**Top Ten Behavioral Skills**

**Positioning:** The interpreter stands a few steps behind and to the side of the speaker.

**Eye Contact:** The interpreter does not look at the participants.

**Accuracy:**  The interpreter’s message is the same as the speaker’s message.

**Completeness:** The interpreter’s message is complete. Nothing is left out.

**Enunciation:** The interpreter speaks clearly.

**Volume:** The interpreter speaks loudly enough for everyone to hear.

**Posture:** The interpreter stands up straight and does not rock or fidget.

**Poise & Composure:** The interpreter appears relaxed and “recovers” from mistakes without giggling or falling apart.

**Reference to Self:** The interpreter always refers to him/herself as “the interpreter”.

**Managing Participants:** The interpreter makes the correct requests when necessary.

**The difference between translation and interpretation; use the right terminology**

**Translation** is written. The translator reads what is written and writes it in another language so that it makes sense, not just a “literal” translation.

**Interpretation** is oral. The interpreter listens in one language and speaks in the other.

**Tips for Working with an Interpreter**

* Brief the interpreter on what it is you would like to say to the parent/family member/student so the interpreter has a general idea of what will be said during the meeting.
* When working with an interpreter, the conversation can often take twice as long. Some words/concepts don’t always translate (such as Common Core) and the interpreter may need to describe or paraphrase many terms you use.
* Speak directly to the parent/family member/student. Communicate with them as if the interpreter were not there, even if the parent/family member/student speaks directly to the interpreter.
* Speak naturally, not louder. Speak at your normal pace, not slower. Pause to make sure the interpreter has time to deliver the message. But avoid breaking up a thought. Additionally, the interpreter may ask to clarify what you’re saying.
* Avoid jargon or technical terms. Clarify unique vocabulary (including acronyms- PBIS).
* Everything you say will be interpreted. Avoid private/side conversations with the interpreter. Avoid interrupting the interpreter. Remember that just because the interpreter is being used does not mean the parent/family/student does not understand English.
* It is natural to talk faster when reading, if the interpreter does not have a copy of the script, slow down so the interpreter can keep up with you.

From the Highline Public Schools, Washington <https://staff.highlineschools.org/coronavirus/resources/translationinterpretation-support>