

# Hiring Qualified Interpreters to Provide Service for the Deaf and Hard of Hearing Child in Your District

This document is endorsed by the  
Family Network for Deaf Children (FNDC) and the



Westcoast Association of Visual Language Interpreters (WAVLI)



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## Introduction

With the implementation of mainstream education for deaf and hard of hearing students across the province, administrators have faced the relatively new challenge of recruiting and retaining qualified interpreters<sup>1</sup>. The skill level of individuals hired to provide interpretation has proven as diverse as the needs of the students they serve; from rudimentary signing skills to complete fluency. Today, school administrators are more aware of the complexity of interpreting and the need for interpreters to enter the workplace with a sound foundation in interpreter training. Still, districts often struggle with how to recruit the most qualified service provider.

Currently, the province of BC serves approximately 1 400<sup>2</sup> students who are deaf or hard of hearing in neighbourhood public schools and the growing rate of students who use sign language and sign supported speech as their primary mode of communication in local community schools has increased the need for the specialized services of interpreter professionals. The purpose of this document is to assist school administrators in the hiring and retaining of qualified interpreting staff for deaf and hard of hearing students. This document also offers a profile of this student population to demonstrate the necessity of qualified interpreters. By following the guidelines and information provided within this document, districts will be able to provide students who are deaf and hard of hearing with a higher degree of access to education as well as a more positive overall school experience.

This document is funded and endorsed by the Family Network for Deaf Children (FNDC), a provincial parents' group for families of deaf and hard of hearing children, and endorsed by the Westcoast Association of Visual Language Interpreters (WAVLI), the provincial professional association of sign language interpreters. The author would like to thank FNDC, and the WAVLI / CAEDHH Educational Interpreter Committee for their continued commitment to working collaboratively toward best practice in service provision for students who are deaf and hard of hearing. A special thank you also to the Manitoba Association of Visual Language Interpreters (as

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<sup>1</sup> For the purposes of this document the term 'interpreter' will be used to refer to those individuals who, as part of their job description, regardless of job title or level of training, provide communication access services for students who are deaf or hard of hearing. Some of these access services however, do not require a sign language interpreter but rather an oral interpreter who works with non-signing children, most of whom are hard of hearing and/or have a cochlear implant.

<sup>2</sup> The Ministry of Education estimates there are approximately 300 children in the provincial school system who use sign language as their primary mode of communication while the remaining 1100 use a variety of communication modes.

cited in Professional Standards and Role Guidelines for American Sign Language-English Interpreting in Educational Settings) for their innovative research and contributions in this area.

## **Profile of Deaf and Hard of Hearing Students**

Students with hearing loss come to the classroom with a diverse range of communication, technological, social and developmental needs. Some have little hearing or no hearing at all, some have no knowledge of sign language while others are fluent, some benefit from a sophisticated use of technology such as cochlear implantation, while others use no technology at all. The individual educational and communication needs of each deaf and hard of hearing student is outlined in an Individual Education Plan (IEP) according to the requirements specified in the BC Ministry of Education Special Education Services Manual of Policies, Procedures and Guidelines, Section E. It states, “a critical part of the assessment process is determining the method of communication to be used in the educational setting. School districts are responsible for assessing the most enabling language(s) and/or technology support(s) to allow the student who is deaf or hard of hearing to fully access the curriculum and for providing staff with the qualifications to meet the specific communication needs of individual students” (p.77).

Determining these needs is typically the responsibility of the student’s Case Manager (e.g., teacher of the deaf and hard of hearing) who collaborates with parents and other professionals. Interpreters who have graduated from an interpreter training program often provide unique insight and expertise to the educational team, and carry out their duties based on the collaboratively developed IEP.

### *The Need for Qualified Interpreters*

Students with hearing loss who require interpreting services rely on the work of an interpreter for clear and unimpeded communication and access to education. The United Nations has declared it a right for all deaf and hard of hearing individuals to have education delivered in the appropriate language and mode of communication for the individual by trained professionals. Yet, many deaf and hard of hearing students are not currently provided equal access to education because of the unqualified interpreters currently working with them in the classroom. (Winston, 2006.)

