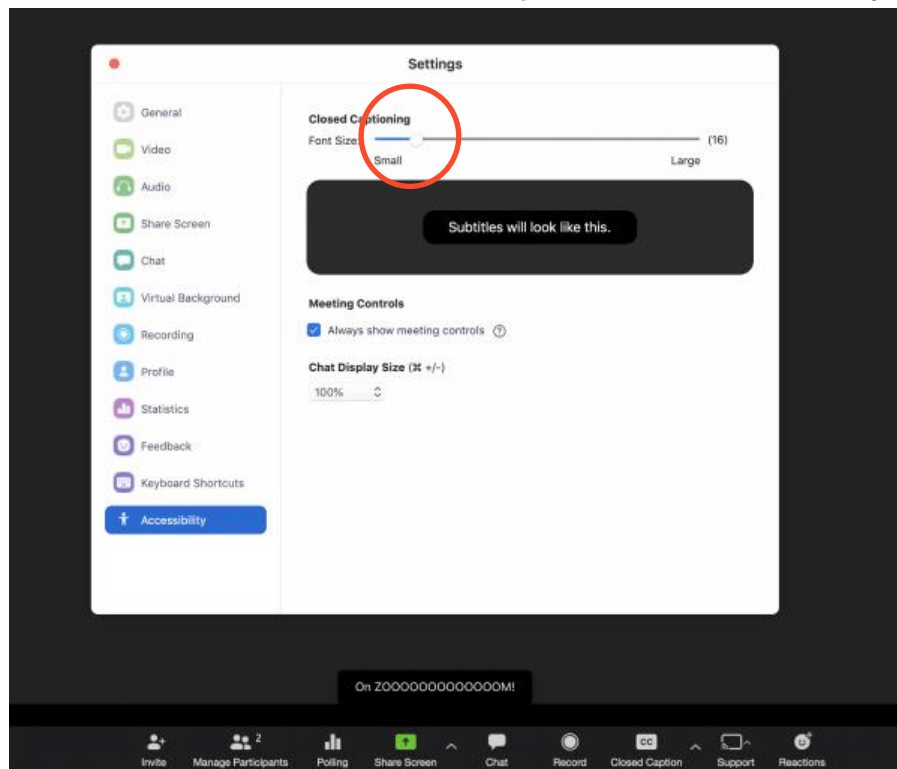
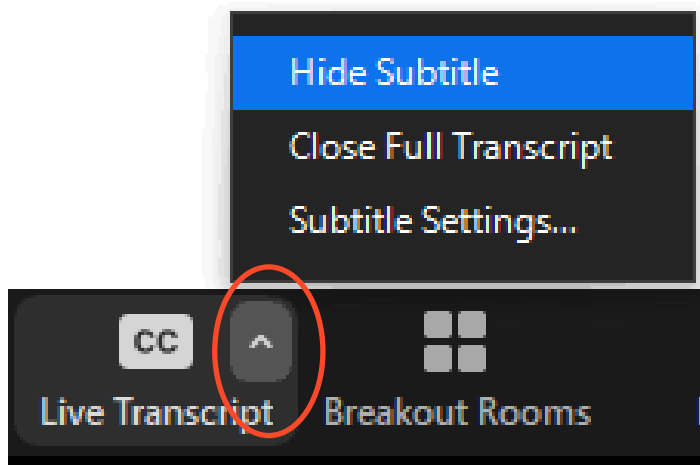


Closed Captioning is Enabled

Slide the scale to choose the caption size that suits you.

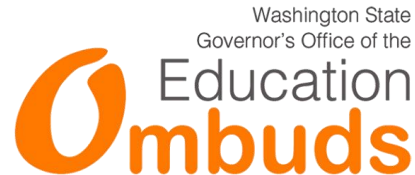
To **hide** captioning > Hide Subtitle

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



A Webinar for Educators: Working Effectively with Interpreters

Inclusionary Practices Professional Development Project
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



