

Part I Effective Teaming with Parents, Interpreters, Translators, & Team Members
January, 2017
Sponsored by: CDE Exceptional Services Unit,
Preschool Special Education & Child Find

*PARENTS...FAMILIES...
INTERPRETERS... EDUCATORS*



Today we will be exploring perspectives and expectations of all involved...parents, family members, educators, specialists, and interpreters, translators and the cultural mediators/liaisons. It is important to clarify the needs for preparation as well as clarify expectations of all team members. When we say team members we mean all ... All working together to address important issues in a meaningful way.

LEARNING OUTCOMES

- Understand the importance and relevance of specific roles and effective use of interpreters, translators and cultural mediator/parent liaisons with culturally and linguistically diverse families in the Child Find process.
- Apply key strategies that contribute to successful engagement of culturally and linguistically diverse families in each stage of the process and improve the reliability and validity of assessment outcomes.
- Utilize information to prepare both interpreters and team members to enhance team function and knowledge of evidence based culturally responsive practices through team building activities and experiences.

Understand...Apply...Utilize



Let's take a minute to read the learning outcomes for Part I of this webinar. First to understand the importance of the well prepared interpreter...Second to learn and apply strategies for successful engagement of family members so that all can be assured of reliability and validity of outcomes and third, to utilize the information shared today to enhance your individual and team's function.

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TEAM MEMBER'S PERSPECTIVES

- “It is so important that I have access to a well prepared interpreter who can tell me what the parent is saying so I have all the information I need to determine and document eligibility, especially when the child is learning two or more languages. When the interpreter is well prepared, positive, and present then the parent is that much more willing to share and seems more comfortable with what is happening.” ECSE

“Perro” Child points to puzzle piece of dog



5

Let's learn more about the perspectives of the professionals on the team. Please read this perspective. “It is so important that I have access to a well prepared interpreter who can tell me what the parent is saying so I have all the information I need to determine and document eligibility, especially when the child is learning two or more languages. When the interpreter is well prepared, positive, and present then the parent is that much more willing to share and seems more comfortable with what is happening.”

When the interpreter is well prepared then they know if the child points or names the pictures in his/her first language, the interpreter can let the professional know the correct answer is correct even if is in his own language. For example: “perro” for dog “azul for blue... I want to share a situations: If the professional does not know the language of the child ...

MORE TEAM PERSPECTIVES

SLP

- “When I know what the child is saying, or attempting to say, it is so much easier to understand and interpret behaviors observed and I can always ask for clarification” MS-SLP

OT

- “I am trying to always be sure I know the words for greeting the family and some others in the language of the family...the interpreter can describe what I’m doing with the child, which also helps establish that trust and relationship we need with the family!” OT

6

It is important to realize that each professional may need to fulfill their role and may need to work with the interpreter in different ways. Let’s read what the SLP is saying about working with an interpreter and also the perspective of the OT. “When I know what the child is saying, or attempting to say, it is so much easier to understand and interpret behaviors observed and I can always ask for clarification” Now the OT - “I am trying to always be sure I know the words for greeting the family and some others in the language of the family...the interpreter can describe what I’m doing with the child, which also helps establish that trust and relationship we need with the family!”

MORE TEAM PERSPECTIVES

Monolingual SLP

"It took me several years to develop the comfort level I now have in working with interpreters. Now on our evaluation team (ECSE, SLP, OT, and Interpreter) the interpreter is an independent member, valued for expertise in languages and their understanding of culture. This lets us speak "through" the interpreter instead of directing conversation "to" the interpreter. This also allows our conversations with families to look and be authentic. However, the interpreter can also step out of the role of "voice" and help mediate any misunderstandings that arise."

Bilingual ECSE

The benefit of having an interpreter on our team is that I am free to do what I am supposed to do... as an evaluator in my area of expertise. It is tough to multi-task as an interpreter even though I may speak the language of the family. My colleagues do not need to rely on me to interpret, but can communicate and interact with the family through the interpreter and we can provide a family friendly environment and process.

7

These are quotes from two experienced team members on a Child Find team who have shared important perspectives about successful use of an interpreter in their Child Find process.

