# Faculty Resource: Working With Disability-Related Interpreters

*Use this form as an example to develop and provide guidelines to faculty in classes where a sign-language interpreter will be assigned.*

Discover helpful tips for working with an interpreter in your classroom.

* Should disability services determine that a student is eligible for interpreting services, here are some helpful tips working with an interpreter.
* The interpreter's role is to facilitate communication from English and ASL; they are not tutors or teacher aides.
* Interpreters are certified professionals hired by *(IHE Name)*.
* Interpreters may request copies of the syllabus, handouts and access to Canvas.
* Speak naturally at a reasonable, modest pace, keeping in mind that the interpreter must listen and understand a complete thought before interpreting it to another language.
* The interpreter will wait 20 minutes for the student to arrive; if the student fails to show up the interpreter will leave.
* If the class is over two hours, a team of interpreters will work together and alternate every 20-30 minutes.
* Please make seating arrangements at the beginning of class. The student may want to sit up front to see both the interpreter and instructor.
* Try to avoid talking while students are focused on written class work. The student can't read and watch the interpreter at the same time.
* Captioned films and videotapes are strongly recommended to allow the student direct visual access to the information.
* Students may request a note taker during the class.