



Dear Applicant:

Congratulations! By applying to take the Educational Interpreter Evaluation, you have taken a major step in your career development as a professional interpreter in the field of education. Everything you need to prepare for this evaluation is included in this manual. Careful review of the information will assist you in the successful achievement of your goal. In particular, the **Self Screening Questionnaire** will help you determine your readiness for undertaking the test.

Once you have decided you are ready to test, you will need to submit the required application. The EIE application is available online at the FRID website: fridcentral.org. Be sure to indicate your preferred evaluation date. Also, since all Florida educational interpreters must maintain annual FRID and RID status in order for their levels to be valid, candidates must ensure current FRID and RID status. Membership applications for FRID are available at the same website. Your completed EIE application and fee should be sent to the address on the application. EIE dates usually fill up quickly and sending your application in early usually guarantees the date most convenient for you.

This evaluation is not sanctioned by the Registry of Interpreters for the Deaf. The levels awarded by the Florida EIE should be viewed as progress toward RID national certification; the feedback provided by the candidate's evaluating team will prove an indispensable tool for professional development with this end in mind.

We commend your efforts to improve your interpreting skills and hope this evaluation, established specifically for educational interpreters, will help in determining your current interpreting abilities. Every effort will be made to make this evaluation process a positive experience. Thank you for your interest in the Florida Educational Interpreter Evaluation—and best wishes from the EIE team!

Yours truly,

Sally King

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Self-Screening Questionnaire

The purpose of this questionnaire is to help you determine if you are ready for the Florida Educational Interpreter Evaluation (EIE). If you answer NO to more than three of these questions, the EIE team strongly encourages you to postpone taking the EIE at this time and to continue to work on interpreting skill development/knowledge.

- Have you read the material covered in the Information and Study Manual for the EIE?
- Are you thoroughly familiar with the NAD-RID CODE OF PROFESSIONAL CONDUCT? Are you able to use the tenets of code in practical applications? Are you prepared to use the code ethically in your work as an educational interpreter?
- Do you understand the differences between educational interpreting and other areas of interpreting?
- Do you have a complete understanding of the role of the interpreter in an educational setting (K-12)?
- Do you know and understand the federal, state and local laws related to educational interpreting in Florida?
- Do you understand the different EIE levels and the skill level necessary for each? Are you prepared to abide by the limitations set in the categories for employment in the educational setting?
- Do you have enough American Sign Language vocabulary to feel competent interpreting in a variety of educational settings and at a variety of levels (K-12)? Are your interpreting/transliterating skills sufficient to allow you to feel comfortable interpreting in most educational situations?
- Do you have a broad English vocabulary and a broad range of general knowledge in the subject areas likely to be taught in the K-12 educational setting?
- Have you received positive feedback on your interpreting skills from RID/NAD certified educational interpreters or other qualified professionals?
- Do you have educational interpreting experience?
- Are you familiar with the issues that occur in educational settings?
- Can you understand a deaf or hard of hearing student whosigns and fingerspells without speech?uses American Sign Language?uses Manually Coded English?
- Are you aware when deaf or hard of hearing students do not understand your signing/interpreting?
- If a member of the faculty/staff where you work were to ask you some general questions about deafness, would you feel knowledgeable enough to respond or to refer them to the appropriate resources inside or outside of the school?
- Have you had advanced coursework and/or special training/mentoring in interpreting?
- Have you read Interpreting: An Introduction, by Nancy Frishberg, and/or Sign Language Interpreting, by Sharon Neumann Solow, and/or Best Practices in Educational Interpreting by Brenda Chafin Seal?
- Do you feel comfortable signing/socializing with a variety of individuals who are deaf or hard of hearing?

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Educational Interpreter Evaluation Process

1. Candidate completes required applications for EIE test and FRID membership (if new or re-instating), and downloads the EIE study manual online at: www.fridcentral.org . Note: Candidate must be a member of FRID.
Recommended: make note of check #s and dates, and make copies of completed applications.
2. Candidate sends applications and fees to Rhonda NeSmith, 731 Osceola Ave Lake Wales, FL 33853.
3. A FRID representative receives the applications and fees. The FRID treasurer makes note of date received, membership status, checks and applications, and forwards application to the EIE Chair.
4. The EIE Chair files application according to the received date and preferred location(s), and provides contact information to the applicable Site Coordinator.
5. Candidate is contacted by either EIE Chair or EIE Candidate Scheduler prior to preferred location test date. Candidate indicates interest in current test/location or later date/location. *Note: while slots are assigned based on date received, last-minute cancellations are possible, and waiting-list candidates will be advised as the testing date approaches.*
6. EIE Chair/EIE Candidate Scheduler contacts candidates 3-4 weeks prior to evaluation regarding map, hotel info, etc.
7. Candidate is contacted through e-mail reminder 1-2 weeks prior to scheduled testing dates regarding the written test, and/or warm-up and evaluation times.

TESTING Date:

The EIE was previously administered all in one weekend with a live panel of raters. Currently, the written and performance are taken at separate dates with no panel.

WRITTEN: The written test is good for a period of two years. Failure to complete the testing process and achieve a credential within the two-year time limit will result in having to take the EIE written test again at the appropriate rate.

PERFORMANCE: The candidate must have passed the written before they can take the performance. Candidate takes for the interview and performance segments of the test on the same day.

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POLICIES:

Fees MUST accompany applications in order to be processed.

Cancellations: Fees are non-refundable if cancelled within 1 week of the test (barring documented emergencies). Applications on hold for more than one year from the date received are not eligible for refund.

Returned checks will be assessed a service charge, and the interpreter's EIE level will be suspended until the issue is resolved. Similarly, NO test may be given until all fees and applications are in order.

All levels awarded by the Educational Interpreter Evaluation are **valid only** if held in conjunction with current RID/FRID membership, (in conformance with the NAD-RID Code of Professional Conduct).

Interpreters are **required to re-test** once every four years; however, it is highly recommended that applications be submitted well in advance of the expiration date due to the volume of requests, and in recognition of FRID membership dates. An interpreter who opts to re-take the test to improve his/her level must allow six months between tests (to allow sufficient time for improvement).

