

## Checklist for Users of Interpreters

- Prior to the interpretation session, meet with the interpreter and discuss the assignment.
- Ask the interpreter if he or she has the knowledge and skills to complete the assignment.
- Discuss ethical issues such as confidentiality.
- Inform the interpreter not to alter, omit or add to the communication.
- Make sure the interpreter has a dual language dictionary.
- Review key concepts, terms, phrases and words.
- Review documents, forms and evaluation instruments with the interpreter.
- Schedule sufficient time for the interpretation session.
- Advise the interpreter of unusual circumstances.
- Remind the interpreter to inform you if specific concepts/ words are not translatable during the interpretation session.
- Attend to nonverbal cues during the interpretation session.
- Remain in control of the session. Do not allow the interpreter to take charge.
- Provide comprehension checks and additional explanations during the interpretation session, as appropriate.
- Meet with the interpreter after the interpretation session to debrief.
- Discuss behaviors, outcomes, questions, and problems observed during the session.
- Ask the interpreter about cultural considerations (i. e. child rearing practices, dialectical differences, nonverbal language).

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.