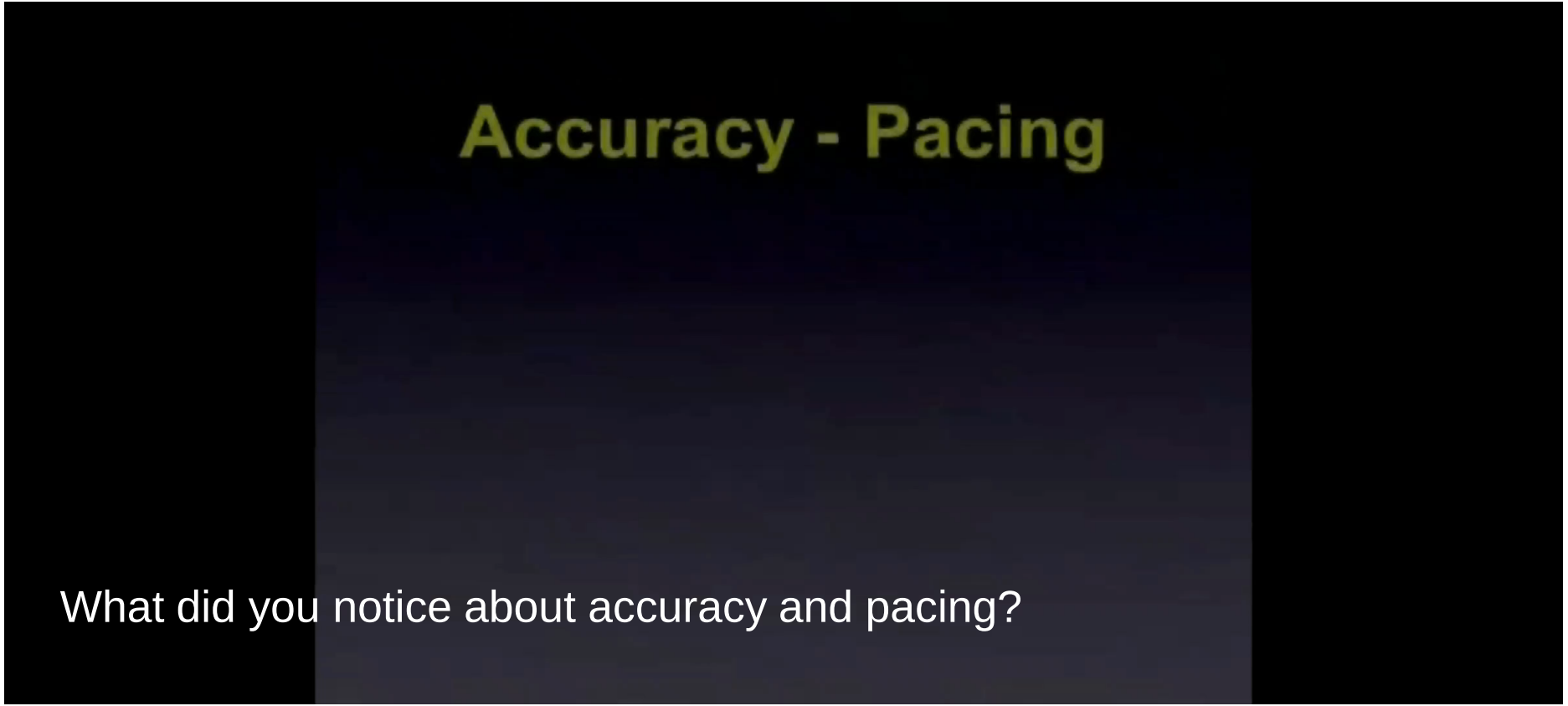
Thank you to North Clackamas Schools for your video!
https://www.youtube.com/watch?v=sqbTPs8o9iA

Preparing for the Meeting

Poll: Have you seen either one of these types of briefings prior to the IEP meeting?