Appeals: The interview and performance sections of the test are videotaped and kept for 60 days. Appeals may only be made in cases of environmental or equipment disruptions to the test, and must be addressed to the EIE Chair within seven days of the performance test.

Other state levels: While districts may at their discretion recognize other state standards, the EIE is an independent testing system and does not recognize reciprocity. Interpreters new to Florida are encouraged to schedule NAD-RID NIC or EIE testing as soon as possible.

All evaluation session content and procedures shall be held strictly confidential by the candidate and the evaluation team. The EIE process was designed and tested to be fair and equitable. Results are final except as noted above for appeals.

All Florida EIE leveled interpreters are required to adhere to the NAD-RID Code of Professional Conduct.

TEST SCORES:

In order to be awarded a level, interpreters must:

A) Obtain a passing score of (75%) on the written before they can sign up for the interview/performance portion of the test.

B) Obtain a passing score of (75%) on the interview portion of the test.

Interpreters who fail the interview portion of the test may re-take that portion only, one additional time, provided that the interpreter; a) contacts the EIE Chair upon receiving his/her results, b) sends in the appropriate fees, and c) re-takes the test within 90 days or at the next available evaluation. If the re-take also results in a failing score (or the test is not made up in the allotted time), the entire interview/performance portion must be re-taken. If the retake is successful, the level is awarded based on the performance score.

C) A minimum score of 60% on the performance portion of the test.

Interpreters who pass the written and interview, but do not obtain the minimum performance score must re-take the entire interview/performance portion of the evaluation.

All interpreters will receive feedback on the test, regardless of score.

Description of EIE Levels

The following is a description of the levels awarded to candidates based on performance scores. Level-holders, as well as school districts should consider student and classroom needs when deciding suitability for placement. In conformance with the NAD-RID Code of Professional Conduct, interpreters should not be placed in situations for which they are not qualified.

**In NO cases are EIE-leveled interpreters qualified to interpret for legal (including DCF) or medically critical situations. In anticipation of such occurrences, schools/districts are advised to have contact numbers on hand for the closest certified interpreters.*

LEVEL ONE: Denotes an educational interpreter (K-12) with entry-level abilities, who accurately received and expressed at least 60% of the material presented during the Educational Interpreter Evaluation. An interpreter with this level should be able to competently handle interpreting situations in which there is an opportunity to stop the student/professional for clarification or repetition.*

LEVEL TWO: Denotes an educational interpreter (K-12) with intermediate abilities who accurately received and expressed at least 75% of the material presented during the Educational Interpreter Evaluation. An interpreter with this level should be able to effectively handle more difficult, faster paced communication where there may or may not be an opportunity to stop for clarification or repetition.*

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LEVEL THREE: Denotes an educational interpreter (K-12) with advanced abilities who accurately received and expressed at least 90% of the material presented during the Educational Interpreter Evaluation. An interpreter with this level can proficiently handle a full range of complex communication situations occurring in an educational environment.*

Written Test

The written section consists of multiple choice and true/false questions based upon information found in the EIE Information and Study Manual. Candidates are encouraged to contact the EIE Chair for any questions well in advance of the test, since it will not be discussed at the time of the test. Areas covered by the test include:

- 1) The NAD-RID Code of Professional Conduct
- 2) Background and History of the EIE Code of Ethics
- 3) The DOE/BEES Technical Assistance Paper (TAP) and Excerpt
- 4) Knowledge of sign language interpreting
- 5) Knowledge of educational interpreting
- 6) Knowledge of federal and state laws relating to educational settings
- 7) Additional Definitions
- 8) RID Standard Practice Papers (SPP)

Warm-up, Interview and Performance

Candidates are expected to arrive ten minutes in advance of the scheduled time. Any tardiness on the part of the applicant will reduce the time spent in warm-up. Greeters on the EIE team will orient the candidate to rooms, timelines, and guide the candidate through the process.

This evaluation is administered in a formal setting. The candidate is expected to project a professional attitude appropriate to an actual educational interpreting situation. The candidate should consider demeanor, mannerisms, eye contact, attitude and courtesy as integral parts of the evaluation. Dress should be “business formal”; clothing should contrast with the wearer’s skin tone; jewelry should be kept to a bare minimum. Make-up (if applicable) and hair should enhance, rather than detract from, the message.

Both the introductory “warm-up” and performance sections are presented on DVD and use situations typically found in an educational setting. They consist of 5 segments:

- 1. Interactive**
- 2. Voice-to-sign transliterating**
- 3. Interactive**
- 4. Voice-to-sign interpreting**
- 5. Sign-to-voice**

Introductory “Warm-up” Section

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The introductory tapes are designed to prepare a candidate by introducing the situations and signing/speaking styles of the individuals on the actual evaluation materials. Transcribed scripts for all sections are available in the warm-up room. Candidates will have one hour in the warm-up room with the introductory materials. The greeter will give notice when the hour is nearly up.

Interview Section

Each candidate will be evaluated by independent raters, including, but not limited to educational interpreters and classroom teachers/administrators. All members who are hearing hold certification from The Registry of Interpreters for the Deaf (RID).

The interview portion of the EIE presents an opportunity for the candidate to demonstrate knowledge of the NAD-RID Code of Professional Conduct **and** the ability to apply a specific tenet of the code based on typical educational interpreting situations. The candidate's answers will be evaluated in three areas:

- a) **Knowledge** of the Professional Code of Conduct,
- b) **Application** of the code, and
- c) **Response** quality

The interview will be conducted in a positive, supportive atmosphere that will encourage, rather than intimidate, the candidate.

During the interview, the site coordinator will be in the room with the candidate. There will be no need of an interpreter for this section.

Performance Section

After the candidates have completed the interview portion, the performance section of the test commences. All five segments present situations that are a continuation of those begun on the warm-up tape.

The candidate is expected to interpret/transliterate all spoken portions of the message into sign, and all signed messages into appropriate, grammatically correct English. Candidates should be aware of the separate skills required for interpreting and transliterating, and be able to demonstrate their use appropriately. The performance will be continuous until all five segments are completed.

Completion of the performance section ends the evaluation.