Administrators face challenges in meeting the needs of students with hearing loss for a variety of reasons, including a lack of exposure to the interpreting profession and limited access to information which would help access qualified interpreters easily. As a result, there often exists a glaring discrepancy between the increasing deaf and hard of hearing student population and the number of qualified interpreters being hired to meet the rising needs of schools.

### *INTERPRETER TRAINING/EDUCATIONAL BACKGROUND*

Employers can expect interpreter training program graduates to have anywhere from a two year college diploma to a four year undergraduate degree, or even a graduate degree in interpreting from one of several masters programs in the United States. And, although post secondary education is not a prerequisite for Canadian college and university interpreting programs, many of the graduates have attained diplomas or degrees prior to entering the interpreting program; often with a major in education, or other discipline directly applicable to interpreting.

Interpreter training programs have continued to evolve and expand over time to integrate current research, deepen the curriculum, and have a more holistic approach to interpreting than ever before. For example, interpreter training programs across Canada now require students have an advanced level of sign language skill upon entrance. Upon graduation, interpreting students exit programs fluent in American Sign Language (ASL) and have entry level interpreting skills. They are able to assess the linguistic and cultural demands of an interpreting situation and respond with the most effective interpretation. Interpreting program graduates complete their education with the sophisticated capacity to adapt and modify their use of language to accommodate the needs of any individual with hearing loss. Interpreter training programs provide interpreters with the ability to consistently provide an accurate and unbiased interpretation.

To work in the province of British Columbia, graduates of interpreter training programs who follow best practices will be members of the Westcoast Association of Visual Language Interpreters (WAVLI), an affiliate chapter of Association of Visual Language Interpreters of Canada (AVLIC). As members, interpreters are required to apply the Code of Ethics and Guidelines for Professional Conduct (See Appendix B) to effectively meet the unique needs of school age children while working within the parameters of the professional standards.

Overall, graduates of interpreter training programs learn how to best render an accurate interpretation in any situation; to practice with integrity, impartiality, and the highest standard of professional accountability.

For professionals providing oral interpretation<sup>3</sup>, fluency in sign language and an in-depth knowledge of the interpreting process is an asset to satisfy the diverse range of student needs. Some children, for example, may require a combination of oral interpreting and sign language support. Others may begin the school year without sign language support but later in the semester find it is a required service. Interpreting program curricula focuses on further developing the interpreting students' language ability while concurrently studying the complexities of the interpreting process required whether providing oral or sign interpreting. Interpreters are taught how to produce work that meets the individual requirements of each deaf and hard of hearing person with whom they work and, make appropriate decisions regarding service delivery. Decisions regarding student support supplemental to interpreting are often made in consultation with the teacher of the deaf and hard of hearing.

### **Interpreter as Member of the Educational Team**

The interpreter functions as part of the educational team which includes the classroom teacher, a teacher of the deaf and hard of hearing, and others involved in the education of the deaf or hard of hearing student. Traditionally, educational interpreters have been under the supervision of the school principal but work in collaboration with the classroom teacher and teacher of the deaf and hard of hearing to support student achievement of prescribed learning outcomes and IEP goals. As part of the team, classroom interpreters are able to share their specialized experience and education accumulated over years of training. Interpreters can offer insight into language acquisition, development, and usage. Interpreters can comment on the effects of hearing loss on a student's school experience. This input is crucial to IEP, parent-teacher conferences, teacher/student communication, and the larger school based team because of the interpreter's unique expertise.

While a member of this team, the interpreter always considers the importance of confidentiality and the role it plays in building a trusting relationship with the student and other professionals. Likewise, other members of the team must respect the interpreter's intimate role and the unique impact the interpreter has on the student's life.

The primary role and responsibilities of interpreters in classrooms must remain consistent.

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<sup>3</sup> There are currently no college or university programs in Canada that focus on oral interpreting skills only.

Interpreting is the primary function of interpreters in educational settings and should not be compromised by non-interpreting tasks that may require them to leave the classroom or otherwise be inaccessible to the student. Nor should interpreters ever be put in a position that may jeopardize their relationship with a deaf or hard of hearing student, such as taking on a disciplinary role.

