Glossaries of special education terminology

Arabic—http://www.doe.mass.edu/sped/iep/forms/arabic/ar_gloss.pdf

Chinese—http://www.doe.mass.edu/sped/iep/forms/chinese/chi gloss.pdf

Khmer— http://www.doe.mass.edu/sped/iep/forms/khmer/khm gloss.pdf

Japanese— http://www.doe.mass.edu/sped/iep/forms/japanese/jpn_gloss.pdf

Portuguese— http://www.doe.mass.edu/sped/iep/forms/portuguese/por_gloss.pdf

Russian— http://www.doe.mass.edu/sped/iep/forms/russian/rus gloss.pdf

Somali and Hmong—http://education.state.mn.us/MDE/dse/sped/div/el/

Spanish—https://www.cde.ca.gov/sp/el/er/documents/qualityindicators.pdf





Considerations for Interpreters

Interpretation for parents and caregivers should be offered at all steps in the educational process. Interpretation and translation is important and necessary for the meaningful engagement of family in the identification of English learners with disabilities who have an Individual Education Program (IEP) or a Section 504 Plan. At a minimum, interpreters should be familiar with the educational terminology related to English learners and special education, and with parental rights. Family members or children or youth who are attending the special education meeting should not be assigned to the role of interpreter.

Types of Qualifications Interpreters Should Have for Special Education Meetings

- 1. Training in the state framework and district process for identifying English learners with disabilities.
- 2. Knowledge in rules and regulations for special education services and English learner supports.
- 3. Ability to interpret language as well as culture for the parents/caregivers and school personnel.

Resources

RIDE interpretation resources http://www.ride.ri.gov/StudentsFamilies/EnglishLearnerPrograms/TranslationandInterpretationServices.aspx

Federal Interagency Working Group on LEP https://www.lep.gov/

OELA Toolkit https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf

DOJ and USDOE Fact Sheet https://www2.ed.gov/about/offices/list/ocr/



Before the Meeting

The school identifies the point of contact who will invite the family in the home language.

School ensures the availability of materials in the home language.

The meeting facilitator communicates with the interpreter to review:

- ◆ Purpose of the meeting
- ◆Tentative agenda
- **♦** Confidentiatlity
- ♦ Technical terms that will be used
- ♦ Who will attend and pronunciation of names
- ◆ Seating arrangements
- ♦ How the interpreter will be introduced
- ♦ Written material in advance wherever possible (glossaries, sample forms)
- ♦ What signal or cue will be used when discussion needs to slow down or pause

Remember, it is never the role of the interpreter to advocate or to give advice.

DURING THE MEETING

- Explain that everything is confidential.
- ◆ Avoid side conversations. It is the role of the interpreter to interpret everything that is said at the meeting.
- ◆ Speak clearly. Be sure the interpreter is positioned so as to be able to hear and be heard by both parties.
- ♦ Make eye contact with the party to whom you are speaking and use first person rather than speaking about the parent in third person.
- ♦ Use family friendly language and pause frequently to allow for interpretation.
- ♦ Allow the interpreter, family, or student to ask for rephrasing or clarification when necessary.
- ◆ Allow time for the interpreter to interpret the full message. Consider that interpretation is not word for word but thought for thought and may take many words in other languages due to differences in grammatical structures.
- ♦ Keep syntax as simple as possible avoiding long strings of sentences. Avoid idiomatic words/phrases and slang.
- Use person first language (child with a disability vs special needs child) and call team members by name.

AT THE END OF THE MEETING

- ◆ Summarize any decisions made and ask parents again if they have questions.
- Explain exactly what will happen next and when.
- ♦ Identify the school point of contact who speaks the family's home language for follow-up or questions. Ensure that the family knows how to reach them.
- Thank the interpreter.