After the EIE, candidates will be asked to complete an evaluation of the process, procedures, professionalism and materials to help the EIE chairperson and the FRID EIE Advisory Committee improve the evaluation process.

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Definitions of Scoring Categories

Expressive Skills

- **Sign Vocabulary:** The ability to use a wide variety of conceptually accurate American Sign Language signs without fingerspelling words for which there are accepted signs.
- **Clarity of Signs/Fingerspelling:** The ability to sign or fingerspell in a clear and crisp manner so that the receiver can recognize easily the particular signs or letters formed by the hands. The use of correct hand shape, palm orientation, sign movement and location.
- **Fluency/Speed:** The ability to deliver the message in a smooth fashion at a steady pace recognizing that the pacing of the message is somewhat dependent on the delivery of the spoken message.
- **Non-manual Markers:** The ability to use appropriate facial expression and mouth movements to present a complete signed message.
- **Mood Conveyed:** The ability to use non-manual markers, facial expression, body language and signing intensity to accurately express the feelings conveyed by the speaker.
- **Accuracy of Message:** The ability to convey to the receiver a precise rendition of the meanings and implications of the speaker's delivery.
- **Style/Mode - Signed English:** The ability to convey the meaning of spoken phrases and words by transliterating using conceptually accurate signs in English word order.
- **Style/Mode - Conceptual Signing:** The ability to convey the meaning of spoken phrases and words by interpreting, using American Sign Language principles.
- **Comfort of Presentation:** The ability to make the receiver feel at ease with the delivery of the message, the lack of distracting mannerisms, and the smooth, relaxed delivery of the message.
- **Creation of Signs:** The ability to invent conceptually correct signs to represent words for which there are not accepted ASL signs. Note this is only for school settings where signs are not available to expedite the interpreting process.
- **Sign Selection:** The ability to choose the most appropriate sign to represent the meaning of the spoken word or phrase.
- **Appropriate use of space:** The ability to use location, indexing, eye gaze, body shifts and referencing in relation to the signer, the correct placement of the arms/hands/body for specific signs and fingerspelling, and the appropriate size of the signs.

Definitions of Scoring Categories

Receptive Skills

- **Voice Quality and Clarity:** The ability to speak in a clear distinct voice, enunciating well and pronouncing correctly what the signer is signing.
- **Vocabulary Selection:** The ability to choose an English word or phrase that best represents the meaning of the signed concept, taking into account appropriate register and context.
- **Comprehension of Fingerspelling:** The ability to understand and voice the word or words spelled by the signer.
- **English Structure:** The ability to convey the signed message in proper English word order and syntax.
- **Mood and Feeling Conveyed:** The ability to select the English words, voice inflection and tone to represent the mood and feeling of what the signer is saying.
- **Comprehension of Signed English:** The ability to understand and transliterate the exact word order and syntax of the signer.
- **Comprehension of Conceptual Signs:** The ability to understand American Sign Language and interpret the signer's message into proper English.
- **Self Assurance in Voicing:** The ability to confidently voice for the signer with proper inflection and tone without any distracting mannerisms.
- **Accuracy of Message:** The ability to select the English words, word order and syntax the meaning of the signer's message.
- **Use of Contextual Clues:** The ability to use context to understand and convey the meaning of the signed message even though specific signs may be missed.

This concludes the overview of the test process.

The following pages contain the materials from which the written test questions are derived, as well as sample questions.

Florida Code of Ethics for Educational Interpreters: History of Development

In 1983 the Florida Registry of Interpreters for the Deaf (FRID) appointed Dr. Carol Dunstall to head the committee from FRID to study the RID Code of Ethics and its appropriateness for educational interpreters. Dr. Dunstall then appealed to interpreters in the educational setting to provide her with input on the applicability of the RID Code of Ethics to their experiences in the classroom. Armed with information from over thirty classroom interpreters and teachers who use interpreters, Dr. Dunstall developed a separate Florida Code of Ethics (FCOE) for Educational Interpreters and submitted it to all the members of the committee and the FRID membership at large for review and comment. At the FRID convention in 1984, over 100 interpreters attended the FCOE workshop and thoroughly reviewed, discussed and revised the document that had been developed. From that input, Dr. Dunstall submitted to the FRID Board of Directors a final draft of the Florida Code of Ethics for Educational Interpreters for approval.

During this time, the Florida Department of Education Bureau of Education of Exceptional Students (BEES), led by Dr. Judy Heavner, had already established a task force on interpreting in the educational setting. The task force met several times during 1984 to discuss issues and concerns about interpreting in the educational setting. Members of the task force included classroom interpreters, teachers, program coordinators, administrators and interpreter trainers. A major concern was the RID's Code of Ethics and its application in the educational setting. The RID Code of Ethics originally created for use in community interpreting, sometimes posed a challenge for interpreters when used in the educational setting. Since the educational interpreter is employed by the school system and is bound by local and state laws, abiding by the RID Code of Ethics had the potential to place the interpreter in an ethical dilemma.

The FRID Board of Directors approved the final draft of the FCOE prepared by Dr. Dunstall and submitted it to the BEES Task Force. The Task Force made some changes and this draft version was then shared with teachers and program coordinators at the Florida Educators of the Hearing Impaired (FEHI) conference (1984) at which some additional changes were suggested. The FRID Board of Directors then gave its official endorsement and adopted this final draft of the Florida Code of Ethics for Educational Interpreters. BEES included the FCOE in their 1986 Technical Assistance Paper (TAP) on Educational Interpreting.

The current draft of the Florida Code of Ethics for Educational Interpreters is a result of the cooperative efforts of the FRID, local school districts and the Florida Department of Education.

NOTE: The History of the Florida Code of Ethics for Educational Interpreters is included in the EIE Study Manual for testing purposes and historical information. The EIE Code of Ethics has been replaced with the NAD-RID Code of Professional Conduct (CPC).

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EIE - Florida Code of Ethics for Educational Interpreters

The EIE Code of Ethics has been replaced with the NAD-RID Code of Professional Conduct (CPC).

You can access the CPC by going to Full version of the Code of Professional Conduct ([pdf file](#)).