Improper vs. Proper Processes

Accuracy and Pacing



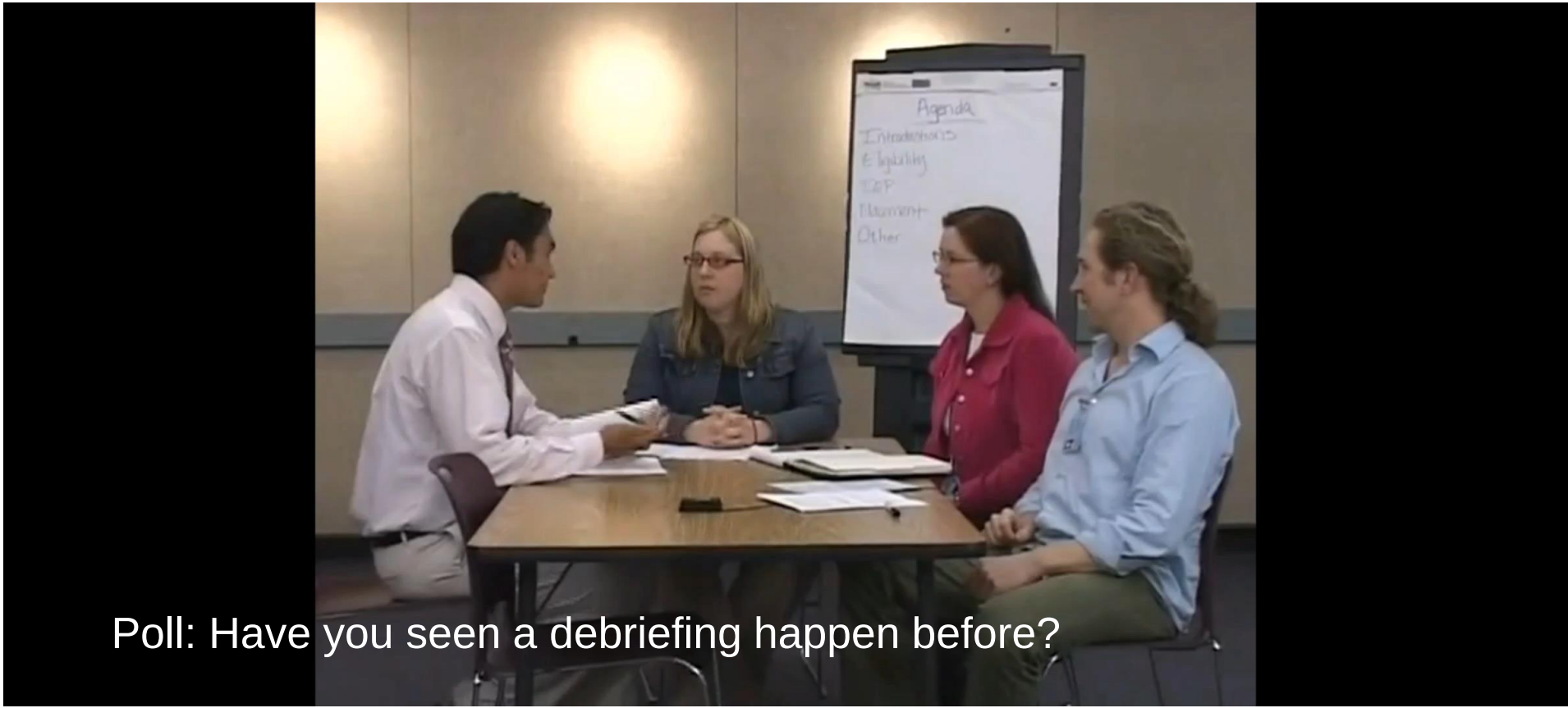
What did you notice about accuracy and pacing?

Side Conversations

Concluding the Meeting

In the chat: What are some good takeaways from this way of concluding the meeting?

Debriefing the Meeting



Poll: Have you seen a debriefing happen before?

In the Chat:

What are some of the ways that you as educators could **manage conversations through interpreters** who may not be as clear about their role or the process as the interpreter in the video?

Summary of Key Points

1. Introduce all people in meeting
2. Talk to the Parent/Family, not the Interpreter
3. Check for understanding
4. Be aware of accuracy and pacing
5. Limit technical language/jargon
6. Avoid side conversation
7. Let the Parent/Family know how to follow-up and request language support
8. Debrief the meeting

BREAK for 5 minutes

Digital Setting: Remote Interpretation Best Practices

With remote meetings we need to create an accessible communication environment.

