



Recommended Practices for Working With Interpreters

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Changing Demographics

- Critical shortage of bilingual psychologists
- Increasing numbers of ELL's (English language learners)

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Determination of Eligibility

- Tests and Other Evaluation Materials Used to Assess a Child under Part B
 - Must be selected and administered so as not to be discriminatory on a racial or cultural basis;
 - Are provided in the child's native language or other mode of communication, unless clearly not feasible to do so; and

A child may not be determined to be eligible under this part if -

(1) The determinant factor for that eligibility is-

- (i) lack of instruction in reading or math; or
- (ii) limited English proficiency

If the severe discrepancy or low functioning is due to one of the above factors, the student is **NOT** eligible for special education

Five Options for Testing LEP Students

- Nonverbal tests: UNIT, CTONI, etc.
- Translated tests
- Interpreters
- Tests that are norm-referenced in the primary language
- Assessment by bilingual psychologists

Best Practices For School Psychologists

- Use of a bilingual school psychologist employed by school system
- Use of a bilingual psychologist in private practice
- Consult NASP Publication:
“Directory of Bilingual School Psychologists”

Alternative Solution

ASSESSMENT WITH AN INTERPRETER

SOME DEFINITIONS:

Interpreter: translates spoken language from one language to another

Translator: translates written documents from one language to another

Alternate Title

Literal Interpretation: An
Oxymoron

Lost in Translation

In a Rome laundry:

- “Ladies, leave your clothes here and spend the afternoon having a good time”

**In the window of a Swedish
furrier:**

“Fur coats made for ladies
FROM THEIR OWN SKIN”

In a Tokyo bar:

- “Special cocktails for the ladies with nuts.”

In a Copenhagen airline ticket office:

- “We take your bags and send them in all directions.”

In a Norwegian cocktail lounge:

“Ladies are requested not to have children in the bar.”

Bangkok dry cleaner:

“Drop your trousers here for best results”

Advertisement for donkey rides in Thailand

- “Would you like to ride on your own ass?”

When to Request a Bilingual Assessment With an Interpreter:

- It is a student study team decision
- It should be based on input from the ESOL teacher
- Consider the information from the parent
- Consider the results of the BVAT (Bilingual Verbal Ability Test)

Arranging for Interpreters

- ESE liaison will contact English for Speakers of Other Languages (ESOL) department to arrange
- Emphasize the need for interpreter to bring a dictionary!

INTERPRETATION PROCESS

- BRIEFING
- INTERACTION
- DEBRIEFING

BID

Briefing

- Discuss format for test administration
- Discuss the purpose of the assessment
- Share pertinent facts about the child
- Review any documents from the home country
- Discuss any concerns interpreter may have
- Decide if interpretation will be immediate or will occur after reaching English ceiling

BRIEFING (cont.)

- Discuss confidentiality and test security
- Provide time to review and translate verbal items: Vocabulary, Similarities, Comprehension items.
- Administration should keep as close to possible as test directions in English.
- No rewording, explanation or hints can be used

INTERACTION during assessment

- Observe student and interpreter interacting
- Note any difficulties in the test items or events
- Determine if breaks are needed to confer with interpreter regarding procedures
- **LOOK AT THE CHILD**, not the interpreter when presenting the items

DEBRIEFING after assessment

- Discuss specifics of student performance
- Discuss cultural or linguistic concerns
- Obtain overall impressions of interpreter's view of student's motivation and participation in the assessment process
- Ask them to print their name so it can be included in the report.

Some Tips

- Consider using the UNIT or other nonverbal IQ test
- Use informal procedures, such as HFD and do the inquiry with the student in English, then ask the interpreter to do the same in the native language.
- If appropriate, provide the ESOL department with feedback about interpreter

WJ-III COG Personal Suggestions from experience

<i>Probably OK</i>	<i>Somewhat Difficult</i>	<i>LEAST appropriate</i>
3-Spat Relat	1 Verb Comp	4 Sound Blend
5-Conc Form	2 V-A Learn	8 Incompl Wrd
6 Vis Match	7 #'s Rever	9 Aud Wkg Mem
13 Pict Recog	11 Gen Info	14 Aud Atten
15 Anal-Syn	12 Retr Fluency	17 Mem for Wds
16 Dec Speed		
18 Rap Pict Nam		
19 Plan		

WJ-III Scores

- Tests 3 & 13 Visual Spatial Thinking
- Tests 5 & 15 Fluid Reasoning
- Tests 6 & 16 Processing Speed

More Verbal Loading:

- Tests 1 & 11 Comprehension/Knowledge
- Tests 2 & 12 Long Term Retrieval

- Be sure to state in your report that you used an interpreter.
- Include any impressions that the interpreter had regarding cultural or language matters.
- Ask them to fill out the “Language Proficiency Descriptions”