<http://www.rid.org/UserFiles/File/pdfs/codeofethics.pdf>

The National Association of the Deaf (NAD) & The Registry of Interpreters for the Deaf, Inc. (RID)

Uphold high standards of professionalism and ethical conduct for interpreters. Embodied in the 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 the Code of Professional Conduct are to be viewed holistically and as a guide to professional behavior. The code 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.

When in doubt, one should refer to the explicit language of the tenet. If further clarification is needed, questions may be directed to the national office of the Registry of Interpreters for the Deaf, Inc.

~~~TENETS~~~

Interpreters adhere to these standards of confidential communication:

- 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.

Florida Educational Interpreter Evaluation

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Law and the Interpreter

FEDERAL LAWS AND REGULATIONS

The following is a representative, rather than an exhaustive, listing of the laws pertinent to interpreters.

Rehabilitation Act of 1973 and the Rehabilitation Act of 1973 as Amended by Public Law 99-506 and Public Law 100-630

The original act was a landmark law enacted by the federal government guaranteeing civil rights for disabled Americans. The law applies to any state, any department of state, or agency or entity that receives federal funding or that benefits from Federal financial assistance. All such recipients of federal funding are prohibited from discriminating against disabled persons and are required to remove any communication, architectural, policy/practice or any other barrier that prevents disabled persons from participating in, benefiting from or being employed by such programs. The law, as amended, has seven titles (categories) which are divided into a total of 741 sections. The best known of these sections is **Section 504 (under Title V - Miscellaneous)**, which is the nondiscrimination section protecting disabled persons noted above.

Recipient is defined to cover entities and persons to which federal financial assistance is extended “directly or through another recipient”. For example, if a university receives federal funds and the university sponsors a day care center for children or adults (regardless of the fact that the day care center does not receive federal financial assistance) the day care center’s programs must be accessible for disabled persons.

Some sections of interest in the *Rehabilitation Act of Act 1973* and its amended portions to interpreters include:

Title I

Section 101 describes the provisions for a state plan in each of the states

Section 101(9)(A) provides for individualized written rehabilitation programs for each eligible individual with a disability

Section 101(15) provides for continuing statewide studies of the needs of persons with disabilities

Section 101(22) provides for the establishment and maintenance of information and referral programs (the staff of which shall include, to the maximum extent feasible, interpreters for the deaf)...to assure that individuals with handicaps...are afforded accurate vocational rehabilitation and appropriate referrals...

Section 102 describes the individualized written rehabilitation programs referred to in Section 101
Section 103(6) describes the scope of vocational rehabilitation services including the provision of interpreter services, TDDs (TTYs) and captioned materials for the deaf

Title III

Section 304(D) provides for training of personnel, including institutional training grants for interpreters

Section 315 describes the funding provisions and planning needed for interpreter services within the state

Title V

Sections 501-508 describe the rights and responsibilities of the handicapped and those who provide services to them under this act:

“No otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicap, be excluded from participation in, be denied the benefit of, or be subject to discrimination under any program or activity receiving federal financial assistance.”

Commentary: It is a common misconception that the Rehabilitation Act of 1973 Section 504 applies only to students who are Vocational Rehabilitation clients. This is not true; this law covers all disabled persons in health care facilities, parking lots, access roads and all buildings that were/are built, renovated or maintained by federal funds.

Public Law 94-142 - The Education for ALL Handicapped Children Act of 1975

This act clearly establishes the right of all disabled children to quality education, and spells out how to achieve this fundamental right. It is a permanent body of law and has no expiration date as do other federal education laws.

Among the more important guarantees at the heart of this law are:

- A free and appropriate public education, including provision of related services such as occupational and physical therapy
- An Individual Educational Plan (IEP) for each disabled child
- Placement of disabled students in the Least Restrictive Environment (LRE)
- Thorough and fair evaluation to determine the extent of each child’s disability and his/her special educational needs
- A system of procedural safeguards to allow the child, or parents/guardians of the child, to challenge school actions and decisions

Commentary: This is the law that guarantees the right to an interpreter when appropriate for the deaf student in a public school setting. Whether or not an interpreter is appropriate for a particular student is dependent on a number of factors which are determined on a case by case basis (Rowley vs. the Board of Education). P.L. 94-142 does not apply to students in a private school that does not receive federal funds.

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P.L. 99-371 — The Education of the Deaf Act of 1986

This law was responsible for establishing the Commission on Deaf Education which was charged to investigate the quality of deaf education in settings ranging from programs for infants to continuing education for deaf adults, and to make recommendations to congress, the U.S. Department of Education and the President. The commission issued its report, entitled *Toward Equality*, in 1988, finding that “the present status of deaf education for persons who are deaf in the United States is unsatisfactory.....unacceptably so.”

P.L. 99-457 - The Education of the Handicapped Act Amendments Law of 1986

This act focuses on services to families with children from birth to age six. It mandated states to provide services for these children by 1990-91 and stipulates that states refusing to serve special needs children will lose preschool grant funds. There is a provision for a multidisciplinary assessment and a written Individualized Family Service Plan (IFSP). States must implement personnel standards as part of the law.

P.L. 101-476 - The Education of the Handicapped Act Amendments of 1990

This amendment to P.L. 94-142 reauthorized the original act, along with the amendment act P.L. 99-457, and made certain changes and additions. Some of the additions and changes of interest are:

- Changes the title of the law to: the “**Individuals With Disabilities Education Act**” (often referred to as **I.D.E.A.**)
- All references to “handicapped children” are changed to “children with disabilities”
- Services are expanded to include “deaf-blind” children
- Expands the requirements of the states as to personnel needs, including more specific data as to those needs and more specificity as to the appropriateness and adequacy of the personnel training and continuing education of the personnel who service these children

The Americans with Disabilities Act (ADA) of 1990

The Americans with Disabilities Act (ADA) was enacted by Congress and signed into law in 1990. This act considerably improves upon the earlier Section 504 law adopted in 1973. The ADA requires that all buildings, public and private programs and services, and employment be equally accessible to people with disabilities. While the ADA is not specific to elementary and secondary education, it nevertheless reinforces the fact that public schools, as major institutions of the country, need to adopt this attitude, and certainly need to see that every disabled child has a right to equal access and equal opportunity.