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

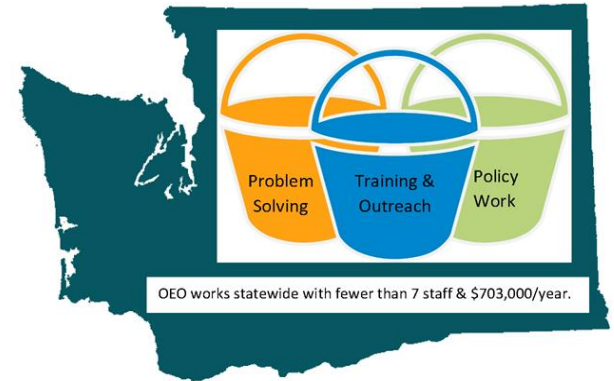


Office of the Education Ombuds

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



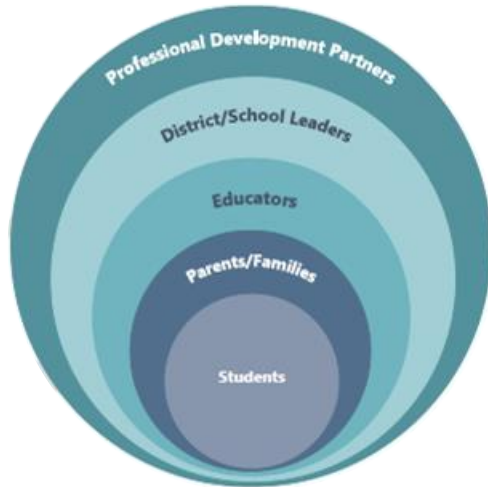
Interpreting is a Profession that Requires Continuing Education

- 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

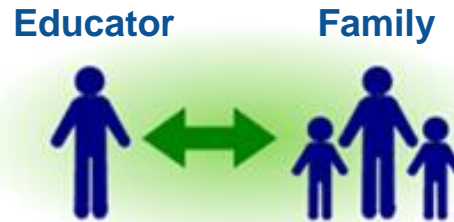
Communication is the first step to culturally responsive family engagement.



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



Parent Briefing

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

Improper vs. Proper Processes



In the chat: What did you notice that helped with communication?

Accuracy and Pacing

Accuracy - Pacing

What did you notice about accuracy and pacing?

Side Conversations



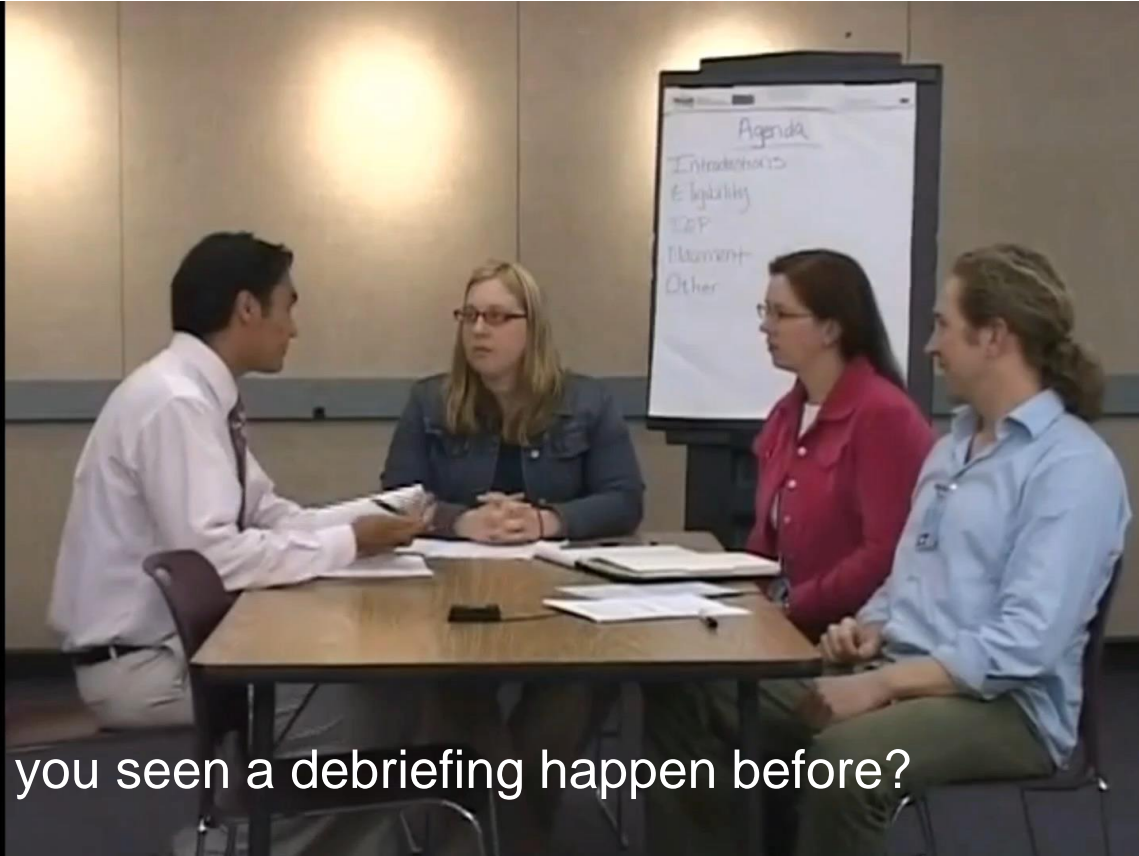
In the chat: What did you notice about the side conversations?