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The benefit of having an interpreter on our team is that I am free to do what I am supposed to do... as an evaluator in my area of expertise. It is tough to multi-task as an interpreter even though I may speak the language of the family. My colleagues do not need to rely on me to interpret, but can communicate and interact with the family through the interpreter and we can provide a family friendly environment and process.

Clara: Follow up to confirm perspective of bilingual ECSE Comment

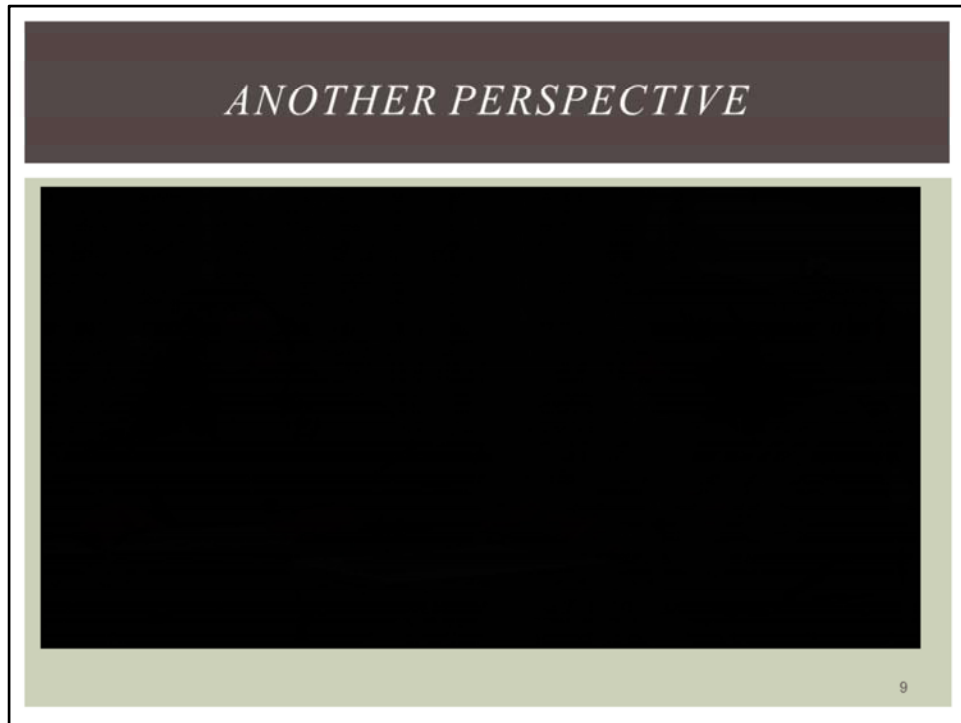
INTERPRETER PERSPECTIVE

- “I need to understand what role the team wants me to play... and for me to do it well, I need prior information and be briefed by the team how I will interpret for them with the parent as well as play with the child...”



8

Now we want to find out the interpreter's perspective on the process. Let's read what Siham has to say..... “I need to understand what role the team wants me to play... and for me to do it well, I need prior information and be briefed by the team how I will interpret for them with the parent as well as play with the child...”
This interpreter needs preparation and prior information. Let's learn more about that.



Let's listen to Clara's perspective in this video as she explains how she worked closely with her team to be sure they had the information they needed to determine eligibility . Preparation is key up front and clarifies needed information and increases efficiency

IF YOU ARE AN INTERPRETER...

Please use your chat box and share with us your perspective

- What do you expect from the professionals you work with?
- What works for you?

10

We want to hear from the interpreters here today. Please use the chat box to share your perspectives and address these questions. Read questions What do you expect from the professionals you work with?
What works for you?

SHARING FAMILY PERSPECTIVES

“What they need... They need to know about our culture...our language...to understand us and how we bring up our kids...what we do when they are sick...when they are with adults...how and what they eat...They need to know how we think and how we feel as a family about our children ...”

