Arkansas Standards for Educational Interpreters and Transliterators

And Guidance for

Educational Interpreters, Transliterators, Teachers, and Administrators

Committee on Standards for Educational Interpreters

Arkansas Department of Education

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Introduction

Public agencies employing educational interpreters for the deaf, deafblind, hard of hearing, or oral deaf, must comply with the legal standards established by the Arkansas Department of Education (ADE). See *ADE, Special Education Unit, Procedural Requirements and Program Standards 26.02.2.3.*

The standards for educational interpreters and transliterators in Arkansas, as well as the timelines to meet the standards for those educational interpreters/transliterators under provisional status, are set forth in this document. All educational interpreters and transliterators employed by a school district prior to the beginning of the 2015-2016 school year, must obtain the minimum standards within the applicable required timeframe starting from the beginning of the 2015-2016 school year.

Also included in this handbook is guidance for professional development, roles and responsibilities, and professional conduct of those involved in the educational interpreting process. Administrators, classroom teachers and educational interpreters/transliterators can use this information to understand the professional role of the educational interpreter/transliterator as part of the educational team.

This handbook does not replace or take away any responsibilities of other federal and state statutes that are to be adhered to by the public school institutions and/or the individuals employed as educational interpreters.

The communication preference of a student should be determined prior to enrollment in the educational setting if possible, and that determination will drive the selection of appropriate related services. The Individuals with Disabilities Education Act (IDEA) states that interpreting services are related services (IDEA, 20 USC § 1401(26); 34 CFR § 300.34(c)(4)). These services could include oral transliterations, Cued Speech transliterations, manual codes of English, or American Sign Language (ASL) interpreting. ASL services are typically referred to as interpreting and other English-based sign systems or visual representations of English are referred to as transliteration.

The fundamental role of an interpreter, regardless of specialty or place of employment, is to facilitate communication between persons who are deaf and/or hard of hearing and others. Educational interpreters facilitate communication between students who are deaf and/or hard of hearing and others, including teachers, service providers, and peers within the educational environment. The educational interpreter/transliterator is a member of the educational team and should attend meetings where educational issues are discussed concerning students for whom services are provided by that interpreter.

Standards for Sign Language Interpreters/Transliterators

Sign language/spoken English interpreters are highly skilled professionals that facilitate communication between hearing individuals and individuals who are deaf or hard of hearing.

Minimum standards:

(I) Must hold a valid interpreter's license issued by the Arkansas Department of Health (ADH);

(II) Must have a high school diploma or equivalent; and

(III) a. 3.0 on the Educational Interpreter Performance Assessment (EIPA), or

b. Quality Assurance Screening Test (QAST) 3/3 (transliterating /interpreting).

Provisional standards:

Provisional standard timelines are cumulative for all employment within educational settings and may not be repeated from school district to school district.

(I) Must obtain minimum standards within 2 academic years of employment if, at the time of employment, he or she:

a. (1) is a qualified interpreter licensed by ADH, or

(2) is eligible to apply to be a qualified interpreter licensed by ADH and applies within one month of employment to obtain licensure; and

b. holds at least a:

(1) 2.5 EIPA, or

(2) QAST 2/2 (transliterating /interpreting).

(II) Must obtain minimum standards within 3 academic years of employment if, at the time of employment, he or she:

a. (1) is a qualified interpreter licensed by ADH, or

(2) is eligible to apply to be a qualified interpreter licensed by ADH and applies within one month of employment to obtain licensure; and

b. holds at least a:

(1) 2.0 on EIPA, or

(2) QAST 1/1 (transliterating /interpreting).

Preferred standards:

The preferred standard of educational interpreters for all employment within educational settings exceeds the minimum standard.

(I) Meet minimum standards, and

(II) Possess a baccalaureate or associate's degree, and

(III) Obtain a passing score on the EIPA written assessment, and

(IV) Holds credentials with the Registry of Interpreters for the Deaf (RID).

