

## ASL-ENGLISH INTERPRETERS

] Interpreters and K-12 Education in BC  
Presented by Jessica Siegers

1

### TODAY'S WEBINAR

WAVLI and interpreter criteria  
OTP  
Qualifications/criteria  
Educational Interpreters  
What they do  
Why have qualified interpreters and not "signers"  
Your Questions

2

### WAVLI AND INTERPRETER CRITERIA

The Westcoast Association of Visual Language Interpreters is the provincial association of professional interpreters who work between spoken English and American Sign Language (ASL).

**Mission Statement:** The Westcoast Association of Visual Language Interpreters is committed to advancing the profession of sign language interpretation and to ensuring that our members provide British Columbians with exceptional standards of practice.

3

### WAVLI OTP

On July 13, 2011 WAVLI was granted Occupational Title Protection by the BC Provincial Government and now holds three protected titles:

**Registered ASL/English  
Interpreter (RASLEI)**  
**Registered Sign Language  
Interpreter (RSLI)**  
**Registered Visual Language  
Interpreter (RVLI)**



4

## WAVLI MEMBERSHIP CRITERIA

(2) To be registered as an ASL-English Interpreter, an applicant must meet the following experience and educational requirements:

(a) the applicant is an interpreter currently providing visual language interpreting services to the public, as prescribed by subsection (3)

(b) the applicant has graduated from an acceptable visual language interpreter education program listed in subsection (4) of the WAVLI Bylaws.

(3) A person is deemed to be currently providing visual language interpreting services to the public if that person can provide documentation in a form acceptable to the Membership Committee of recent work experience as an ASL-English Interpreter.

WAVLI Bylaws at [www.wavli.com](http://www.wavli.com)

5

## EDUCATIONAL INTERPRETERS

### In Practice in BC:

- Meet standards for WAVLI membership
- Process language quickly and accurately in spoken English and sign language simultaneously monitoring output and comprehension.
- Communicate classroom information effectively between the teacher, the deaf student and other hearing students according to the language level of the student and the goals of the Individualized Education Plan

6

## EDUCATIONAL INTERPRETERS

### Essential Qualifications:

- an associate's degree in educational interpreting or interpreting (a bachelor's degree in a related area is preferred);
- a passing score on a national assessment of knowledge related to interpreting and a formal assessment of their interpreting skills using a nationally recognized assessment, such as those offered by the Educational Interpreter Performance Assessment (EIPA) or the Canadian Association of Sign Language Interpreters (CASLI); and
- continued professional development.

7

## WHAT DOES AN EDUCATIONAL INTERPRETER DO?

There are many aspects to the educational interpreter's job that require more than simply conveying what words the teacher and other students say.

- Determine and use appropriate modality and language
- Interpret at the appropriate language level
- Convey all aspects of meaning and content clearly
- Ensure goal of the lesson is clear
- Use fingerspelling as appropriate
- Facilitate and support participation and social communication
- Monitor student comprehension as part of the educational team

• [classroominterpreting.org](http://classroominterpreting.org)

8

### WHAT DOES AN EDUCATIONAL INTERPRETER DO?

- The interpreter should work with all other members of the team, including the specialist educator, the speech-language pathologist, etc, to help provide the student with access.
- provide the educational team with observations that may assist the team in knowing which modality and language are the best fit for the student.
- clarifies information for the student when appropriate.

classroominterpreting.org

9

### INTERPRETER OR “SIGNER” – WHAT’S THE DIFFERENCE?

- Fluency vs disfluency
- Cultural linguistic knowledge vs semantic knowledge
- Professional ethics and accountability
- Impact on learning
- Recourse

10

### INTERPRETER OR “SIGNER” – WHO IS THE AUDIENCE?

Who is utilizing the services of an interpreter in the school system in BC?

What is the linguistic history (and therefore cognitive history) for these students?

What is the depth of knowledge for classroom teachers and school-based teams regarding the deaf experience of learning?

11

### IMPACT OF MEDIATED COMMUNICATION ON EDUCATION

- Simply providing an interpreter does not provide full access to the information – direct education is an integral part of the learning.
- Research that has looked at how much students understand through an interpreted lecture has used highly qualified interpreters.
  - We know from investigation that students learned about twice as much with a skilled interpreter than with an unskilled interpreter.

12

### IMPACT OF MEDIATED COMMUNICATION ON EDUCATION

- Students who are deaf or hard of hearing probably need additional supportive services, such as teacher outlines, tutoring and note-taking in order to compensate for what they miss in the complex learning environments of the classroom via an interpreted education.
- Lack of linguistic interlocutors and dependence on single source information

13

### SHARED LANGUAGE - NOT JUST THE INTERPRETER AS LANGUAGE MODEL

- Integral to child development to have multiple interlocutors who share the same accessible language
- Language and cognition are partners in child development.
- Humans use language to learn new ideas, to talk about our thoughts and fears, and interact with those around us. Language skills and cognitive skills are related to each other. Stronger language skills mean stronger cognitive skills.

14

### QUESTIONS

- How should breaks work when there is only one interpreter in the school/district?
- Coverage for interpreter sick days

15

### QUESTIONS

- Interpreting content vs explaining content/tutoring – is there a guide to know what interpreters should/n't do?
- Signing EA with interpreter in classroom – roles?
- Is there mentorship available?

16



## QUESTIONS

- What about D/HH student who are not primary users of ASL, but can benefit from some visual language in the classroom – who should work with them?

17

## QUESTIONS



18

THANK YOU!



### For reference:

- [WWW.WAVLI.COM](http://WWW.WAVLI.COM)
- [WWW.CLASSROOMINTERPRETING.ORG](http://WWW.CLASSROOMINTERPRETING.ORG)
- <https://www3.gallaudet.edu/clerc-centre.html>
- [https://www3.gallaudet.edu/Documents/Clerc/webcasts/ElThematic\\_Reference.pdf](https://www3.gallaudet.edu/Documents/Clerc/webcasts/ElThematic_Reference.pdf)

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19