

Handout: Support Services: Interpreting

Checklist for Instructors working with Interpreting Services In the Classroom

The table below presents, in checklist form, a series of 'best practices' to allow the deaf and hard-of-hearing students in your classroom to obtain the maximum benefit from an interpreter in your classroom.

Meet with the interpreter(s) prior to class to discuss:	
_____	Distribution of classroom materials such as handouts, syllabi, access to website, textbook, overheads, and PowerPoint slides
_____	Questions you have regarding the interpreter's role in the classroom
_____	When audio/visual materials will be used during class time (films, videos, music) and whether captioning or lyrics are available
_____	Clear line-of-vision for the deaf and hard-of-hearing students with respect to the board, TV or overhead screens, and interpreter
_____	Availability of notes, reserved materials, and other classroom materials for the interpreter
During the Class:	
_____	Take a break between topics and changes in subject material
_____	Allow visuals to remain posted until the interpreter(s) have had time to view and present them in the interpreted message
_____	If a student asks a question or has a comment or concern, remember to allow a slight pause before responding to allow for the interpreter's processing time (lag)
_____	During group discussions encourage and remind students not to talk over each other, and to allow a slight pause before the next speaker begins. Check to see if the interpreter has completed each individual's message before proceeding to the next comment.
_____	When students give presentations, remind them to speak clearly and to give any handouts to the interpreter
_____	Label any equations on the board and refer to them by those labels. Refrain from examples such as "this one goes here, and that one goes there."
_____	When addressing a deaf/hard of hearing student speak directly to that student, not to the interpreter
_____	When assigning groups of deaf and hearing students to work together take into account the number of interpreters present
After Class:	
_____	If you sense that the interpreter is struggling with classroom content address this with him/her after class; this communication will foster better access for the students.
_____	Allow the interpreter freedom to ask questions or bring up concerns
_____	Exchange email addresses with the interpreter so that communication can be ongoing

Handout provided by Class Act (www.rit.edu/classact), a project of the National Technical Institute for the Deaf, Rochester Institute of Technology (NTID/RIT), Rochester, New York. Major funding from the Fund for Improvement of Postsecondary Education (FIPSE) and Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education, US Department of Education.