Maria ~ Parent



11

Read this quote. *“What they need... They need to know about our culture...our language...to understand us and how we bring up our kids...what we do when they are sick...when they are with adults...how and what they eat...They need to know how we think and how we feel as a family about our children ...”*

Every culture have their own set of rules, driven by their traditional way of living inside of their own homes..... This is the information that is essential to know from the parents so we can understand and NOT negativity judge their interactions, expectations and life ways

ANOTHER PERSPECTIVE

To make progress and have our family go in a positive direction, our family has to feel valued...that the information we are sharing is just as important as is the information from the professionals...For the family to feel this is critical to success"

Linda ~ Parent.

12

Another quote from a parent engaged in the child find process with advice on how to develop authentic partnerships with family members *To make progress and have our family go in a positive direction, our family has to feel valued...that the information we are sharing is just as important as is the information from the professionals...For the family to feel this is critical to success"*

MARTHA'S STORY...

■ *"I need an interpreter
as I don't speak English
that well and I need to
know what they are
saying about my child..."*

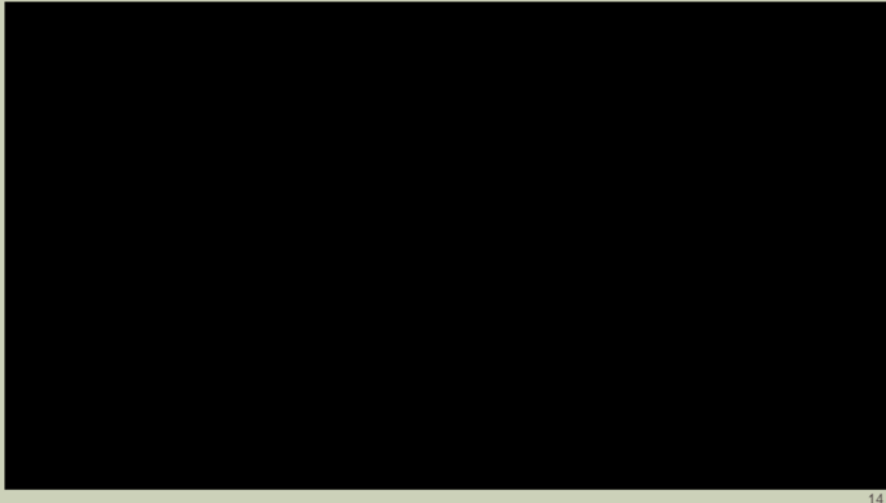


First, I will play this video from Martha speaking Spanish to you , were she is expressing her point of view...

We will then play it again with simultaneous interpretation for those of you who do not speak Spanish so you can understand what she is saying ...

Then we will have time to discuss our reactions...

LISTEN TO MARTHA'S STORY...



My name is Martha Carrillo.

My parents are Mexicans.

I called the office of Child Find in the school district. They gave me an appointment right away, in one week actually. At this time, this date etc., we will come to your house to have an interview and see about the next steps for your son. This is when I realized that they spoke my language! That was my fear. How will I talk to them if I don't speak good English, and they don't speak Spanish? When they came to my house, introduced themselves and we all talked in Spanish, I said to my self, this is perfect! They asked us questions about his strengths and our concerns, did paperwork and then we all decided go ahead with the evaluation to have more information. For us, that was the support we needed. During the evaluation they gave us information and lots of suggestions on how we could help him to support his language development.

In the Hispanic community the lack of not knowing English is the biggest barrier. Sometimes we have the information in our hands, but we are so fearful to make a phone call. What can I do if they answer in English? People hang up and then they don't get to ask for the information they need.

HOW WOULD YOU FEEL?

- Use the Chat function to describe feelings you had the first time you listened to Marta tell her story, especially if you do not speak Spanish...
- Please share in your breakout room why is it important for this parent to have access to bilingual professionals and/or an interpreter? How might you explain this to an administrator?
- Share on chat what you discussed in your breakout room...As team members do you see the benefits of having a well prepared interpreter available both for you and for parents when they speak a language other than English? Will this also help you as team members when you don't speak the language of the family. Feel free to comment on the chat ...

