


Information on Interpreters for Faculty

- ◆ An interpreter may be used in a classroom situation when a student requires either ASL (American Sign Language) or a more English based signing system. An interpreter is responsible for interpreting spoken language into visual-gestural language and visual-gestural language into spoken language. Issues of confidentiality will be maintained throughout all aspects of the assignment as this is an integral part of the interpreting role and part of their Code of Ethics.
 - ◆ Allow the student who is Deaf/hard of hearing the choice to introduce and explain the role of an interpreter in the classroom at the beginning of the semester.
 - ◆ The interpreter is responsible for interpreting everything said in the classroom via voice or sign language. Interpreters do not omit information as this conflicts with their Code of Ethics. All participants must have equal access to all information.
 - ◆ A team of two interpreters may be required depending on the class's content and duration. One interpreter will interpret for fifteen to thirty minutes at a time depending on the type of class and course content. The “resting” interpreter monitors and feeds any information that is missed by the interpreter signing or voicing.
 - ◆ Interpreting is a mentally and physically strenuous task. As a result, interpreters require a 10-minute break after every 50 minutes of interpreting. Please integrate breaks into class time so the student who is Deaf/hard of hearing will not miss any class information.
 - ◆ Keep in mind that interpreters have a lag time, so if you are referring to something on the screen, ensure that the interpreter has caught up prior to moving onto the next slide/topic
 - ◆ Repeat questions by the class at large, rewording for clarity when necessary.
 - ◆ Consider making interpreter co-hosts for online learning, so that they can pin themselves/each other, and so the Deaf/ Hard of Hearing student can contact the interpreters directly if there is an issue with the interpreter. Pin interpreter for ease of location.
 - ◆ When captioned media is used the interpreter may still need to provide an interpretation for the purpose of full comprehension. When placing a request for a video from the library indicate that a captioned version is required.
 - ◆ For closed captioning look for the caption symbol (square-shaped “Q”) on the back or side of the video cover to indicate whether the video is captioned.
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- ◆ If concerns arise regarding interpreting services, please speak with Kristina Pelletier, Resources Supervisor with Accessible Learning Services. Kpelletier@conestogac.on.ca