

Checklist for Interpreters

- Prior to the interpretation session, meet with the professional you are assisting and discuss the assignment.
- Tell the professional if you feel that an assignment is beyond your capabilities.
- Ask the professional questions if you are unsure about an assignment.
- Make sure that you have a dual language dictionary.
- Review key concepts, terms, phrases and words to be used with the professional.
- Review any documents, forms or tests to be used with the professional.
- Do not talk about information obtained from students, families or school personnel to anyone other than the professionals involved in the interpretation session.
- Report all information obtained from the student or family to the professional.
- **Do not alter, omit or add** to any communication you are interpreting.
- Advise the professional you are assisting of unusual circumstances.
- Do not give the student any hints when he/she is trying to answer a test question.
- Inform the professional you are assisting if any words or concepts are not translatable.
- Write down important information that you will need to share with the professional after the session.
- Meet with the professional after the interpretation session to debrief.
- Discuss behaviors, outcomes, questions, and problems observed during the session.
- Share any important cultural information (i.e. child rearing practices, dialectical differences, nonverbal language) with the professional. This will help him/her to make better educational decisions about the student.

Adapted by J. Krueger and D. Wilen (2000), School Board of Broward County, Florida, from Fradd, S.H. and Wilen, D.K. (1990). *Using interpreters and translators to meet the needs of handicapped language minority students and their families* (Program Information Series 4). Washington DC: National Clearinghouse for Bilingual Education.