Standards for Oral Transliterators

Oral transliterators, also called oral interpreters, facilitate spoken communication between individuals who are deaf or hard of hearing and individuals who are not. Individuals who are “oralists” use speech and speechreading as their primary mode of communication and may or may not know or use manual communication modes or sign language.

Minimum standards:

(I) Must hold a valid interpreter’s license issued by ADH.

(II) Must have a high school diploma or equivalent.

(III) Must have an Oral Interpreter or Transliterator Certificate from the Registry of Interpreters for the Deaf (RID).

Provisional standards:

Provisional standard timelines are cumulative for all employment within educational settings and may not be repeated from school district to school district.

(I) Must obtain minimum standards within 2 academic years of employment if, at the time of employment, he or she is a qualified licensed interpreter by ADH or is eligible to apply to be a qualified licensed interpreter and applies within one month of employment.

Standards for Cued Language Transliterators

Cued language transliterators provide individuals who are deaf or hard of hearing with access to the auditory information by using a visual representation of spoken language utilizing eight (8) handshapes and four (4) hand locations near the face.

Minimum standards:

(I) Must hold a valid interpreter's license issued by ADH.

(II) Must have a high school diploma or equivalent.

(III) Must have a Transliterator Skills Certificate from the Testing, Evaluation and Certification Unit

Provisional standards:

Provisional standard timelines are cumulative for all employment within educational settings and may not be repeated from school district to school district.

(I) Must obtain minimum standards within 2 academic years of employment if, at the time of employment, he or she is a qualified licensed interpreter by ADH or is eligible to apply to be a qualified licensed interpreter and applies within one month of employment.

Professional Development

Interpreters/transliterators licensed by ADH are required to complete continuing education units (CEUs) according to the Arkansas State Board of Health Rules Governing the Licensure of Provisional and Qualified Interpreters. Planned professional development activities should be made available to educational interpreters/transliterators just as they are to teachers and other school employees. Professional development can be provided in a variety of ways including in-service training programs, workshops, tutoring, conferences, and online.

Possible areas for professional development opportunities may include, but are not limited to:

- Higher certification level as an interpreter/transliterator
- Professional interpreting knowledge
- Knowledge in foundations of education and/or in education of students who are deaf
- Proficiency in English, e.g., vocabulary, spelling, reading, writing, literature
- Public speaking
- Child growth and development
- Language development
- Common expressions, spoken or signed, popular in school setting
- Deafness and its psychological, social and cultural considerations
- Overview of philosophies, techniques, legislation and regulations in education
- Speech production and speech reading factors
- Cued speech
- Sign systems
- Cognitive development
- Tutoring
- Guidelines for professional conduct
- Culture, multiculturalism, cultural literacy, literacy
- Linguistics

- Interpreting, roles and responsibilities
- Medical aspects of deafness
- Technology
- Content area terminology

Possible sources for obtaining professional development activities include:

I. Arkansas Registry of Interpreters for the Deaf (ARID)

Contact: Arkansas Registry of Interpreters for the Deaf
P.O. Box 46511
Little Rock, AR 72214-6511
http://www.arkansasrid.org/
To access the listserv, contact: John West at tsewnhoj@gmail.com

II. Outreach Program Support System for the Hearing Impaired

Contact: Outreach Program Coordinator
Arkansas School for the Deaf
2400 W. Markham
Little Rock, AR 72201
(501) 324-9522
http://www.arschoolforthedeaf.org/education/components/scrapbook/

III. University of Arkansas at Little Rock (UALR)

Contact: Program Director
UALR Interpreter Education Program
2801 South University
Little Rock, AR 72204-1099
(501) 569-3169
http://ualr.edu/care/index.php/home/programs/interpretation-education/

The UALR Interpreter Education Program provides the following:

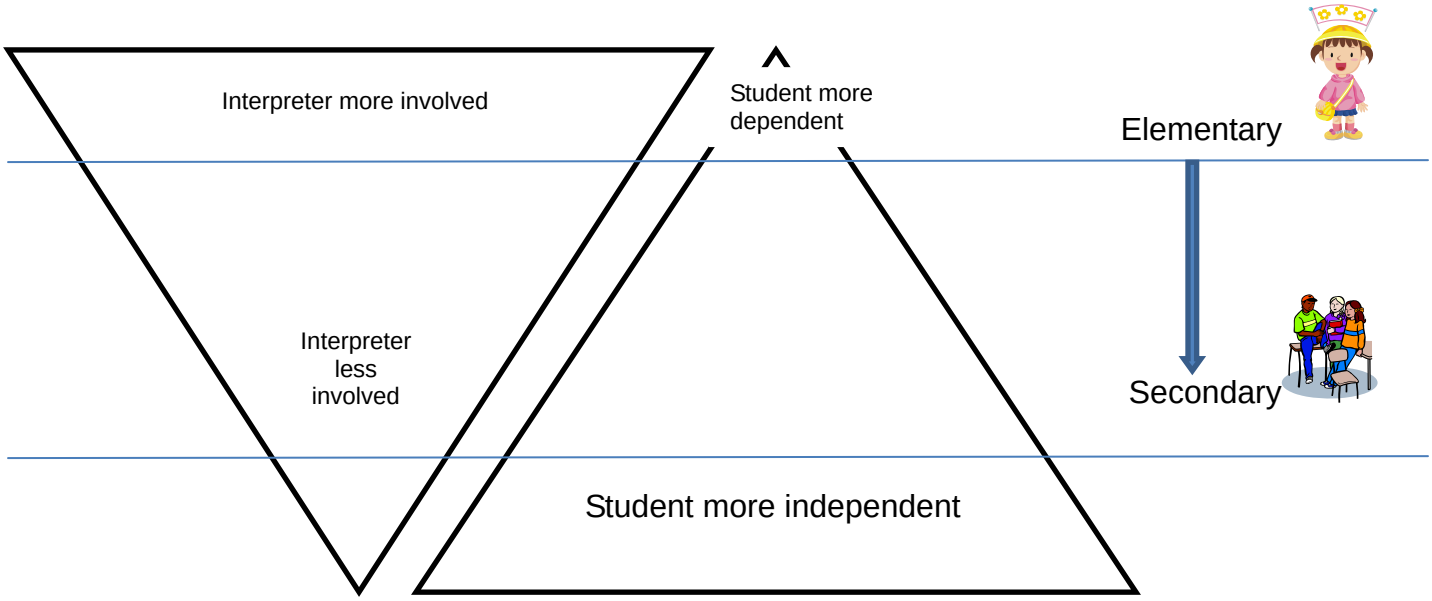
- Associates of Science (A.S.) Degree in American Sign Language Studies
- Bachelor of Arts (B.A.) Degree in Interpretation: ASL/English
- Sign Language Studies Minor
- Educational Interpreting Minor

Guidance

Pyramids of Responsibility

It is the goal of every education program to prepare students to become independent including becoming knowledgeable consumers of interpreting services. A common legitimate concern is a student developing an inappropriate dependency on the interpreter/transliterator. Therefore, roles and responsibilities for the interpreting process are to be clearly outlined and explained.

The model below provides a visual representation of the student's increasing independence. As the student learns to be a good consumer of support services, the responsibilities of the educational interpreter and/or transliterator change. For example, the interpreter/transliterator for a student in kindergarten may sit closer to the student and share more responsibilities with the teacher for keeping the student on task. Conversely, the interpreter and/or transliterator in the high school setting may sit closer to the teacher and assume no responsibility for the student staying on task.