Interpreters require preparation time outside the regular school hours to adequately perform their duties and should be paid for this preparation time. Preparation time may include becoming familiar with upcoming lessons, collaborating with the classroom teacher, other interpreters and/or the teacher of the deaf and hard of hearing, and researching sign language vocabulary.

When tutoring is needed by the student, ideally, it should be done by the classroom teacher or teacher of the deaf and hard of hearing. Alternatively, the interpreter may conduct the tutoring session alone, if training and direction has been provided. Tutoring may include previewing or reviewing curriculum materials in both ASL and English and assistance with assignments or tests.

The following is a list of duties and responsibilities interpreters are able to assume as part of their position.

*DUTIES & RESPONSIBILITIES:*

- facilitate communication between the student, his/her hearing peers, the classroom teacher, teachers of the deaf and hard of hearing, school administration, parents and staff within the school environment
- prepare for interpreting work by becoming familiar with course information, technical language and teaching styles
- review vocabulary and reinforce specific concepts covered in class as needed
- participate in educational team meetings and provide information on the student's ability to successfully access communication
- contribute to educational goal setting as it pertains to student's access to communication
- consult and collaborate with teachers on a regular basis
- educate the deaf and hard of hearing students on the interpreting role by explaining students' rights and interpreter duties, boundaries and responsibilities
- encourage responsibility and independence in deaf and hard of hearing students
- provide information about cultural and linguistic differences that may impact students' performance and behaviour

- act as consultant to teachers and other staff regarding the interpreting role
- interpret test questions and scribe students' answers into written English when necessary
- adhere to school district performance standards, policies, practices and regulations
- participate regularly in interpreting specific professional development opportunities (Manitoba Association of Visual Language Interpreters, 1997)
- maintain Active membership status with the Westcoast Association of Visual Language Interpreters (WAVLI) and abide by the WAVLI Code of Ethics and Guidelines for Professional Conduct

In the educational setting, it is understood that when interpreting is not required, other duties may be assigned; these duties typically vary according to students' needs, the educational setting and district.

## **Required Qualifications of Interpreters**

As an integral part of the educational team, it is essential that the interpreter providing services for students has the necessary qualifications. Below is a list of qualifications interpreters must possess in any educational setting in order to best meet the needs of deaf and hard of hearing students.

Qualifications include:

- Graduation from an ASL-English interpreting program
- Active membership in the Westcoast Association of Visual Language Interpreters (WAVLI)
- Basic understanding of hearing loss and its effect on the social, physical and psychological development of deaf and hard of hearing individuals
- Basic knowledge of language acquisition and development
- Knowledge of community, provincial and national resources available to students and their families
- An awareness of deaf culture specifically and cultural diversity generally, and its relationship to students' development and self-perception
- Ability to establish and maintain effective working relationships and work collaboratively as a member of an educational team
- Strong interpersonal, organizational and communication skills
- Ability to establish trust and rapport with students and staff
- Commitment to professional development specific to interpreting

- Knowledge of the basic aspects of children’s educational, physical, social and emotional development
- Understanding of the basic principles of educational practices, the function of support services, and the role of interpreters as part of an educational team
- Undergraduate degree preferred
- Minimum 1 year of interpreting experience preferred

When trained interpreters are unavailable, individuals who are fluent in ASL as determined by successfully completing a recognized screening may be considered as temporary candidates. See Appendix A for a list of recommended screening options. (Manitoba Association of Visual Language Interpreters, 1997.)

Districts experiencing difficulty recruiting qualified interpreters may require assistance in advertising. Some effective advertising strategies available include:

- 1 developing the posting from the attached sample job posting (See Appendix C).
- 2 advertising through professional sources such as the WAVLI and AVLIC website and employment posting services ([www.wavli.com](http://www.wavli.com) or [www.avlic.ca](http://www.avlic.ca))
- 3 screening applicants using one of the suggested screening resources (See Appendix A).

Note: WAVLI is available to assist school districts with establishing or revising job specifications for educational interpreters. In addition, consultation is available to work with CUPE regarding job specifications and remuneration. WAVLI can be reached at [wavli@wavli.com](mailto:wavli@wavli.com).