15

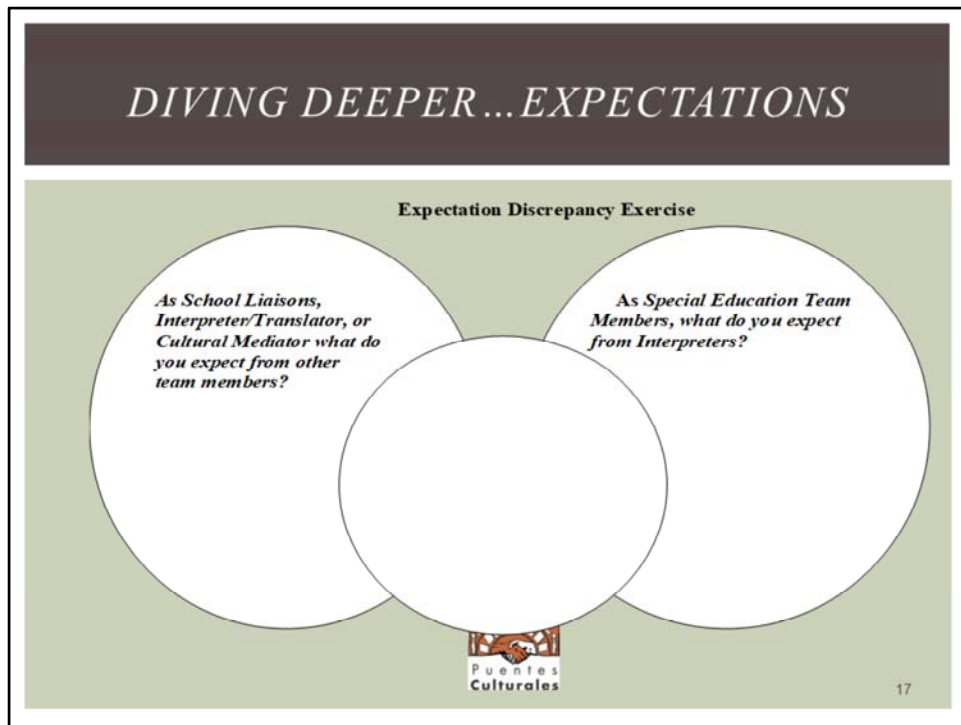
Take few minutes to talk about our reactions to listening to a parent when we don't necessarily understand their language. Please share your comments on the Chat so we can hear how it felt?

This is a powerful exercise to understand the powerless feeling of not being able to speak the language and have so much to share and ask about your child.



Take a look at the Handout #1

It is important to distinguish functions and yet realize that one person may fulfill these roles as a cultural mediator/parent school liaison. Yet in many situations you may only have access to an interpreter or a translator. This slide is a preview of how in Part II of the webinar series we will expand on how the functions may be combined with the more comprehensive role of the cultural mediators or cultural liaison.



As an individual please share what you feel is critical in terms of what you need and expect ...use a key word phrase...first as a team member , what do you expect of an interpreter you are working with and /or as an interpreter what do you need and expect from other team members you work with.

What do you think a well trained interpreter expects from team professionals they work with?

- Briefing with specific instruction
- Terms explained
- Flow and sequence of session
- “Codes or Cues”
- Prior agreements
- Introduction/time to build trust with parent/family members

*IN
SUMMARY*

18

In summary, what do you think a well trained interpreter expects from the professionals they work with? First, they would expect a Briefing to build trust with parent as well as team so we are working as a team with specific instruction on seating (who sit next to who), roles, pacing, style, etc.

Interpreters need a glossary of terms used by the team, with explanations of each, and whether they are expected to explain the terms or if they should signal if parent does not understand so a team member can explain

The flow of what will happen to explain sequence to parent... This is the glue that keeps the family member engaged

Codes and cues ... “check in” Clara what might this look like for you? Clara: At the beginning I give the team and the parent ways to let me know that they need more clarification...that “cues” can be a tap on the arm or leg so I know that we need to stop and used different words to say the same but more clearly.

Make Agreements on how to share information, with parents, with child, and/or back to team members... I really notice how important it is for the team to make time for introduction of the interpreter and the family with time to converse in their native language to set a tone for the interactions.

What do members of the child find team expect from the interpreter?