The Telecommunications Reform Act of 1996

The act includes disability access provisions relative to telecommunications equipment, as well as service and video programming. The sections that pertain to deaf persons require that following an eight to ten year transition period, 95% of new video programming and 75% of “old” programming must be closed captioned. Effectively, this means that, with some exceptions, all new television programs, including local news, weather, movies, children’s programming, and documentaries, will be required to come with closed captioning.

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STATE LAWS AND REGULATIONS

Florida Equity in Education Act

This law prohibits discrimination on the basis of race, national origin, marital status or disability against a student or an employee in the state system of public education in the following settings:

- Guidance Counseling
- Financial Assistance
- Program Offerings
- Course Offerings
- Recreational Activities
- Athletic Activities

Commentary: While this act permits the separation of sexes for some specific activities, it does require that substantially equivalent activities be available to all students. Separation is permitted by physical skills but one measure of eligibility that specifically eliminates a group is prohibited.

Child Protection Laws

Florida law requires **all** persons who observe any situation or evidence that may indicate child abuse to report these observed evidences or situations to the appropriate authority. Abuse is defined as: *any situation that endangers the physical, mental and emotional well-being of the child.*

Commentary: Interpreters are **NOT** protected by any confidentiality laws and as a result, must report any incidents that are observed in an interpreting situation that may indicate child abuse.

Florida State Statutes

Some sections of the statutes which are of interest to the interpreter are:

Chapter 413 Vocational Rehabilitation (1983) which deals with full and equal accommodations for the deaf in common carriers, conveyances, hotels and lodging places, amusements, or resorts, and other places where the public is invited. There are additional provisions for guide dog use, employment in the service of the state, and rental property which protect both the disabled and the able-bodied.

Chapter 90.6063 of the Evidence Code (F.S. 1987) discusses interpreter services for deaf persons and describes procedures by which means a deaf person may secure interpreting services.

Section 901.245 of the Arrests Code (F.S. 1987) describes the use of notes taken by police in the event that an interpreter is not available.

Chapter 286.26 of the Public Business Code, Miscellaneous Provisions (F.S. 1987) describes the provisions and notifications necessary for a physically disabled person to attend a public meeting called by a state agency or county authority, or municipal corporation.

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NOTE REGARDING TECHNICAL ASSISTANCE PAPER

The Technical Assistance Paper – 308670 for Educational Interpreters – Paper Number: FY 1995-5 (Florida Department of Education: Bureau of Education for Exceptional Students) is currently included in the EIE Study Manual.

Various questions from the TAP will be included in the EIE Written Exam. You should download the full version of the Technical Assistance Paper by using the following link:

<http://www.fldoe.org/ese/pdf/y1995-5.pdf>

Questions from the EIE Code of Ethics will not be included in the EIE written exam. However, some questions about the History of the EIE Code of Ethics may be included.

All questions related to *ethics* are from the NAD-RID Code of Professional Conduct, adopted by the Florida Registry of Interpreters for the Deaf (FRID) in 2006.

**1986 Florida Department of Education: Bureau of Education for
Exceptional Students - Technical Assistance Paper (Excerpt - Revised)**

WHAT IS AN INTERPRETER/TRANSLITERATOR?

In the education setting, an interpreter is considered a member of the educational team who acts as a communication link between people who would otherwise not be able to communicate. The interpreter provides a visual presentation of what is being said. This process may involve changing both the mode and language used by the sender.

A sign language interpreter listens to a spoken message and simultaneously transmits the message to the deaf student(s) using the appropriate sign language system with or without inaudible speech. An oral interpreter listens to a spoken message and simultaneously mouths the message with inaudible speech.

Interpreters/transliterators have the responsibility to be facilitators of communication in the classroom. They are responsible for interpreting in all formal educational settings, such as classroom instruction and other scheduled assignments during regular work hours, and to facilitate communication between the student and the teacher, between students, and with other individuals in the educational environment.

For the interpreter/transliterators working with deaf/hard of hearing students, knowledge of various sign systems is necessary. Systems may include: Signing Exact English (SEE II), Signed English, Pidgin Signed English (PSE), American Sign Language (ASL), fingerspelling, and special educational technical signs. In order to provide for the individual communication needs of deaf/heard of hearing students, the interpreter must be knowledgeable about all, and proficient in several of the various systems. Definitions of the specific sign systems may be found under the heading **Definitions**.

Interpreting is a complex skill requiring many simultaneous functions. The ability to sign is only one of the basic competencies necessary in interpreting. An interpreter should possess the following:

- 1) Excellent command of English, including a large vocabulary and good spelling;
- 2) Excellent auditory and visual memory;
- 3) Knowledge of the implications and impact of hearing loss on the student's comprehension of English;
- 4) Ability to communicate non-verbally using body language, mime, facial expression, and gestures;
- 5) Ability to interpret at 120 to 160 words per minute;
- 6) Knowledge of the vocabulary of the subject being taught;
- 7) Ability to understand and utilize a variety of communication modes used by the students; and
- 8) Ability to voice interpret the signed communication of the students

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The interpreter/transliterators has the responsibility to cooperate as a member of the educational team. The interpreter/transliterators should be a contributing team member in the development of a student's individual educational plan (IEP). Very often, the interpreter/transliterators can provide information concerning the student's ability to participate in basic education classes. The interpreter/transliterators may be able to describe the student's attention span, peer interactions and comprehension of the instructional vocabulary and concepts. Information concerning the students' functioning in basic education classes will assist teachers, parents and students in designing and implementing the IEP.

Since interpreters/transliterators are not hired as classroom teachers, they should not make educational decisions in lieu of the teacher. Depending on the interpreter/transliterators job description, they may have the responsibility of tutoring students under the direction of the classroom teacher. When the interpreter/transliterators has classroom responsibilities in addition to interpreting, all additional responsibilities should be included in the job description.