- Planning: Consecutive or Simultaneous - Mode: OPI, VCI or RSI
- Consecutive is the default mode for meetings that are meant to be a dialogue
- Simultaneous requires platform with multiple audio channels.
- Video Conferencing Platforms: Zoom, Google Hangouts, GoToMeeting, Teams
- For RSI - IT support before and during the event is essential
- Bring your interpreter into the planning process to help identify if parent can access the platform and work through the technical and resource requirements
- Provide interpreters all pertinent documents needed for the meeting in advance

Less experienced interpreters may not take charge in certain situations and it’s up to the leaders/educators to manage conversation.

Digital Considerations: Best Practices

Before the meeting, check with the family (email or phone) to see if they can access and are familiar with the digital platform. Do they need help?

As with in-person meetings, introduce all participants & role to the Interpreter in the pre-session and to the parent when they join the meeting.

It may be necessary to instruct parent to mute their device when not speaking; helpful in busy households with children.

Alert all parties that the interpreter will return if dropped from the call.
Have plan B if technology doesn't cooperate.

Digital Considerations: Best Practices

The interpreter should establish how they will ask speakers to pause so they can interpret or solve a problem.

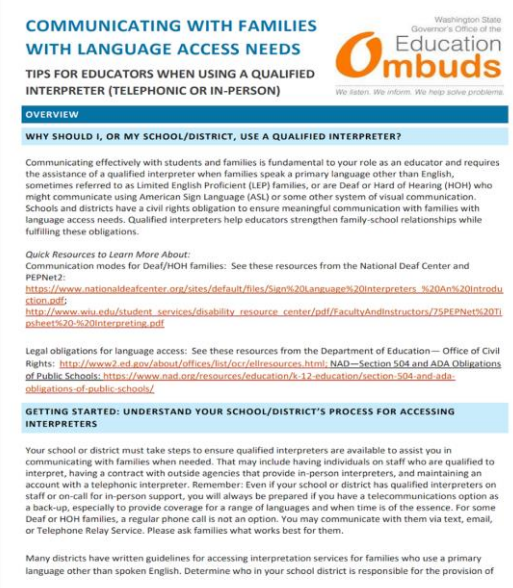
If the interpreter is on the phone and everyone else is on video, there should be a signal to check for understanding/pace.

Have a post-session briefing if necessary.

Time for Q & A

Three Communication Tools

Planning:
Before, During and After Meeting



COMMUNICATING WITH FAMILIES WITH LANGUAGE ACCESS NEEDS

Washington State Governor's Office of the Education Ombuds
We listen. We inform. We help solve problems.

TIPS FOR EDUCATORS WHEN USING A QUALIFIED INTERPRETER (TELEPHONIC OR IN-PERSON)

OVERVIEW

WHY SHOULD I, OR MY SCHOOL/DISTRICT, USE A QUALIFIED INTERPRETER?

Communicating effectively with students and families is fundamental to your role as an educator and requires the assistance of a qualified interpreter when families speak a primary language other than English, sometimes referred to as Limited English Proficient (LEP) families, or are Deaf or Hard of Hearing (HOH) who might communicate using American Sign Language (ASL) or some other system of visual communication. Schools and districts have a civil rights obligation to ensure meaningful communication with families with language access needs. Qualified interpreters help educators strengthen family-school relationships while fulfilling these obligations.

Quick Resources to Learn More About:
Communication modes for Deaf/HOH families: See these resources from the National Deaf Center and PEPNet2:
https://www.nationaldeafcenter.org/sites/default/files/Sign%20Language%20Interpreters_%20An%20Introduction.pdf;
http://www.wiu.edu/student_services/disability_resource_center/pdf/FacultyAndInstructors/75PEPNet%20Tipsheet%20-%20Interpreting.pdf

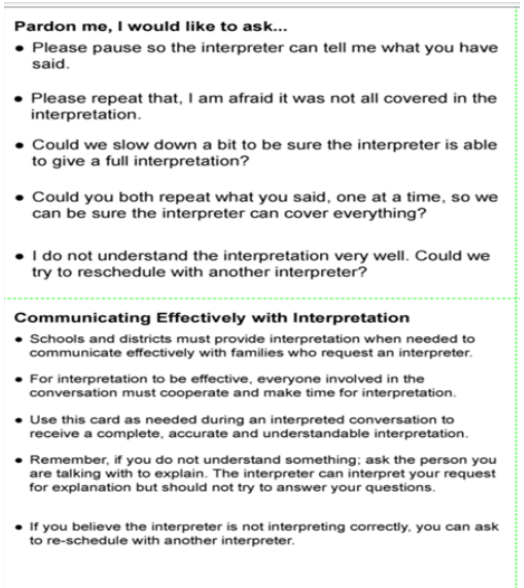
Legal obligations for language access: See these resources from the Department of Education— Office of Civil Rights: http://www2.ed.gov/about/offices/list/ocr/ellresources.html; NAD—Section 504 and ADA Obligations of Public Schools: https://www.nad.org/resources/education/k-12-education/section-504-and-ada-obligations-of-public-schools/