- Confidentiality
- Accurate interpretation/translation
- Ability to play and to interpret the child's language
- Understanding and interpretation of common terms
- Clear and accurate interpreting of parent
- Use of pre-determined signals & prompts

*WHAT
ELSE?*

*Use Your
Chat
To share an
idea or ask
a question.*

19

Confidentiality, Team members and parents need to be assure that all that is said here is confidential

the child find team expect Accurate interpretation/translation unless otherwise agreed on the briefing with a signal if it is a need for additional explanation from the interpreter

Ability to play with child and write down exactly what the child said

It is important the interpreter Understand and can interpreter common terms used in SPED like IEP, "eligibility," procedural safeguards or "rights and responsibilities"

Clear and accurate interpreting of what parent is saying

The team members expect the interpreter will used pre determent "signals and prompts" ...Susan: Clara give me and example signals to slow down... Clara: I can raise my hand with the palm facing out . To signal to slow down if the parent does not appear to understand or seems overwhelmed,

What about family members? What can they expect?

- Introductions
- Assurance of confidentiality
- Purpose
- Clear descriptions
- Authentic Communication
- To be listened to
- “Check in” regarding understanding and comfort level

IDEAS?

*Use Your Chat
To share
an idea or
ask a
question*

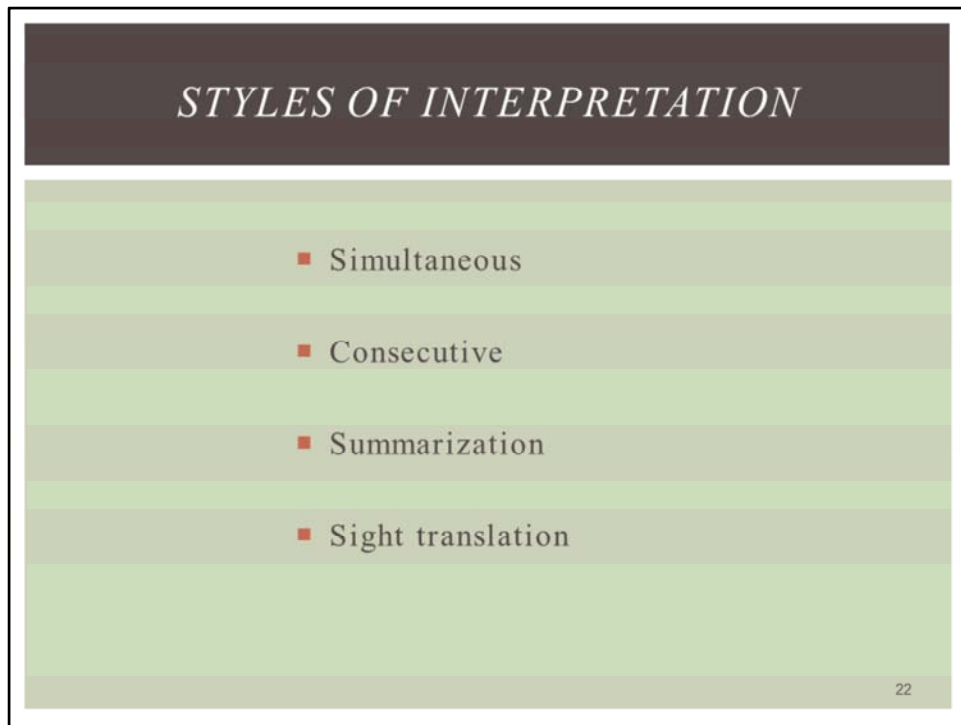
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Introductions breaks the “ice” and put every one in the role they are there to fulfill
Confidentiality has to be mention more then once during the process
This always has to be done to build trust and invite full participation
If the parents have a clear descriptions of “why” and “what” the team is doing, they
can participate and share more with the team
If they trust the interpreter, communication will be more authentic and they will feel
they have been listened to
Again that signal to stop, ask, clarified to have a comfort level of understanding and
sharing

<p style="text-align: center;"><i>Key Messages</i></p> <ol style="list-style-type: none">1. Interpreters/Translators need specific preparation regarding SPED process and meaning of terms used in Child Find2. Consistency or use of the same interpreter across sessions or meetings may enhance interactions and trust for families, teams, and interpreters3. Expectations must be clarified and reviewed for each event so all are comfortable with process4. Briefing and debriefing with interpreters before and after assessment for clarification is important	<p>Thumbs Up or Thumbs Down?</p> <p>Do you agree with 1, 2, 3, and 4?</p> <p>Any Questions?</p> <p>21</p>
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Here are some key messages to use with Interpreters. I am going to read them and you give a thumbs up or thumbs down. Do you agree...