Educational programs should develop procedures for indicating who will supervise and evaluate interpreters/transliterators, how interpreting sessions and breaks are determined and procedures for resolving conflicts that may occur. Before signing a contract as an interpreter/transliterators in an education setting, the interpreter/transliterators should have a written copy of the job description, and be informed of program procedures. It is the school district's responsibility to determine that the interpreter/transliterators has the skills necessary for the assignment in the educational setting. The school district can use the Florida Educational Interpreter Evaluation (EIE) system to assist them in making this determination.

DEFINITIONS

- **Registry of Interpreters for the Deaf Inc. (RID)** - A national professional organization for interpreters, founded in 1964 and located in Alexandria, Maryland. Provides national certification of interpreters; helps pass laws involving the use of interpreters; developed the NAD-RID Code of Professional Conduct for Interpreters; and holds a convention every two years. RID publishes the Interpreters Views, a quarterly professional newsletter.
- **Florida Registry of Interpreters for the Deaf (FRID)** - The state affiliated chapter of the national Registry of Interpreters for the Deaf.
- **Quality Assurance Screening Process (QA SCREENING)** - A state "screening" process for evaluating interpreting competencies at a beginning level. QA screening is designed for interpreters working outside the school setting.
- **Educational Interpreter Evaluation (EIE)** - A Florida process for evaluating educational interpreters' competencies.
- **Language** - A method of communication which has its own vocabulary and syntax.
- **Aural-Oral Languages** - Languages which are based on a structured set of linguistic rules in which the communication is based on sound; spoken languages throughout the world fall into this category. ***

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- **Visual-Gestural Languages** - Languages which are based on a structured set of linguistic rules in which the communication base is the movement of the face and body, rather than sound. Sign languages throughout the world fall into this category. ***
- **American Sign Language (ASL)** - A visual-gestural language which incorporates facial grammatical markers, physical affect markers, spatial linguistic information, and finger spelling, as well as signs made with the hands. ASL is a distinct language with its own grammar and syntax which is not based on, nor derived from, a spoken language. As a complete and complex language, accepted as the natural language of the Deaf community, ASL is an integral part of Deaf culture. Varieties include old, traditional, and modern. ***
- **Fingerspelling** - A system which utilizes the hand to represent the letters of the English alphabet.
- **Classifiers** - A specific set of signs which serve several functions in ASL; some are iconic (look somewhat like the object they represent), others are arbitrary (there is no obvious reason for that sign or hand shape to be used as a classifier for the noun it represents). A classifier generally cannot be used until the noun it is representing has been signed. Classifiers can (a) convey the relationship of a noun to a noun; (b) convey the way a noun moves; and (c) describe a variety of nouns. ***
- **Contact Varieties** - The result of prolonged language contact between members of different linguistic communities — includes code-switching, code-mixing, and lexical borrowing. Sometimes referred to as Pidgin Signed English. ***
- **Manually coded English (MCE)** - A variety of English-based signing systems used to represent the aural/oral language of English. Includes the Rochester method, Seeing Essential English (SEE 1), Signing Exact English (SEE 2), and Conceptually Accurate Signed English (CASE). ***
- **Conceptually Accurate Signed English (CASE) or Signed English (SE)** - A manual code for English which combines English grammatical order with ASL signs and some invented initialized signs. ***
- **Sign Supported Speech (SSS)** - A broad term used to refer to a variety of English-based signing systems; composed of artificially invented hand movements which attempt to represent English in a manual/visual form, relying entirely upon the lexicon and syntax of English, and usually accompanied with speech or lip movements (formerly referred to as Manually Coded English). ***
- **Simultaneous Communication (sim-com)** - Speaking and signing at the same time (alternate term: sign supported speech). ***
- **Pantomime** - A gestural system of communication which is non-verbal and is not bound to one distinct language.

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- **Code** - A means of representing an existing language. It relies upon the vocabulary and syntax of the represented language.
- **Total Communication** - A communication philosophy which incorporates the use of speech, speech reading, residual hearing, sign language, fingerspelling, gesture, pantomime, and reading and writing.
- **Interpretation** - The process of changing a message from one language to another, conveying all essential elements of meaning and maintaining dynamic equivalence. Interpreting is a highly sophisticated and demanding mental task involving complex thinking and analytical strategies. Such complex mental tasks and bi-modal channels (aural/oral and visual/gestural) of communication requires above average intelligence, rapid mental processing, good “working” memory, the ability to sustain concentration under stress, and excellent predicting and closure skills. ***
- **Transliteration** - Common use - is derived from the field of music where the term is used to refer to the transcription of words from one written language into a phonetic-form of English; in the field of Sign Language interpreting - the process of changing a message expressed in one language and into a code of the same language. ***
- **Oral Transliteration** - Listening to a spoken English message, then rephrasing that message into clearly speech readable forms for a deaf consumer who uses speech and speech reading as primary forms of communication. ***
- **Source Language** - The language in which as original message is conveyed, upon which interpretation is based. ***
- **Target Language** - The language into which a message is interpreted. An interpreter takes the message expressed in the source language and, after working through a complex mental process, produces an equivalent in the target language. ***
- **Voice-To-Sign Interpreting** - The act of changing the spoken source language message into a Sign Language interpretation.
- **Sign-To-Voice Interpreting** - The act of changing the signed source language message into a spoken language interpretation.
- **Lag Time** - The time used by the interpreter to analyze the source language utterance and to make cultural and linguistic adjustments before producing an equivalent message in the target language (alternate term: processing time). ***
- **Affect** - Refers to emotions or feelings of the speaker or the person the speaker is quoting. ***

*** Humphrey, J.H. and B.J. Alcorn. So you Want to be an Interpreter: An Introduction to Sign Language Interpreting. Salem, OR: Sign Enhancers, 1994.

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Physical Factors Affecting Interpreting in the Educational Setting

Position of the Interpreter

Communication between the interpreter, the teacher and the student is essential in determining the physical arrangement necessary for the interpreter in the classroom. Various situations require different positioning to be effective. In a setting where there is more than one speaker, the interpreter should develop a convenient, effective means to indicate to the student who is speaking.

A certain degree of “lag time” is unavoidable in the interpreting process. Teachers need to be aware of this fact and allow sufficient time for students to receive and process the visual message before expecting a response. This will increase the possibility for class participation by the deaf/hard of hearing student(s).