Legal Situations and Educational Interpreters

Legal Interpreting

Only highly qualified interpreters/ transliterators are to be utilized in legal interpreting. This not only includes courtroom interpreting, but also all related investigations and contact with police or juvenile authorities. Potential legal ramifications may include the entire case being dismissed if the quality of the interpreting service is questionable. **Most educational interpreters/transliterators do not have the experience or expertise to interpret in these situations. In addition, these situations are regarded as a conflict of interest. School districts are not to place them in such assignments.**

For information and technical assistance regarding legal interpreting, contact the Court Interpreter/transliterator at the Administrative Office of the Courts (501-682-9400).

Roles, Responsibilities, and Issues

The roles and responsibilities for the educational interpreter/ transliterator, classroom teacher, administrator and student in the interpreting situation are to be clearly outlined and explained. A district administrator is to assign responsibilities to the individuals prior to initiation of services. If the interpreter/transliterator is newly hired, the administrator is to provide orientation regarding the job. The interpreter/transliterator is an employee of the school district, and all rules and regulations must be followed.

A clear job description for educational interpreters/ transliterators is to be developed by the school district and understood by all parties involved in the interpreting process. A job description provides clarification on employment issues, and it needs to be written prior to initiation of services. Minimally, the job description is to include job title, roles and responsibilities, qualifications and skill requirements. The role of an educational interpreter/transliterator in a high school setting may be vastly different from that of an interpreter/transliterator in an elementary setting. In addition, some issues may be unique to the interpreting position and require special consideration and clear communication to relevant parties. Examples include the following:

Educational Day

The primary responsibility of the interpreter/transliterator is to provide access to communication when needed by the student who is deaf, and additional duties should not conflict with this role. It is essential that the educational interpreter/transliterator have sufficient knowledge of the content to interpret its concepts and vocabulary accurately and meaningfully. Preparation time to meet with the instructor, read lecture outlines, skim required reading in textbooks, and preview instructional videos may need to be scheduled.

Interpreters/ transliterators are to provide services from the location that best allows the student full visual access to instruction. In some cases, changes of placement are required during the instructional period. All staff members should be aware that the

student will need access to information in other activities of the school, assemblies, field trips, dramatic presentations, etc. A plan needs to be developed and implemented in case the interpreter/transliterator is absent.

Physical Conditions

Continuous interpreting cannot be sustained over a prolonged period of time without producing fatigue and reduction of effectiveness on the part of both interpreter/transliterator and student.
Prolonged interpreting without a break also introduces a health risk for the interpreter/transliterator in a variety of “overuse” syndromes (e.g., Carpal Tunnel Syndrome). Therefore, consideration is to be given when assigning additional tasks (e.g., bus or cafeteria duty).

Tutoring

With proper training and level of knowledge about the subject matter, interpreters/transliterators may provide tutoring services for students who are deaf. If tutoring is part of an educational interpreter’s/ transliterator’s responsibilities, it must be carried out under the direct supervision of the teacher. The teacher ultimately is responsible for teaching and assessing student progress. **It is not appropriate for the interpreter/transliterator to provide classroom instruction in the absence of the teacher or to take on the responsibility of the teacher for management of the class.**

Dress Code

Interpreters/ transliterators are to follow dress codes established for other professionals in the school. Additional requirements are made to avoid eyestrain for the student who is deaf; interpreters/ transliterators need to wear solid colors contrasting to skin tones or subdued prints rather than bright, busy patterns.

Educational Team

The interpreter/transliterator is an important member of the student's educational team. With that duty the interpreter/transliterator actively participates in programming committee meetings, especially regarding decisions related to communication issues. When participating in these meetings, the interpreter/transliterator cannot simultaneously provide interpreting services for any participant who is deaf. When the student who is deaf is included in the meeting, another interpreter/transliterator is needed to allow the student's interpreter/transliterator to fully participate as a committee member. If another interpreter is not available, the interpreter should submit information in writing and may then act as interpreter for the meeting.