## **Code of Ethics and Guidelines for Professional Conduct**

Adherence to an ethical code is a valued standard for any professional organization. The AVLIC Code of Ethics and Guidelines for Professional Conduct was established to provide guidelines for all Canadian interpreters. Subsequently, on July 7, 2011, WAVLI was also granted Occupational Title Protection (see Appendix E) and has an independent Code of Ethics and Guidelines for Professional Conduct (COEGPC), applicable in the province of British Columbia. Both the AVLIC and WAVLI COEGPC help ensure that professional discretion is used and quality service is provided in all interpreting circumstances. The COEGPC includes several guiding principles for interpreting practice that speak to professional accountability, confidentiality, integrity of service and professional competence (See Appendix B). Each principle is detailed to help interpreters navigate any interpreting situation or ethical dilemma.

## Supervision and Evaluation

One aspect of the Code of Ethics and Guidelines for Professional Conduct requires interpreters continually strive to maintain and enhance their skills throughout their career. As part of this dedication to ongoing professional development, it is recommended that a policy for regular evaluation be integrated into the school year for educational interpreters.

As previously mentioned, interpreters have traditionally been under the supervision of the school principal while working in close collaboration with the classroom teacher and teacher of the deaf and hard of hearing. School-based evaluators (e.g., teachers of the deaf and hard of hearing) have been able to assess the general performance of interpreters such as punctuality, but unable to evaluate sign language levels and interpreting success. This has left interpreters without the benefit of valuable feedback and direction directly related to interpreting. Therefore, enlisting the assistance of interpreting professionals, such as sign language interpreting instructors, will enable the interpreter to be evaluated in all areas of performance. Areas to be considered when evaluating interpreters include:

- 1 accurate and professional interpreting performance
- 2 appropriate language match between interpreters and deaf and hard-of-hearing students
- 3 appropriate and comfortable inter-personal relationships between interpreter and deaf and hard of hearing student and staff
- 4 potential for repetitive strain injury, or musculoskeletal injury
- 5 the availability of ongoing professional development opportunities relating specifically to interpreting

Students should be encouraged to offer feedback as they are best able to measure the quality of the interpreting they are receiving. In addition, it is imperative that older deaf and hard of hearing students have the right to advocate for themselves and be given the necessary avenues to have their concerns and feedback addressed regarding the service they are given in the classroom.

### *REMUNERATION*

WAVLI can provide consultation for districts that are interested in establishing new class specifications/positions for Interpreters. WAVLI is also willing to consult with CUPE to establish the terms of these positions. Interpreters in educational settings should be compensated and receive

benefits that reflect their responsibilities, education, experience, skills, and professional preparation. Therefore, it is recommended that:

- 1 interpreters be considered on par with other non-teaching professionals
- 2 hours of work for interpreters be a full teaching day, including preparation time, with negotiable overtime remuneration for interpreting activities and events outside regular class times
- 3 a procedure for substitute interpreting be established using a pre-approved list of qualified interpreters
- 4 ongoing professional development opportunities specific to interpreting be made available with release time and reimbursement for professional development fees

## **Summary**

Literacy, social skills, and attaining the tools necessary to meet the demands of a modern economy are what the majority of British Columbians assume they will gain from their public school education. However, when non-qualified interpreters are hired to work in educational settings with deaf and hard of hearing students, the students' education is compromised. "It would be unconscionable and unacceptable to place any student with a teacher who is not qualified. In fact, a teacher who is not qualified would not be a teacher at all. Yet, data shows that deaf and hard of hearing students are subjected to unqualified, uncertified interpreters regularly." (Winston, 2006). When a student requires interpreting services, these children rely on an interpreter to accurately relay instruction to them on a daily basis. It is essential students receive a consistently high quality of interpretation. Language is the connection to all aspects of human development and identity. Language is multi-dimensional. It is key to our understanding of culture, social understanding, self-awareness, perception of life chances and interpersonal communication. Given the importance of language, it is essential that careful consideration be given when hiring interpreters.

It is our hope that with this document, administrators will have a better understanding of the recommended qualifications and responsibilities of the classroom interpreter and therefore, be better prepared to hire the best qualified candidate to work with the deaf and hard of hearing child in their district.