1. Interpreters/Translators need specific preparation regarding SPED process and meaning of terms used in Child Find
2. Consistency or use of the same interpreter across sessions or meetings may enhance interactions and trust for families, teams, and interpreters
3. Expectations must be clarified and reviewed for each event so all are comfortable with process
4. Briefing and debriefing with interpreters before and after assessment for clarification is important



See Handout #2

Clara and I will model or explain the style of interpretation. Clara, Which one you think works best in the educational setting?

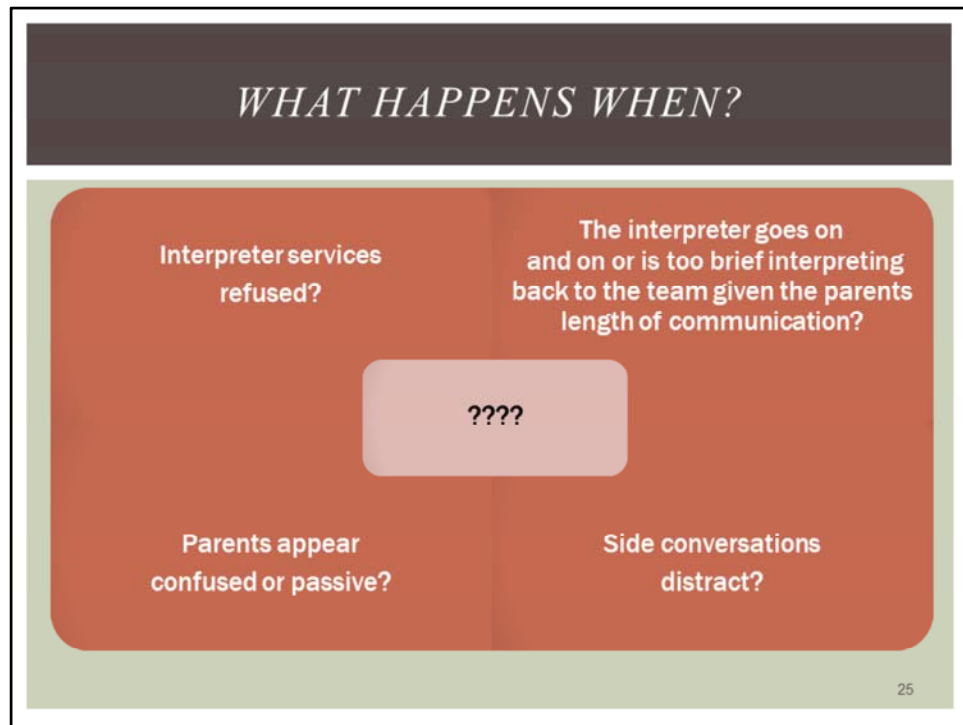
In my experience, definately the consecutive conversation style tends to work best in the educational setting as it does allow for more natural and back and forth conversational interactions.



Location Location...Observe this video and look for overall comfort, level of participation of the parent, how he asks questions or seeks clarification...Is he getting the information he needs? Does this work for this parent?



Handout on What happens When...with various scenarios that can interfere with effectiveness of using and interpreter with families. We will review a few together but the handout can be used for review and discussion with you team members.



We will review a few on these scenarios such as when interpreter services are refused...or when it seems like the interpreter goes on and on or is too brief in interpreting back what the parent said given the length of the conversation... Side conversations among team member or between the interpreter and family members can distract from the focus ...What happens when the parents seem concerned or confused...?

WHAT HAPPENS WHEN?

- A parent refuses the services of a interpreter, especially when it appears the other parent does not speak English?