After School Hours

Interpreters/ transliterators may be contracted for flexible work hours. If this is a condition of the job, it must be discussed at the earliest possible date. School districts have the responsibility of providing equal access to school sponsored extracurricular activities. When a student who is deaf elects to participate in such programs, districts are responsible to provide interpreting services. An administrator may choose to contract with the district interpreter/transliterator or with another qualified community interpreter/transliterator.

When the Student Who is Deaf is Not Present

The district needs to prepare a plan for the interpreter/transliterator when the student is absent, and the plan needs to be clearly communicated to all relevant parties, principal, teachers, school secretaries, special education supervisor, interpreter/transliterator, etc. This may include plans to improve interpreting skills or to perform other assignments**. It is not appropriate for an interpreter/ transliterator to take notes for the student in his/her absence.**

Role and Responsibilities of the Interpreter/Transliterator

Role:

The interpreter/transliterator facilitates communication by interpreting lectures, discussions, demonstrations, dramatic presentations, announcements, etc., accurately.

Responsibilities:

1. Meet the classroom teacher(s) and student(s) and explain the role of an interpreter/transliterator, prior to providing services.
2. Obtain teacher's editions of textbooks, course outlines, and other related materials, prior to providing services.
3. Set aside time for planning with the teacher to discuss course content, lessons plans, upcoming tests, tutoring assignments, etc.
4. Position oneself so the student can easily see the interpretation, the teacher and visual instruction. Consideration should be given to appropriate seating and lighting arrangements for the benefit of the student(s).
5. Voice the student's questions, comments, responses, and presentations accurately.
6. Ask for clarification when information is not clear.
7. Remind the teacher(s) and student(s) to communicate directly with each other.
8. Follow the Code of Professional Conduct for interpreters as well as school district policies and procedures.
9. Seek technical assistance from the Outreach Program Support System for the Hearing Impaired.
10. Provide input regarding communication issues during programming meetings.
11. Provide tutoring services only under the guidance of the classroom teacher(s).
12. Wear solid colors contrasting to skin tones or subdued prints rather than bright, busy patterns.
13. Refrain from having personal conversations that interfere with the educational process.
14. Maintain an interpreter's license issued by ADH.

Role and Responsibilities of the Teacher

Role:

The teacher plans/provides classroom instruction and makes/enforces rules.

Responsibilities:

1. Meet the interpreter/transliterator and the student(s) to discuss communication needs, prior to the interpreter/transliterator providing services.
2. Provide the interpreter/transliterator with teacher's editions of textbooks, course outlines and other related materials, prior to the interpreter/transliterator providing services.
3. Introduce the interpreter/transliterator to the class and explain his/her role, prior to the interpreter/transliterator providing services.
4. Set aside time for planning with the interpreter/transliterator to discuss course content, lesson plans, upcoming tests, tutoring assignments, etc.
5. Speak directly to the student(s) not the interpreter/transliterator (Example, don't say, "Tell him to open his book" or "Ask her if she understands.")
6. Treat the student(s) who is deaf or hard of hearing just as you would other students in your class.
7. Pause for the student who is deaf to answer questions or make comments. Be aware of additional time needed by the student(s). Be aware that the interpreting process will be delayed due to the time required to process spoken English into signs.
8. Know the Code of Professional Conduct for interpreters.
9. Seek technical assistance from the Outreach Program Support System for the Hearing Impaired.
10. Provide management, materials, and objectives to the interpreter/transliterator for tutoring services.
11. Use a moderate rate of speech that will allow the interpreter/transliterator to process and present information accurately.
12. Develop and implement classroom management procedures (the interpreter/transliterator **is not** responsible for disciplining any student(s) including students who are deaf).

13. Notify the interpreters/transliterators of changes in the school schedule, substitute teachers, guest speakers, field trips, etc.

Role and Responsibilities of the Administrator

Role:

The administrator ensures that the teacher, educational interpreter, and student adhere to their individual roles and responsibilities.