GETTING STARTED: UNDERSTAND YOUR SCHOOL/DISTRICT'S PROCESS FOR ACCESSING INTERPRETERS

Your school or district must take steps to ensure qualified interpreters are available to assist you in communicating with families when needed. That may include having individuals on staff who are qualified to interpret, having a contract with outside agencies that provide in-person interpreters, and maintaining an account with a telephonic interpreter. Remember: Even if your school or district has qualified interpreters on staff or on-call for in-person support, you will always be prepared if you have a telecommunications option as a back-up, especially to provide coverage for a range of languages and when time is of the essence. For some Deaf or HOH families, a regular phone call is not an option. You may communicate with them via text, email, or Telephone Relay Service. Please ask families what works best for them.

Many districts have written guidelines for accessing interpretation services for families who use a primary language other than spoken English. Determine who in your school district is responsible for the provision of

Interpreter Support Tip Card



Pardon me, I would like to ask...

- Please pause so the interpreter can tell me what you have said.
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Communicating Effectively with Interpretation

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- Use this card as needed during an interpreted conversation to receive a complete, accurate and understandable interpretation.
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Interpreter Evaluation Form

ENCUESTA POSTERIOR A LA REUNIÓN: CALIFICACIÓN DE INTÉRPRETE **Spanish**

Fecha: _____ **Nombre del/ de la intérprete**_____

FAVOR DE CALIFICAR LA SIGUIENTE	MUY BUENO	BUENO	MEDIOCRE	POBRE	MUY POBRE
Habilidad del/de la intérprete de interpretar la información/conversación a usted					
Habilidad del/de la intérprete de expresar sus pensamientos a profesionales					
Rapidez de la conversación					
Que tan bien entendió usted la información presentada el día de hoy					
Impresión general de la reunión					
Intérprete estuvo presente durante la reunión					

¿Recomendaría este/a intérprete para la próxima reunión? Circula uno: Sí No

SUGERENCIAS / COMENTARIOS:

https://oeo.wa.gov/sites/default/files/public/Communicating_with_Families_using_an_Interpreter_2019_04_02.pdf

Communicating with Families: Highlights

COMMUNICATING WITH FAMILIES WITH LANGUAGE ACCESS NEEDS

TIPS FOR EDUCATORS WHEN USING A QUALIFIED INTERPRETER (TELEPHONIC OR IN-PERSON)

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INTERPRETATION VENDORS ON CONTRACT WITH THE STATE OF WASHINGTON*

WA State Contracts can be found at:
https://des.wa.gov/services/contracting-purchasing

- **In-person, spoken interpreter services for languages other than English are listed in the master contract:**
  - https://apps.des.wa.gov/DESContracts/Home/ContractSummary/03514
- **Telephone based interpreter services for languages other than English are listed in the master contract:**
  - https://apps.des.wa.gov/DESContracts/Home/ContractSummary/02819
- **Contract for single statewide vendor for both in-person and remote spoken language interpreting services (to replace Contracts #03514 and #02819 as they expire) awarded to CTS Language Link in Dec. 2020**
  - https://apps.des.wa.gov/DESContracts/Home/ContractSummary/03519
- **Phone interpretation vendor currently on contract with the state of Washington:**
  - **CTS Language Link** https://www.language.link/ 1 (360) 823-2287
- **Contracts for in-person or video remote interpreters for Deaf/HOH families until 05/2026:**
  https://apps.des.wa.gov/DESContracts/Home/ContractSummary/02120
- **Communication Access Real-time Transcription (CART):**
  https://apps.des.wa.gov/DESContracts/Home/ContractSummary/03116
- **Communication facilitator services for Deaf/HOH families:**
  https://www.dshs.wa.gov/altsa/odhh/communication-facilitator

DSHS has the authority to manage the statewide sign language interpreter contracts through its Office of the Deaf and Hard of Hearing.

