Checklist for Instructors working with Interpreting Services in the Classroom

The table below presents, in checklist form, a series of best practices for working with an interpreter to provide the maximum benefit of interpreting services in your classroom.

Meet with the interpreter(s) prior to class to discuss:
— Distribution of classroom materials such as handouts, syllabi, textbook, and presentation slides as well as access to website, learning management systems, and virtual labs.
— 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, display monitors/screens, and interpreter.
— Management and set up of virtual classes/meetings.
— Availability of notes, reserved materials, and other classroom materials for the interpreter.
During class:
— Take a break between topics and changes in subject material.
— Allow visuals to remain posted until the interpreter has time to view and present the information.
— 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 time).
— 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.
— When addressing a deaf or 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 the interpreter 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.

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