## References

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## **Appendix A - Screening Tools**

There are currently no established, commercially available pre-hire screening tools for classroom interpreters working in Canada. A highly recommended and affordable American product is the Boys Town Pre-Hire Screening out of the Boys Town National Research Hospital in Omaha, Nebraska. For more information contact Sandy Woods at 402-452-5059 or visit the Educational Interpreting Performance Assessment (EIPA) page at [www.classroomroominterpreting.com](http://www.classroomroominterpreting.com)

Other options include contacting both the provincial and national professional interpreter associations, WAVLI and AVLIC, for recommendations of local experienced interpreters who are qualified to provide assistance in the interview and screening process. Contact information may be found at [www.wavli.com](http://www.wavli.com) and/or [www.avlic.ca](http://www.avlic.ca)

## Appendix B – WAVLI Code of Ethics and Guidelines for Professional Conduct

### WESTCOAST ASSOCIATION OF VISUAL LANGUAGE INTERPRETERS

#### *Code of Ethics and Guidelines for Professional Conduct*

*Approved by the Board (effective date): June 12, 2017*

#### **Professional Accountability**

1. A Member must demonstrate sound professional judgment and accept responsibility for all professional decisions made and actions taken.

#### **Confidentiality**

2. A Member must respect the privacy of consumers and hold in confidence all personal information obtained in the course of professional service, but may be released from this obligation with the consent of the consumers or when authorized or required by law to breach privacy.
3. Where necessary, a Member may exchange pertinent information with a colleague in order to provide consistent quality of service, so long as this protects the information and the consumer.
4. A Member in private practice must be aware of the *Personal Information Protection Act* and any other professional codes of conduct that may impact upon their work, and make appropriate professional decisions and conduct themselves in a manner befitting the setting and the profession.

#### **Professional Conduct**

5. A Member must act in a professional manner at all times.
6. A Member must hold the needs of consumers primary when making professional decisions.
7. A Member must recognize that all work they undertake on an individual basis, whether pro bono or paid, will ultimately reflect the integrity of that Member and of the profession as a whole.
8. A Member must not badger or coerce individuals or agencies to use their professional services.
9. A Member must
  - a. take into account the limitations of their abilities, knowledge and the resources available to them prior to accepting work, and
  - b. remove him or herself from a situation when the Member realizes he or she is unable to provide professional service.
10. A Member must refrain from conduct that can lead to substandard performance or harm to anyone, including the Member and consumers.

11. A Member must be accountable to the Association for their professional and ethical conduct.
12. Without limiting the generality of the foregoing, a Member must discuss and resolve, in a professional manner, issues arising from a colleague's breach of this Code or any other unethical or improper professional conduct the Member becomes aware of.

### **Duty to Report**

13. In the case where a colleague's breach or conduct may be harmful to others or chronic, and the Member's attempt to resolve the issue was not successful, the Member must then report that colleague's breach or conduct to the Association in accordance with Part 10 of the Bylaws.

### **Conflict of Interests**

14. A Member must
  - a. be aware of personal circumstances or conflict of interest that might interfere with their effectiveness, and
  - b. make every attempt to avoid situations that constitute a real or perceived conflict of interest.
15. Members will ensure there is full disclosure to all parties should their ancillary interest be seen as a real or perceived conflict of interest.

### **Scope of Practice**

16. A Member must refrain from using his or her professional role to perform other functions that lie beyond the scope of an interpreting assignment and the parameters of their professional duties.
17. A Member must not counsel, advise, or interject personal opinions
18. When functioning as part of a multi-professional team (e.g., education, legal, medical and mental health settings), a Member must limit his or her expertise to interpretation, but – if it is appropriate – the Member may, within the context of the multi-professional team, comment on the overall effectiveness of communication, the interpreting process and to suggest appropriate resources and referrals.
19. A Member must refrain from manipulating work situations for personal benefit or gain, but
  - a. when working as independent contractors, a Member may promote their professional services within the scope of their practice, or
  - b. when working as an employee or for an agency or other employer, a Member must not promote their professional services independent of their agency or employer.