***Schools and districts may be eligible to use vendors listed in the state of Washington master contracts. Check with your district to see if they have signed a Master Contracts Usage Agreement, https://des.wa.gov/services/contracting-purchasing/purchasing/master-contracts-usage-agreement. They can also hire/work with qualified interpreters through other local organizations or with staff members who are qualified to work as interpreters.**

MANAGING COMMUNICATION THROUGH INTERPRETERS (IN-PERSON, REMOTE AND RELAY)

As an educator in a public school, communicating with the diverse families in your school community is a key part of your job. When you need to communicate with a family that does not speak or understand English or uses ASL or another language to communicate, you will need to work with an interpreter unless you can

https://oeo.wa.gov/sites/default/files/public/Communicating_with_Families_using_an_Interpreter_2019_04_02.pdf

Interpreter Support Tip Card

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... عذرًا. أود أن أسأل

- يُرجى التوقف مؤقتًا حتى يمكن للمترجم الفوري أن يخبرني بما قلته.
- يُرجى إعادة ذلك، فلدي مخاوف من أن الترجمة الفورية لم تشمله بالكامل.
- هل يمكن أن تبطيء الحديث قليلاً للتأكد من أن المترجم الفوري يمكنه تقديم ترجمة كاملة؟
- هل يمكنكما تكرار ما قلتماه، بالترتيب، حتى نتمكن من التأكد من أن المترجم الفوري يمكنه ترجمة كل شيء؟
- لا أفهم الترجمة الفورية جيدًا. هل يمكن أن نحاول الحصول على موعد مع مترجم فوري آخر؟

Communicating Effectively with Interpretation

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- If you believe the interpreter is not interpreting correctly, you can ask to re-schedule with another interpreter.

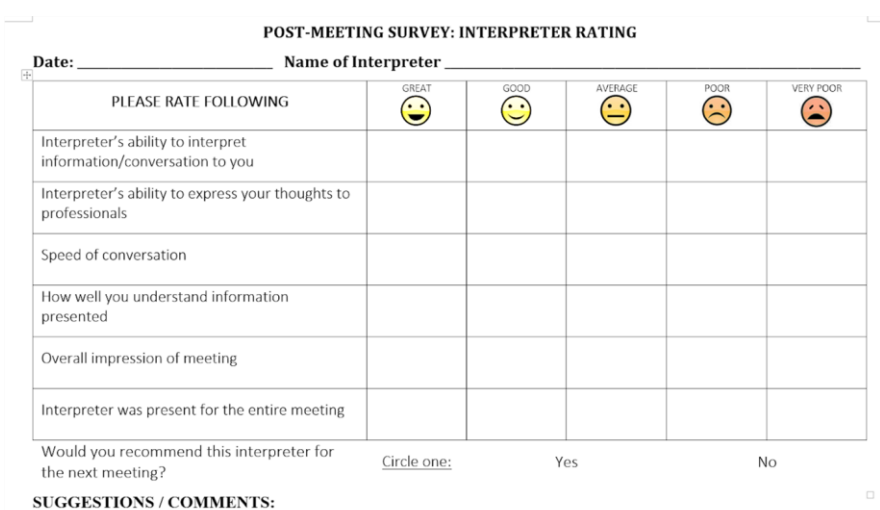
التواصل الفعال مع الترجمة الفورية

- يجب على المدارس وقطاعات المدارس توفير الترجمة الفورية عند الحاجة للتواصل الفعال مع العائلات التي تطلب مترجمًا فوريًا.
- لكي تكون الترجمة الفورية فعالة، ينبغي على كل مشارك في المحادثة التعاون وإتاحة الوقت للترجمة الفورية.
- استخدم هذه البطاقة بحسب الحاجة أثناء المحادثة المترجمة ترجمة فورية للحصول على ترجمة فورية كاملة ودقيقة ومفهومة
- تذكر أنه إذا كنت لا تفهم شيئًا ما فاطلب من الشخص الذي تتحدث معه أن يشرحه. يمكن للمترجم الفوري ترجمة طلبك للحصول على شرح ولكنه لن يحاول الإجابة عن أسئلتك.
- إذا اعتقدت أن المترجم الفوري لا يقدم ترجمة صحيحة، فيمكنك طلب موعد مع مترجم فوري آخر.

