

## Are there academic activities that are not conducive to the learning of a Deaf student?

I am glad you asked! The following is a list of considerations when structuring classroom learning:

- The student's language is a visual (signed) language. Should you incorporate reading aloud, expect to hear the interpreter's voice while the student signs.
- Because the student's language is visual, it may be difficult, to impossible, for him/her to look at visual aids (handouts, slides, etc.) while listening to instruction.
- The interpreter may need to move around the classroom so the student can see the language and who is speaking or what is being discussed (items on the board or overhead projector).
- Because the student receives information through an interpreter they may be slower to respond to questions directed to the entire class. Please allow time for the interpreter to complete the interpretation so the deaf student can participate.
- Large group discussions can be difficult to follow, turn taking is essential for effective communication.

"The handicap of deafness is not in the ear; it is in the mind."

-Marlee Matlin

## Further Resources:

- Center for Accessible Resources:  
[www.lanecc.edu/disability](http://www.lanecc.edu/disability)
- National Deaf Center:  
[www.nationaldeafcenter.org](http://www.nationaldeafcenter.org)
- Registry of Interpreters for the Deaf: [www.RID.org](http://www.RID.org)



Questions?

Contact CAR

541.463.5150

[accessibleresources@lanecc.edu](mailto:accessibleresources@lanecc.edu)

To request this information in an alternate format please contact the Center for Accessible Resources at 541.463.5150 or [accessibleresources@lanecc.edu](mailto:accessibleresources@lanecc.edu)

 Lane  
Community College <sup>SM</sup>

Working with  
Interpreters



 CAR

Center for Accessible Resources

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## How to Use an Interpreter

- Speak as you normally would including facial expressions, gestures, etc.
- Speak directly to the student. No need to say, "Tell the student..."
- The interpreter will be a few words behind you, expect a delay in the student's responses.
- Always look at the student rather than the interpreter.

"Deaf people can do anything, except hear."  
-I. King Jordan



## The Role of an Interpreter

- To interpret language and culture for all members of the classroom.
- To understand the goals and objectives of the class.
- The interpreter is a related service provider and member of the educational team.

## Restrictions of an Interpreter

- An interpreter may not share his/her own opinions.
- An interpreter is not involved in the conversation.
- An interpreter is not a classroom aide, tutor, or teacher.

### An Interpreter's Qualifications:

- EIPA Certification
- NIC/RID Certification
- Bachelor's Degree

### An Interpreter must be aware of:

- FERPA, IDEA, FAPE, ADA
- Section 504 of the Rehabilitation Act



### RID's Code of Professional Conduct

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.