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 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 PERNet2: https://www.nationaldeafcenter.org/sites/default/files/Span%20Language%20Interpreters_%20An%20Introduction.pdf; http://www.wa.gov/student-services/disability_resource_center/pdf/FacultyAndInstructors/75PEPNet%201%20en%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/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.
- Please repeat that, I am afraid it was not all covered in the interpretation.
- Could we slow down a bit to be sure the interpreter is able to give a full interpretation?
- Could you both repeat what you said, one at a time, so we can be sure the interpreter can cover everything?
- I do not understand the interpretation very well. Could we try to reschedule with another interpreter?

Communicating Effectively with Interpretation

- Schools and districts must provide interpretation when needed to communicate effectively with families who request an interpreter.
- For interpretation to be effective, everyone involved in the conversation must cooperate and make time for interpretation.
- Use this card as needed during an interpreted conversation to receive a complete, accurate and understandable interpretation.
- Remember, if you do not understand something; ask the person you are talking with to explain. The interpreter can interpret your request for explanation but should not try to answer your questions.
- If you believe the interpreter is not interpreting correctly, you can ask to re-schedule with another interpreter.

Interpreter Evaluation Form

ENCUESTA POSTERIOR A LA REUNIÓN: CALIFICACIÓN DE INTERPRETE Spanish

Fecha: _____ Nombre del/de la intérprete _____

FAVOR DE CALIFICAR LA SIGUIENTE	NO BUENO	BUENO	MEJOR	POBRE	NO PUEDE
Habilidad del/de la intérprete de interpretar la información/conversación a usted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Habilidad del/de la intérprete de expresar sus pensamientos a profesionales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rapidez de la conversación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Que tan bien entendió usted la información presentada el día de hoy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impresión general de la reunión	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intérprete estuvo presente durante la reunión	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

SUGERENCIAS / COMENTARIOS:



Communicating with Families: Highlights

COMMUNICATING WITH FAMILIES WITH LANGUAGE ACCESS NEEDS

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%20Tpsheet%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

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



Interpreter Support Tip Card

Pardon me, I would like to ask...

- Please pause so the interpreter can tell me what you have said.
- Please repeat that, I am afraid it was not all covered in the interpretation.
- Could we slow down a bit to be sure the interpreter is able to give a full interpretation?
- Could you both repeat what you said, one at a time, so we can be sure the interpreter can cover everything?
- I do not understand the interpretation very well. Could we try to reschedule with another interpreter?

... عذراً، أود أن أسأل

- يُرجى التوقف مؤقتًا حتى يمكن للمترجم الفوري أن يخبرني بما قلته.
- يُرجى إعادة ذلك، فلدي مخاوف من أن الترجمة الفورية لم تشملها بالكامل.
- هل يمكن أن تبطيء الحديث قليلاً للتأكد من أن المترجم الفوري يمكنه تقديم ترجمة كاملة؟
- هل يمكننا تكرار ما قلناه، 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

- Schools and districts must provide interpretation when needed to communicate effectively with families who request an interpreter.
- For interpretation to be effective, everyone involved in the conversation must cooperate and make time for interpretation.
- Use this card as needed during an interpreted conversation to receive a complete, accurate and understandable interpretation.
- Remember, if you do not understand something; ask the person you are talking with to explain. The interpreter can interpret your request for explanation but should not try to answer your questions.
- 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.








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

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:

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



Advocacy and Civic
Engagement Program Manager
Moses Perez



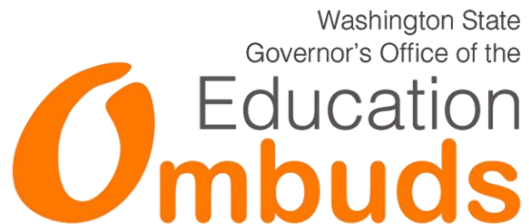
Policy Change in Washington State: Budget Proviso

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



oeo.wa.gov



multiculturalfamilies.org

Fanny Cordero

360.790.4151



Please provide feedback on our webinar

<https://survey.alchemer.com/s3/6208315/FEC-Post-Event-Survey>



www.FECInclusion.org

Visit our website to
learn more!



Learn about upcoming Events



Join the Train the Trainer
webinar series



OBRIGADO
gracias
どうも
ARIGATO
grazas
GRAZZI
THANKS
qujan
PALDIES
DANK U
danke
OBRIGADO
mes
감사합니다
KÖSZI
OBRIGADO
DANK U
takk
MERSI
merci
射謝
danke schön
KÖSZI
PALDIES
muchas gracias
ありがとう
TEŞEKKÜR EDERİM
MOLTÈ GRAZIE
GO RAIBH MAITH AGAT
danke
blagodarya
TAK
どうも
THANK YOU
muchas gracias
vielen dank
grazie
TACK
Gràcies
DZLEKI
MULTUMESC
спасибо
多謝
NA GODE