26

So what happens when a parent refuses the services of an interpreter? What can you do?

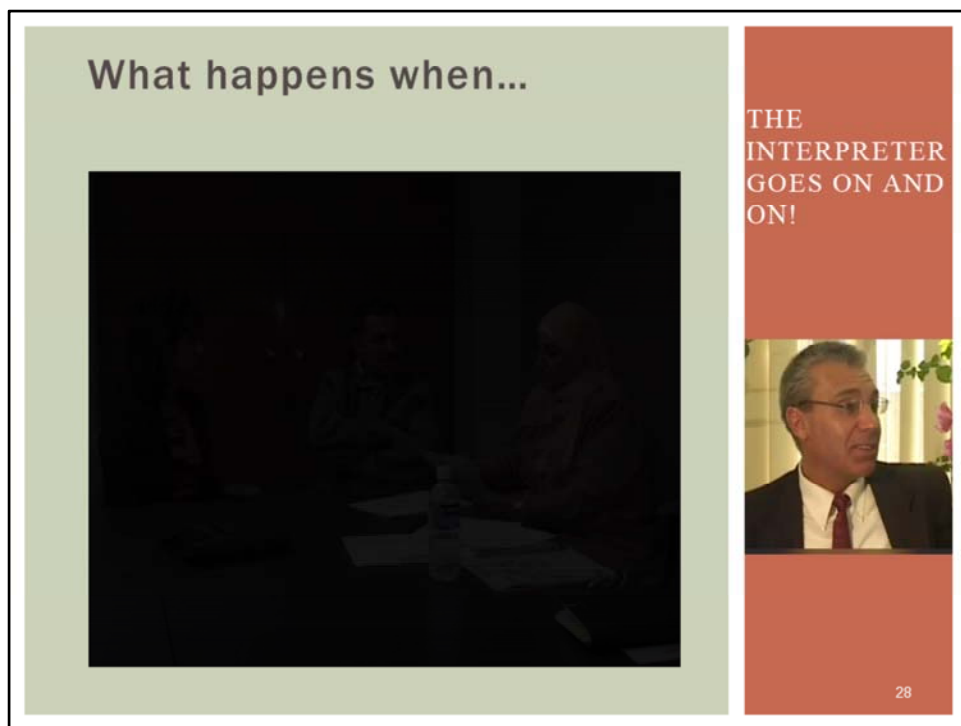
<ul style="list-style-type: none">■ Explain how the interpreter is needed to help the team understand what the child is saying■ Explain to the parent that the interpreter role is needed to understand the strengths of the child as well as gather information from the family and confidentiality is assured■ You might offer that school policy in the district and legislation encourages the use of an interpreter as the parents' right in this situation■ Explain that sometimes the information discussed is initially difficult to understand or respond to. We want to be sure you understand and do not have to worry about how to explain it to your spouse at the same time.	<p>OPTIONS</p> <p>Do you think any or all of these responses might be helpful!</p> <p>27</p>
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Here are some ideas/ options that might help you respond to a family who is receiving services but refuses interpreter services. What do you think.

- Explain how the interpreter is needed to help the team understand what the child is saying
- Explain to the parent that the interpreter role is needed to understand the strengths of the child as well as gather information from the family and confidentiality is assured
- You might offer that school policy in the district and legislation encourages




the use of an interpreter as the parents' right in this situation

- Explain that sometimes the information discussed is initially difficult to understand or respond to. We want to be sure you understand and do not have to worry about how to explain it to your spouse at the same time.



What is really happening in this video? Is the interpreter adding information or just explaining a term in the parent's language. How can you prevent this from happening? Again if signals and clear instructions about the nature of interpretation and how to convey the parent needs more information is needed, the process for this can be covered in the briefing meeting ahead of time. Or you can simply ask the interpreter ? Does the parent needs more explanation?

- Side conversations distract from the focus of the assessment or the meeting?
You could explain role of direct interpretation and norms of the meeting right up front at beginning of assessment or meeting with reminders as needed...
- There are concerns about lack of family members' understanding?
You can frequently check in with families to gauge understanding ...ask interpreter to let you know if family needs more explanation or examples ahead of time with reminders!