### **Integrity of Service**

20. Members will demonstrate sound professional judgment and accept responsibility for their decisions.

### **Professional Competence**

21. A Member must provide the highest possible quality of service through all aspects of professional practice.

### **Qualifications to Practice**

22. A Member must possess the knowledge and skills to support accurate and appropriate interpretation work.

23. Given the range of settings and work provided to a variety of consumers, a Member must be adept at meeting the linguistic needs of consumers, the cultural dynamics of each situation, and the spirit and content of the discourse.

### **Faithfulness of Interpretations**

24. A Member's interpretation must be faithful to and render exactly the message of the source text.<sup>1</sup>

### **Accountability for Professional Competence**

25. A Member must accept full responsibility for the quality of their own work and will refrain from making inaccurate statements regarding their competence, education, experience or certification.

26. A Member must properly prepare him or herself for the work contracted.

27. A Member must accept contracts for work only after determining the Member has the appropriate qualifications and can remain neutral throughout the assignment.

### **Ongoing Professional Development**

28. A Member must incorporate current theoretical and applied knowledge, enhance that knowledge through continuing education throughout their professional careers and strive for national certification.

29. A Member must aim to be a self-directed learner, and pursue educational opportunities relevant to their professional practice.<sup>2</sup>

### **Non-discrimination**

30. A Member must approach professional services with respect and cultural sensitivity towards all participants.

31. A Member must respect the client's individuality, the client's right to self-determination, and the autonomy of the people with whom they work.

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<sup>1</sup> COMMENTARY: A faithful interpretation should not be confused with a literal interpretation. The fidelity of an interpretation includes an adaptation to make the form, the tone, and the deeper meaning of the source text felt in the target language and culture.

<sup>2</sup> COMMENTARY: This could include but is not limited to peer review, collegial consultation, mentoring and regular feedback regarding specific areas of skill development.

32. A Member must not discriminate based on ethnicity, gender, age, disability, sexual orientation, religion, personal beliefs and practices, social status or any other factor.

### **Communication Preferences**

33. Members will respect and use the form of communication preferred by those deaf and hard of hearing consumers for whom they provide service.

### **Deaf Interpreters**

34. A Member must recognize the need for a Deaf interpreter and will ensure their inclusion as a part of the professional interpreting team.<sup>3</sup>

### **Professional Relationships**

35. A Member must deal honestly and fairly with consumers and colleagues while establishing and maintaining professional boundaries.

36. A Member must

- a. understand the difference between professional and social interactions,
- b. establish and maintain appropriate boundaries between themselves and consumers, and
- c. assume responsibility to ensure relationships with all parties involved are reasonable, fair and professional.

### **Impartiality**

37. A Member must

- a. remain neutral, impartial, and objective, and
- b. refrain from altering a message for political, religious, moral, or philosophical reasons, or any other biased or subjective consideration.

38. Should a Member not be able to put aside personal biases or reactions which threaten impartiality, the Member must examine options available to them, which may include not accepting the work or withdrawing their services from the assignment or contract.

### **Respect for Colleagues**

39. A Member must act toward colleagues in a spirit of mutual cooperation, treating and portraying them to others with respect, courtesy, fairness and good faith, etc.

40. A Member must assist and encourage practitioners who are new to the interpretation profession.

41. A Member must not abuse the good faith of other Members, breach a trust or use unfair tactics.

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<sup>3</sup> *COMMENTARY: The services of a Deaf interpreter may be required when working with individuals who use regional sign dialects, non-standard signs, foreign sign languages, and those with emerging language use. They may also be used with individuals who have disabling conditions that impact on communication.*

### **Support for Professional Associations**

42. A Member must support the Association, its affiliates, and other organizations representing the profession and the Deaf community.

### **Integrity in Business Relationships and Practices**

43. A Member must establish and maintain professional boundaries with consumers and colleagues in a manner that is honest and fair.

44. A Member must refrain from any unfair competition with their colleagues, including but not limited to the following:

- a. engaging in comparative advertising;
- b. willfully undercutting a colleague;
- c. artificially inflating fees during times when market demand exceeds supply.

45. A Member must conduct him or herself in all phases of the interpreting situation in a manner befitting the profession, including negotiating work and contracts, obtaining suitable preparation material, and choice of attire and professional demeanor.