Responsibilities:

1. Develop a job description for the interpreter/transliterator.
2. Provide supervision and periodic evaluation of technical competencies and overall job performance of the educational interpreter/transliterator.
3. Provide the educational interpreter/transliterator a mailbox, access to e-mail, desk space in the classroom(s) for preparation purposes, and a location to preview classroom or professional development materials.
4. Provide another qualified educational interpreter/transliterator for the student(s) who is deaf or hard of hearing for school conferences allowing the educational interpreter/transliterator to participate.
5. Monitor and encourage professional development of the educational interpreter/transliterator.
6. Explain school policies regarding dress code, chain of command, attendance requirements, and child abuse reporting procedures, etc.
7. Know the Code of Professional Conduct for Interpreters.
8. Seek technical assistance from support services.
9. Provide interpreter/transliterator services for parents/guardians, students, staff, and other individuals, who are deaf, to participate in all school activities, including extracurricular activities and school related conferences, in accordance with state and federal laws.
10. Notify the interpreters/transliterators of changes in the school schedule, substitute teachers, guest speakers, field trips, etc.

Code of Professional Conduct

RID, along with the National Association of the Deaf (NAD), co-authored the ethical code of conduct for interpreters. Both organizations uphold high standards of professionalism and ethical conduct for interpreters. At the core of this code of conduct are the seven tenets. The tenets are to be viewed holistically and as a guide to complete professional behavior. When in doubt, one should refer to the explicit language of the tenet.

TENETS

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

***See Appendix for the full version of the Code of Professional Conduct.**

Definitions

The following terms may be used in relation to interpreting for students who are deaf and hard of hearing within a classroom. It is important that the educational interpreter/transliterator be familiar with these terms and how they may apply to his/her particular setting.

American Sign Language (ASL) - a visual language used by the majority of persons who linguistically and culturally identify themselves as part of the Deaf Community. ASL is a distinct language with its own set of rules, grammar, and syntax.

Cued Speech - a system for visual representation of spoken language utilizing eight (8) handshapes and four (4) hand locations near the face to supplement speech.

D/deaf - 1. the upper case “D” in "Deaf" is used for a group of deaf people who share a common language (ASL) and culture. 2. the lower case “d” in "deaf" is used for the audiological condition of not being able to hear.

Educational Team - a group of individuals within the educational setting who work together to plan and implement the Individualized Education Program (IEP) for the student who is deaf or hard of hearing.

Fingerspelling - the representation of the twenty-six letters of the alphabet through specific hand shapes and an essential part of ASL.

Interpreter - a generic term used to describe individuals in the profession of interpreting and transliterating.

Interpreting - listening to spoken English and rendering the equivalent message in American Sign Language, or processing an ASL message and voicing the equivalent message in spoken English.

Oral Interpreting - a visual reproduction of what is being said in order to speechread the communication.

RID - The Registry of Interpreters for the Deaf, Inc.

Transliterating - listening to spoken English and signing in English word order using either a manually coded English system/Contact Language Variety OR watching signs in a manually coded sign system/Contact Language Variety and voicing into spoken English.

Voice Interpreting/Voicing - a rendition of another person's signs into spoken English.

Agency Resources:

Arkansas Department of Education

Four Capitol Mall

Little Rock, AR 72201

Phone: 501-682-4475

http://www.arkansased.org/

Arkansas Department of Education, Special Education Unit

1401 West Capitol Avenue, Suite 450

Little Rock, AR 72201

Ph: 501-682-4221

Fax: 501-682-5159

https://arksped.k12.ar.us/

ADE-SEU Procedural Requirements and Program Standards

https://arksped.k12.ar.us/PolicyAndRegulations/Sections1to30.html

ADE-SEU Eligibility Criteria and Program Guidelines

https://arksped.k12.ar.us/PolicyAndRegulations/EligibilityCriteria.html

Arkansas Department of Health

4815 West Markham Street

Little Rock, Arkansas 72205

1-501-661- 2000 or 1-800-462-0599

http://www.healthy.arkansas.gov/Pages/certsLicensesPermits.aspx

On-line Resources:

American Sign Language Browser
http://commtechlab.msu.edu/sites/aslweb/

American Sign Language University: Self-paced ASL on-line course (free)
http://www.lifeprint.com/asl101/

A Basic Dictionary of Sign Language Skills: Signing Savvy
http://www.signingsavvy.com/learning

Boys Town
www.classroominterpreting.org

Cued Speech
www.cuedspeech.org

Deafdigest – a free, weekly national on-line newsletter for anyone interested in the Deaf community.
www.deafdigest.com

Handspeak – a subscription-based website, consisting of an ASL on-line dictionary, lessons and resource.
http://www.handspeak.com/

Laurent Clerc National Deaf Education Center – Gallaudet University – information for parents and teachers with informative handouts
http://www.gallaudet.edu/clerc_center/welcome/laurent_clerc_the_man.html

Library – Deaf Related Resources – Gallaudet University
http://www.gallaudet.edu/american_sign_language_and_deaf_studies/resources.html

National Institute on Deafness and Other Related Communication Disorders
https://www.nidcd.nih.gov/Pages/default.aspx

Oral Transliteration
www.slideshare.net/danieljamesgreene/oral-transliteration

Ready!Set!Sign!
www.readysetsign.com/index2.html

Signs of Development
www.signs-of-development.org

TASK12
http://www.taese.org/cms/index.php/task12

Appendix

NAD-RID CODE OF PROFESSIONAL CONDUCT[1]

Scope

The National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf, Inc. (RID) uphold high standards of professionalism and ethical conduct for interpreters. Embodied in this Code of Professional Conduct (formerly known as the Code of Ethics) are seven tenets setting forth guiding principles, followed by illustrative behaviors.

The tenets of this Code of Professional Conduct are to be viewed holistically and as a guide to professional behavior. This document provides assistance in complying with the code. The guiding principles offer the basis upon which the tenets are articulated. The illustrative behaviors are not exhaustive, but are indicative of the conduct that may either conform to or violate a specific tenet or the code as a whole.

CODE OF PROFESSIONAL CONDUCT

Tenets

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

[1] Reprinted with permission from the Registry of Interpreters for the Deaf (RID).

1.0 CONFIDENTIALITY

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior - Interpreters:

1.1 Share assignment-related information only on a confidential and "as-needed" basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).

1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).

1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior - Interpreters:

2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.

2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.

2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).

2.5 Refrain from providing counsel, advice, or personal opinions.

2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior - Interpreters:

3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.

3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.

3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.

3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.

3.5 Conduct and present his or herself in an unobtrusive manner and exercise care in choice of attire.

3.6 Refrain from the use of mind-altering substances before or during the performance of duties.

3.7 Disclose to parties involved any actual or perceived conflicts of interest.

3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.

3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.

3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS

Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in

selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior - Interpreters:

4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).

4.2 Approach consumers with a professional demeanor at all times.

4.3 Obtain the consent of consumers before bringing an intern to an assignment.

4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior - Interpreters:

5.1 Maintain civility toward colleagues, interns, and students.

5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.

5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.

5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.

5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior - Interpreters:

6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.

6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.

6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.

6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.

6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.

6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.

6.7 Render pro bono services in a fair and reasonable manner.

6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior - Interpreters:

7.1 Increase knowledge and strengthen skills through activities such as:

- pursuing higher education;
- attending workshops and conferences;
- seeking mentoring and supervision opportunities;
- participating in community events; and
- engaging in independent studies.

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

The Complete Code of Professional Conduct can be found at:
http://www.rid.org/UserFiles/File/NAD_RID_ETHICS.pdf

Registry of Interpreters for the Deaf
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