The following arrangements are commonly used:

- **One-to-one:**

The interpreter and student should maintain a comfortable distance of four to six feet between them. Placement of the interpreter and student should provide for optimal communication and learning. The interpreter should be seated next to or standing near the hearing person, depending on if the hearing person is seated or standing, and facing the deaf student. This facilitates interpreting and voicing.

- **Classroom Lectures:**

Interpreters usually position themselves in front of the class, to the side and slightly forward of the teacher. The student(s) should be able to look over the interpreter’s shoulder and see the teacher, the board and/or any audiovisual equipment that may be used. This arrangement enables the student to see both the interpreter and the teacher simultaneously. This is also contingent upon teacher movement and student preference, but the student should sit three to five feet from the interpreter.

Sometimes interpreters, teachers or students request that the interpreter stand next to the teacher. When the interpreter stands, it should be on the side of the teacher that is least interfering with the teacher’s movement to the board, overhead projector, or other audio-visual equipment.

When interpreting for an oral deaf student, the interpreter should be eye level with the student; sitting if the student sits, standing if the student stands. The optimal distance between the student(s) and the interpreter is three to five feet. The interpreter and the teacher should be in the same line of sight to better enable the student to glance at the teacher. The interpreter should select a position and the student(s) should make sure they can see the interpreter or move.

- **Platform or Assembly:**

Interpreters generally position themselves on the stage standing as close to the speaker as possible in order for the students to see both the interpreter and the speaker. Platform interpreting requires large

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signs, limited use of fingerspelling, and easily visible facial expressions. Oral interpreting will require one to one interpreting, in the audience, at a distance of three to five feet.

When films, slides or transparencies are used, make arrangements for a spotlight to be on the interpreter during the time the house lights are dimmed. In impromptu situations, interpreters may stand near the projection equipment and be lighted by that when a spotlight is unavailable.

- **Conferences:**

Depending on the number of participants, it is recommended that seating for a conference be arranged in a circular or angular configuration to allow for optimum transmission of communication. The interpreter should be seated or standing next to the person conducting the meeting and across from the deaf student.

Lighting Considerations

The interpreter should position her/himself where lighting is optimal for visual learning. A light source should not be behind, but in front of or above the interpreter so that the student(s) can see the interpreter. The teacher should notify the interpreter of scheduled movies, videos or slide presentations to enable the interpreter to possibly come prepared with a lamp or flashlight.

Background and Appearance in Class

Background relates both to the interpreter's clothing and to the area behind the interpreter. The interpreter should arrange the physical environment so that they sign or speak in front of a contrasting wall or backdrop. Interpreters should dress as a professional member of the educational team. Clothing should be of a plain, solid color that contrasts with the interpreter's skin tone. Distracting jewelry should not be worn and nail polish should be subdued. Oral interpreters should wear open necked attire because some of the visual aspects of speech are observed on the throat and neck. Lipstick is recommended to allow the oral deaf student to better speech read the interpreter. Moustaches and beards are not recommended, however, if worn should be neatly trimmed.

Acoustics in the Classroom

Position of the interpreter and student should provide an optimal acoustic environment for reception of the message and for use of a hearing aid. Placement should be away from background noises.

Preparation for Content Presented in Various Classes

It is recommended that interpreters ask each subject area teacher for an overview of the coming week's plans. Interpreters may request a copy of textbooks to assist them in class preparations i.e. for vocabulary and sign concepts. This will aid the interpreter in the use of technical signs or fingerspelling of technical terms. Classes such as physical education and driver's education may require special accommodations and vocabulary.

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The subject area teacher is responsible for all students, including the deaf/hard of hearing students. Class requirements and assignments should be written and distributed to each student. The interpreter should be notified as to dates, times, and subject matter relating to special lectures or assemblies.

There may be times when an interpreter's duties may include interpreting in special settings which require special dress, positioning and/or devices. When necessary, interpreters may alter appropriate dress and move about the room or area. There may also be times when it is necessary for the interpreter to interpret during extra-curricular activities.

In-service Guide

Basic education teachers, special education teachers, and students need in-service training on interpreting services. Acceptance of the interpreter and the deaf student into the classroom setting should be facilitated by the teacher introducing the interpreter to the class at the beginning of the semester. Explanation of the interpreter's role as a facilitator of communication for the deaf/hard of hearing students would be appropriate at this time. The interpreter will assist in any communication between the teacher and deaf student(s). The interpreter is not expected to explain what the teacher is saying, but rather to relay the information. The teacher should encourage class participation by the deaf students.

Districts need to be aware of the interpreters' in-service needs and to assist in meeting these needs. For the entire school staff where deaf/hard of hearing students are enrolled, it is recommended that a deaf awareness workshop be conducted annually. The following are resources that could be utilized:

- Florida Educators of the Deaf and Hard of Hearing (FEDHH)
- Office of Vocational Rehabilitation (VR)
- Florida School for the Deaf and Blind (FSDB)
- Florida Diagnostic and Learning Resources System (FDLRS)
- Deaf Service Centers (DSC)
- Florida Registry of Interpreters for the Deaf (FRID)
- Alexander Graham Bell Association
- Convention of American Instructors of the Deaf (CAID)
- Conference of Educational Administrators Serving the Deaf (CEASD)

Topics could include nature and characteristics of hearing loss, importance of hearing aids, classroom accessibility and considerations, information on sign language, and the roles and responsibilities of interpreters. For students mainstreamed with deaf students, the same topics are recommended for in-service.

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Additional Definitions

- **Discourse** – An instance of language.
- **Interpreter** – A bilingual-bicultural professional who conveys equivalent message between two languages.
- **L1 - Language 1 or A Language** - The first language you learn, native language, often the language of your parents.
- **L2 - Language 2 or B Language** - Your second language.
- **L3 – Language 3 or C Language** – A language you may understand, but have trouble generating.
- **Lexical** – Pertaining to words or vocabulary.
- **Lexicon** – The knowledge that a native speaker has about a language.