https://oeo.wa.gov/sites/default/files/public/Communicating_with_Families_using_an_Interpreter_2019_04_02.pdf

Interpreter Evaluation Form for Families

Allows families to provide feedback to schools about the efficacy of the interpretation and the meeting. Available in 13 languages



POST-MEETING SURVEY: INTERPRETER RATING

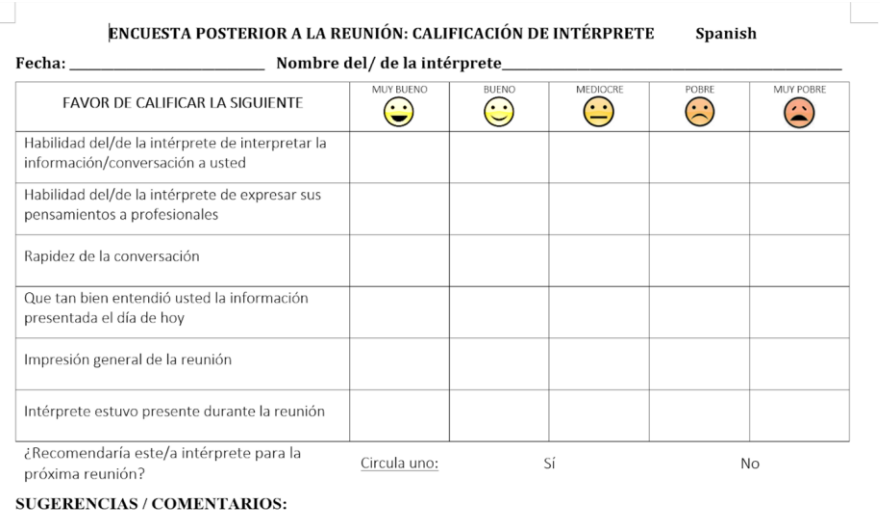
Date: _____ **Name of Interpreter** _____

PLEASE RATE FOLLOWING	GREAT	GOOD	AVERAGE	POOR	VERY POOR
Interpreter's ability to interpret information/conversation to you					
Interpreter's ability to express your thoughts to professionals					
Speed of conversation					
How well you understand information presented					
Overall impression of meeting					
Interpreter was present for the entire meeting					

Would you recommend this interpreter for the next meeting? Circle one: Yes No

SUGGESTIONS / COMMENTS:

Interpreter Evaluation Form in English



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Intérprete estuvo presente durante la reunión					

¿Recomendaría este/a intérprete para la próxima reunión? Circula uno: Sí No

SUGERENCIAS / COMENTARIOS:

Interpreter Evaluation Form in Spanish

Policy Change in Washington State:
Passage of Engrossed Substitute House Bill 1130

Mandated the formation of a Language Access Workgroup to provide policy recommendations on Language Access in our state

Language Access Workgroup: Diverse Representation of Experts

- People with disabilities who experienced Language Access barriers
- Washington State School for the Blind (WSSB)
- Washington State Center for Childhood Deafness and Hearing Loss (CDHL)
- Families who experience Language Access barriers
- Community based organizations that support students and families
- Interpreters working in education settings
- Interpreter unions
- Educators and Paraeducators

Policy Change in Washington State: House Bill 1153

Mandates implementation of Language Access Workgroup policy recommendations

House Education Chair
Rep. Sharon Tomiko Santos

Prime Sponsor Rep.
Tina Orwall

Senior Ombuds
Rose Spidell

Washington State
Governor's Office of the
Education
Ombuds

Advocacy and Civic
Engagement Program Manager
Moses Perez

OPEN DOORS
for MULTICULTURAL FAMILIES

Policy Change in Washington State: Budget Proviso

Funding for the following:

1. Office of the Superintendent of Public Instruction will implement a **Language Access Technical Assistance Program**

2. OSPI and the Office of the Education Ombuds to jointly reconvene a work group to make **recommendations on standards, training, testing, and credentialing** for spoken and sign language interpreters for families.

Where to Find Us

Washington State Governor's Office of the Education Ombuds

oeo.wa.gov

OPEN DOORS for MULTICULTURAL FAMILIES

multiculturalfamilies.org

Fanny Cordero

360.790.4151

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www.FECInclusion.org

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