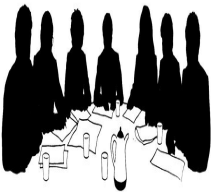


# Translating

Here's a partial look at page 1.

A translator translates the WRITTEN word. For the Special Education translator, this means a very broad range of documents requiring very specific vocabulary. Use the cognate words on the upcoming pages, along with the glossary in the back of your workbook to help you translate forms, documents, letters, flyers, etc. On page six you will find the rules for the proper use of written accent marks. On page seven, you will look at how to divide words at the end of a line and how to properly write adverbs. Remember that the documents that you send home to parents are an important reflection on the department, the school and the school district. Always proofread your work carefully, and thoroughly research any words or phrases that you are unsure of. Try to keep the translation as simple as possible without compromising the document itself. Many parents complain that, even when documents are translated into Spanish, they still have great difficulty understanding them, as the language is too complicated.

# Interpreting



The interpreter interprets the SPOKEN word and, many times, you have been asked to be the interpreter for an IEP. Remember when you are interpreting for a parent or parents, you should try to avoid using large, unfamiliar words as well as special education jargon. For example, say you need to interpret, ***“We are going to re-evaluate this objective quarterly.”*** Instead of *“Vamos a reevaluar este objetivo trimestralmente”* (yikes) How about simply stating, ***“Vamos a reevaluar este objetivo cada 3 meses.”*** (Much better).

One challenge faced by interpreters is that they may be unfamiliar with special education acronyms and their meaning. On the following page is a short list of acronyms and simple definitions.

When interpreting during a meeting, if a team member says something that you are confused by or feel that you would like confirmed, simply let the parent know that you would like to get a clarification and then have a short discussion with the team member. This way you can clarify what the team member said in your own mind, so that you can best interpret it for the parent. Don't be shy about taking your workbook with you to the meeting. You may need to refer to your glossary if you encounter an unfamiliar word or phrase. As the IEP interpreter, you should not engage the parent in a private conversation while the meeting is taking place, nor should you interject your own opinion about the topic being discussed. If possible, encourage the non-Spanish speaking members of the IEP team to look directly at the parents when they speak, (not at you). This shows respect for the parents and helps them feel more involved in the conversation and in the meeting.

A good interpreter does not engage the parent in a private conversation during the IEP.

Here's just a small sample of the glossary:

<b>Q</b> uadriplegia	tetraplejía
quadriplegic	tetraplético/a
quarter (3 months)	trimester (m.)
quarterly	trimestral; cada tres meses
queasy	con nausea
quiet spot	rincón tranquilo (m.)
<b>R</b> ailing	pasamano
range	range
rash	erupción (f.); roncha
reasoning	razonamiento
recognition	reconocimiento
referral	remisión (f.); derivación (f.)

referral form	formulario de derivación
relative	pariente (m./f.)
report	informe (m.)
report card	boleta de calificaciones
request	solicitud (f.)
residual hearing	oído residual
resource	recurso
restless	inquieto
restraint	sujeción (f.)
Retts Disease	Síndrome de Rett (m.)
review	repaso
review meeting	reunión de revisión (f.)
revision	revisión (f.)
ringing in the ears	silbido de oídos