- **Prosody** – Describes all of the acoustic patterns of speech. Includes the syllable length, loudness, pitch, and format structure of speech sounds, phonologically, prosody is described by tone, intonation and rhythm, and lexical stress.
- **Reiterating** – Repeating the same short utterance at the beginning and the end of a statement.
- **Rhetorical Question** – A figure of speech in the form of a question posed for rhetorical effect rather than for the purpose of getting an answer.
- **Role Shifting** – The use of space to establish locations and shoulder shifting for dialogues.
- **Syntax** – The study of the rules that govern the structure of sentences, and which determine their relative grammatically.
- **Transliterater** - Conveys equivalent message working between two forms of the same language.

Florida EIE - Written Test Sample Questions

Multiple Choice:

1. According to the Technical Assistance Paper (TAP), the subject area teacher should:
 - A. introduce the interpreter to the class at the beginning of the semester, attend related in-service workshops and direct questions to the interpreter to make sure the deaf students understand.
 - B. provide an overview of upcoming instruction, seat the interpreter and deaf student in a place that will least disrupt the class, and notify the interpreter in advance of planned media presentations.
 - C. include all students in class activities, encourage students to participate in answering questions, and be responsible for any problems that occur in the classroom.
 - D. All of the above
2. The main responsibility of the interpreter in the classroom is to:
 - A. help the students understand the material presented.
 - B. facilitate communication.
 - C. tutor the students.
 - D. help the students with their English.
3. As part of the educational team, an educational interpreter may be able to provide information in the areas of:
 - A. the student's attention span, peer interaction and comprehension of the instructional vocabulary and concepts.
 - B. the student's peer interaction, attitude toward the teacher, and grades.
 - C. the student's attention span, homework assignments, and class participation.
 - D. the student's reading level, study habits, and comprehension of the instructional vocabulary and concepts.
4. The changes made to P.L. 94-142 under the Individuals With Disabilities Education Act (IDEA) include all of the following **except**:
 - A. Children are referred to as "disabled", rather than "handicapped".
 - B. The title of the law was changed from The Education for All Handicapped Children Act.
 - C. States are required to provide services to private schools, as well as public.

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D. Services are extended to include deaf-blind children.

Florida EIE - Written Test - Sample Questions (cont'd.)

True or False:

1. _____ The interpreter should not be a part of the development of a student's IEP because of confidentiality.
2. _____ An interpreter with an EIE Level I can proficiently handle the full range of complex communication situations which may occur in an educational setting.
3. _____ The interpreter has the responsibility to convey the message between the individuals, but does not enter the conversation as a contributing member of the conversation.

Matching:

- A. American Sign Language
- B. Code
- C. Language
- D. Total Communication
- E. Signed English

1. _____ A method of communication which has its own vocabulary and syntax.
2. _____ The use of ASL vocabulary signed in English word order/syntax.
3. _____ A means of representing an existing language. It relies on the vocabulary and syntax of the represented language.
4. _____ A manual-visual language recognized as a separate distinct language, with its own grammar, inflections, and idioms. Use of space, facial expression, body movement, and the use of directionality of sign movement are essential.
5. _____ A communication philosophy which incorporates the use of speech, speech reading, residual hearing, sign language, fingerspelling, gesture, pantomime, reading and writing.

Florida EIE - Sample Interview Questions

1. You interpret for a deaf student in a Biology class. The student for whom you interpret has been absent for 3 days. The instructor asks you to tutor the student on what he missed in class. How do you respond?
2. You are interpreting for a 3rd grade deaf student. You see that she has a cheat sheet under her notebook during a spelling test. What do you do?
3. The student for whom you interpret is called to the office. When you arrive you find the school police are there to question him about some recent car break-ins. How do you respond?

HINTS

K A R... It works!

- **K – Knowledge** of the NAD-RID Code of Professional Conduct
- **A – Application** of the tenets of the NAD-RID Code of Professional Conduct
- **R – Response** to the situation

Remember that during the interview portion of the evaluation, the raters will be looking for the following things:

- a) your **Knowledge** – Which tenet applies to the scenario?
- b) your **Application** – What about the scenario does/does not fit with the tenet?
- c) your **Response** – How I would respond in this particular situation?

A good way to “frame” your answers to the interview portion would be to say:

“According to the NAD-RID Code of Professional Conduct, interpreters (fill in a quote from the appropriate code)... In this situation... (apply the code in an appropriate way to the situation)... Therefore I would... (respond to the particular situation).”

or

“There is a tenet in the NAD-RID Code of Professional Conduct that states... (quote from the code) ... In this situation... (apply the code to the situation)... Therefore I would (briefly explain how would you respond to this situation).”

Your response **quality** should be: clear, concise answers, stated in a poised and confident manner. There is no need to elaborate extensively or to draw in several codes, as most of the time one specific code is targeted.

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Florida EIE - Answers to Written Test Sample Questions

Multiple Choice:

1. C

2. B

3. A

4. C

Matching:

1. C

2. E

3. B

4. A

5. D

True or False

1. False


2. False

3. True


Answers to Sample Interview Questions

1. There is a tenet in the NAD-RID Code of Professional Conduct which states that: *“interpreters avoid situations that result in conflicting roles.”* In this situation, the student was not in class for instruction and the teacher did not offer materials or directions. Therefore I would offer to interpret for instructions or ask for materials and direction with which to tutor if I felt qualified to do so.
2. The NAD-RID Code of Professional Conduct clearly states that: *“interpreters comply with workplace codes of conduct.”* In this situation, the student is breaking an obvious rule during an exam. I am assuming the teacher did not see her. Therefore, I would have already informed the student I am responsible to report such things, and would report it to the teacher discreetly – after interpreting.
3. The NAD-RID Code of Professional Conduct directs interpreters to: *“accept assignments using discretion with regard to skill, communication mode, setting and consumer needs.”* In this situation the assignment is legal with law enforcement involvement. I would not be qualified to do that based on my lack of national certification. Therefore I would decline the assignment explaining legal situations required certified interpreters. I would provide contact information to get one.

In addition to the information included in this study manual there are 3 Standard Practice Papers from RID that you will need to download and become familiar with. They are Interpreting in Educational Settings K-12, Multiple Roles, and Self-Care. They are located on the RID website www.rid.org and you can find them by clicking on Interpreting & RID, then click on Standard Practice Papers in the drop down menu, or you can download them by clicking on the links below.

-  [Interpreting in Educational Settings - K-12](#) (2000)

-  [Multiple Roles](#) (2007)

-  [Self-Care](#) (2007)