46. A Member must

- a. honour professional commitments made when accepting work,
- b. follow through on their obligations, and
- c. not unilaterally terminate work or a contract unless they have fair and reasonable grounds to do so.

47. A Member must

- a. take reasonable care of material or property given to them by a consumer, and
- b. not lend such or use it for purposes other than those for which it was entrusted to them.

### **Accurate Representation of Credentials**

48. A Member must not by any means engage in, or allow the use of, statements that are false, misleading, incomplete, or likely to mislead consumers or members of the public.

49. A Member must refrain from making inaccurate statements regarding their competence, education, experience or certification.

50. Only a Member certified by the Association of Visual Language Interpreters of Canada (COI) may use the term "certified" in printed, electronic, signed or oral transmission.<sup>4</sup>

51. In accordance with bylaw 19, only an Active Member in good standing who has been registered as an ASL-English Interpreter is entitled to use one or more of the occupational titles granted to the Association under the *Societies Act*.

### **Reimbursement for Services**

52. A Member must

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<sup>4</sup> COMMENTARY: This may include, but is not limited to, interpreter directories, business cards and forms, promotional materials, resumes or publications they have authored.

- a. bill a client only for services provided,
  - b. negotiate fees, including cancellation policies, preferably in writing or contract form before service is provided, and
  - c. be sensitive to professional and community norms when establishing fees for services.
53. A Member may provide bartered or pro bono service in situations where the profession of interpreting and the livelihood of other practitioners will not be threatened.

## Appendix C - Job Posting – Sample

Note: Professional interpreters across Canada generally agree the term “interpreter” is the only appropriate title to be applied to qualified employees providing sign language or oral interpretation in educational settings.

The primary function of the interpreter is to interpret between people who do not share a common language, such as the deaf and hard of hearing student(s) and their hearing peers, classroom teachers, parents, school staff and administration in the classroom, as well as school activities such as assemblies, field trips, teams, clubs and other educational experiences.

### QUALIFICATIONS:

- Graduation from an ASL-English interpreting program
- Ability to establish and maintain effective working relationships and work collaboratively as a member of the educational team
- Strong interpersonal, organizational and communication skills
- Ability to establish trust and rapport with students and staff
- Knowledge of the basic aspects of children’s educational, physical, social and emotional development
- Understanding of language implications on the education of deaf and hard of hearing students and competency in adapting to various signing styles along the communication continuum
- Knowledge of the basic principles of educational practices, the function of support services, and the role of interpreters as part of an educational team
- Demonstrated commitment to professional development specific to interpreting
- Minimum 1 year of interpreting experience preferred
- Active membership in the Westcoast Association of Visual Language Interpreters (WAVLI) <sup>1</sup>
- Bachelors degree an asset

### DUTIES & RESPONSIBILITIES:

- Facilitate communication between the student, his/her hearing peers, the classroom teacher, school administration, parents and staff within the school environment by
  - providing interpreting services based on the communication as specified in the student’s individual education plan. Communication modalities may include a combination of ASL, contact signing and spoken language.

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<sup>1</sup> With the exception of this bullet, this Job Posting sample is borrowed heavily from the work of the Manitoba Association of Visual Language Interpreters (1997). In the province of British Columbia, Occupational Title Protection guarantees the public that any one using one of the following three protected titles is a Member of WAVLI and holds the necessary post-secondary education and training to provide sign language interpreting services: Registered Sign Language Interpreter, Registered Visual Language Interpreter, and Registered ASL – English Interpreter.

- Participate on the school's educational team for deaf and hard-of-hearing students by:
  - regularly consulting and collaborating with teachers
  - performing duties to support student achievement of the educational objectives
  - reviewing vocabulary and reinforcing specific concepts covered in class
  - provide information about cultural and linguistic differences that may impact students' performance and behaviour
- Prepare for interpreting by becoming familiar with course information, technical language and teaching styles
- Educate students regarding the interpreting role by encouraging responsibility and independence
- Educate teachers and other staff regarding the interpreting role
- Interpret test questions and students' answers when necessary and student's signed answers into written English when required
- Adhere to school district performance standards, policies, practices and regulations
- Participate in interpreting specific professional development
- Tutor, under the direct supervision of the teacher, as required (Manitoba Association of Visual Language Interpreters, 1997).

