

The Role of an Educational Interpreter

DOES	DOES NOT
Provide interpreting or a specific student or group of students who are Deaf or HH during classes, events, field trips, etc.	Provide tutoring, instruction, or supervision of students
Accurately interpret the words/meaning of teachers, other students, or other speakers into sign language	Pull students who are Deaf or HH for tutoring or instructional time
Provide effective communication between the teacher, other students, and other school personnel or visitors	Serve as an educational assistant, paraprofessional, or tutor
Serve as an ASL language model for students	Initialize or short cut full language (ASL)
Teach students how to use an interpreter	Handle discipline
Serve as part of the IEP team to share observations on student engagement, learning, language, processing, socialization, etc.	Serves as the interpreter for the IEP meeting
Advise the teacher on how to set up the classroom to be inclusive of Deaf and hard of hearing students	Force the student to pay attention or to participate
Interpret ALL communication—teacher, side comments, student discussion, announcements, etc., ALL communication	Tell students that what was said doesn't matter or doesn't apply to them
Interpret during recess, lunch, and other "down" times to facilitate relationship building between the Deaf/HH student and peers	Become the social support for the student, inhibiting the natural growth of peer relationships
Allow children to be children	Expect the Deaf/HH student to have different reactions or behavior than hearing peers
Have certification and is not new (less than three years experience) to the field	Supervise students while the teacher leaves the room
Advocate	Serve as a parent, therapist, mentor, or confidante
Exhibit an outgoing personality, stepping outside comfort zones to help bridge communication between classmates	Become a barrier to direct relationships between the teacher and student. Interpreters should not explain, teach, or answer questions.
Respect the Deaf student's right to autonomy and privacy	Repeat what the student has said, engage in gossip, or otherwise share information a person not engaged in the conversation would know

**These were taken from RID, *Deaf Eyes on Interpreting*, and classroominterpreting.org.

If you have questions or need educational interpreters, please contact Bridges for the Deaf and Hard of Hearing.



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