WHAT HAPPENS WHEN?

Have you ever experienced these situations in an assessment or IEP? How would you handle it?

29

Side conversations? Side conversations can be very distractive for the family as well as for the interpreter, The leader of the team can say “the interpreter is here to say ALL that is happening in this meeting,” as a hint to stop the side conversation. Or used a pre-determined hand signal that will mean to “stop” the side conversation

When there are concerns about the lack of family members understanding you need to stop the process to “check in” with the family. The interpreter can be the key to monitor the family engagement in the process...

Successful Interactions?



What works?

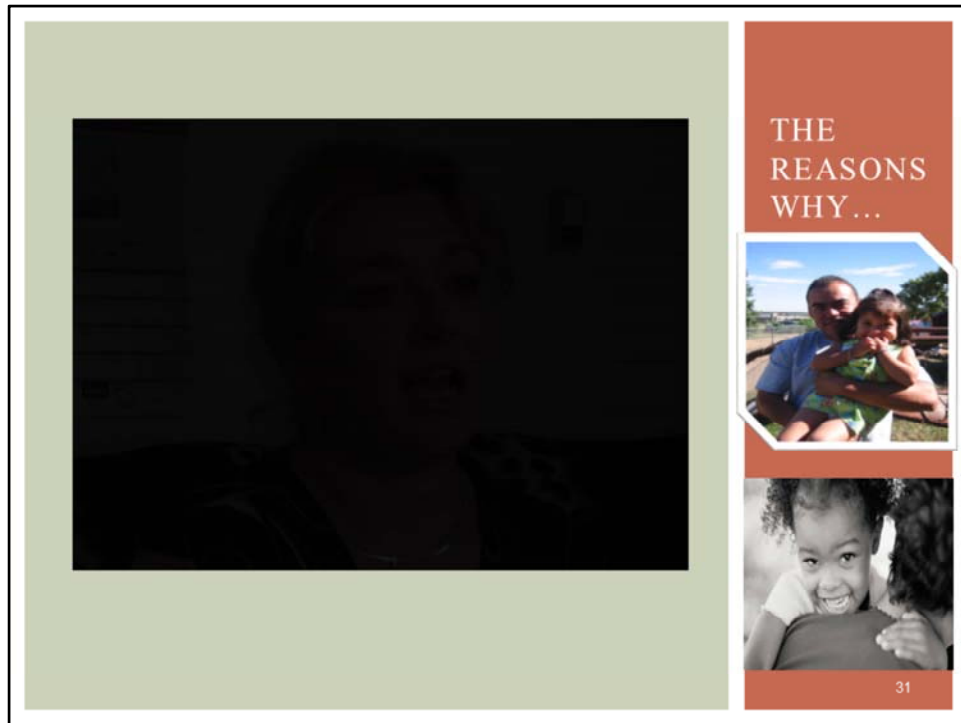
What would you change?

Use your Video Guide & Chat to share what you think about this video

30

Use your observation guide handout #4 to reflect on what you see on the video. Use the chat function to share your thoughts about the video

Lets look at the video from the comfort of the parent, the siting arrangements, interactions among the interpreter, parent and team members participation of parent, etc. We will watch the entire video so use your video guide to note observations or questions you have...then we will discuss.



This video focuses us on the reasons why we need to work together as a team.... First ,The team works together to better meet the needs and purposes of assessment to create partnerships of trust with families regardless of cultural and linguistic differences. As a team with the interpreter as a member, you can focus on the effective work of the interpreter to bridge the gaps in understanding the process and system of supports. and also accomplish the important outcomes of addressing the strengths of the child and family and address priorities as needed.

THANK YOU

Thank you for joining us and for your participation... Be sure to complete your feedback about this webinar. The url link will be sent to you by CDE. We are excited about Part II of this webinar series currently under construction and would love to hear any requests you have for content or format. Part II will focus more on the expanded role of cultural mediators and parent school liaisons and how to document their success with families and your team.

NOTE: Visit www.puentes culturales.com for handouts, additional information and resources!

Buen Día! Con Respeto! Gracias! Clara & Susan

32

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