## Appendix D - Recommended Resources

### Books/Documents

Association of Visual Language Interpreters of Canada. 2000. Oral Interpreting: An AVLIC Position Paper. Edmonton, Alberta: Self published.

Chafin Seal, B. 2003. Best Practices in Educational Interpreting. Toronto: Allyn and Bacon.

### Websites

Family Network for Deaf Children  
[www.fndc.ca](http://www.fndc.ca)

Westcoast Association of Visual Language Interpreters  
[www.wavli.com](http://www.wavli.com)

Association of Visual Language Interpreters of Canada  
[www.avlic.ca](http://www.avlic.ca)

Boys Town National Research Hospital  
[www.classroominterpreting.com](http://www.classroominterpreting.com)

### Personal Contact

Access contact information for the professional associations listed above, WAVLI and AVLIC, from their websites.

## **Appendix E – WAVLI Occupational Title Protection (OTP)**

On July 07, 2011, WAVLI was granted Occupational Title Protection, by the BC Provincial Government. As such, the following titles and corresponding initials are restricted for use by Active Members of WAVLI only:

- Registered Sign Language Interpreter (R.S.L.I.)
- Registered ASL/English Interpreter (R.A.S.L.E.I.)
- Registered Visual Language Interpreter (R.V.L.I.)

Occupational Title Protection (OTP) is in place in BC to protect the public from fraudulent activity. For the interpreting field, OTP sets the standard for the public to be in receipt of service by someone who has been trained, linguistically and ethically. If there is someone practicing in the province, and calling themselves by one of the protected titles, but they do not hold Active Membership status with WAVLI, then the public does not have the same assurance of training, nor of recourse in case of malpractice. Any person using any one of the three protected titles, who does not hold Active Membership status with WAVLI, could be subject to legal action.

For more information regarding Occupational Title Protection, please visit [www.wavli.com](http://www.wavli.com).

## Appendix F - Musculoskeletal Injury

Sign language interpreters, like others in occupations involving repetitive movements, are at risk for musculoskeletal injuries. Fisher and Woodcock (2007) report that nearly one in four interpreters has been diagnosed with tendonitis, arthritis or carpal tunnel.

Multiple factors contribute directly and indirectly to these cumulative injuries. For example, the physical and mental nature of interpreting places unavoidable stress on the upper body, particularly the neck and shoulder areas. (Fisher and Woodcock, 2007) Repetitive movement combined with each interpreter's capacity, vulnerability and tolerance levels challenge the body. Repeated wear and tear over time often results in any one or combination of a series of disorders often referred to as work-related musculoskeletal injuries.

Woodcock and Fisher (2007) note that interpreters in salaried positions face workload challenges, often working alone more hours and more often than freelance interpreters. This suggests that they are at greater risk for pain and discomfort associated with interpreting.

Several studies (Delisle, A., Durand, M., Imbeau, D., Lariviere, C., Feuerstein, M., Marshall, L., Shaw, W. S., & Burell, L. M., Madden, M., Smith, Susan M., Kress, Tyler A. and Hart, William M.) reinforce the importance of education on injuries to protect the health and safety of all working interpreters in the provision of quality services. Understanding the risks and the measures to reduce harm extends to employers and those who purchase the services of interpreters.

With these views in mind, AVLIC promotes the following practices.

- Adopt recruitment and retention practices that match applicants' skills to the position
- Reduce exposure limits in the workload through team interpreting, scheduling a balance of work and rest periods, and varying job tasks
- Provide training and development to interpreters and their supervisors/managers on prevention, early reporting and management of injuries (Delisle, Durand, Imbeau, Lariviere, 2004 and NTID, n.d.)
- Establish policies that facilitate advanced access to subject matter to reduce the mental demands of interpreting
- Provide a climate where reporting of injuries is encouraged. (RID, 1997)
- Modify/reassign job duties for injured interpreters (NTID, n.d.)

This appendix is intended to bring attention to the matter and is not a summary of all relevant information. For further detail, please contact AVLIC at [www.avlic.ca](http://www.avlic.ca).

### REFERENCES

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