

Effectively Interacting with Limited English Proficiency Families

Written by

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With Contributions from Sources Listed on Final Slide and

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Effectively Interacting with Limited English Proficiency Families includes:

- 1) Cultural competency tips to effectively interact with Limited English Proficiency (LEP) families.
- 2) Information on locating a competent interpreter or translator, and what the difference is between the two.

Effectively Interacting with Limited English Proficiency Families includes (continued):

- 3) Recommendations on conducting the following types of meetings and the correct seating arrangement when using an interpreter:
 - a) home visits
 - b) information gathering interviews -one or two workers, one or more LEPs
 - c) parent teacher conferences
 - d) planning meetings such as treatment team meetings, Family Assessment and Planning Team (FAPT), Individual Educational Program (IEP)
 - in person
 - telephone conference
 - e) court
 - f) forensic interview
 - g) medical examination

Effectively Interacting with Limited English Proficiency Families includes (continued):

- 4) Culture shock and its impact on immigrants' adjustment to their new culture.
- 5) Ideas of how professionals and volunteers can assist newcomers with Limited English Proficiency in your community.

Effectively Interacting with Limited English Proficiency Families

SECTION 1

Cultural Competency Tips

1. Speak clearly and slowly, but not loudly.
2. Avoid slang, idioms, and jokes which may be confusing.
3. Use professional manners. (The American culture tends to be more relaxed and less formal than many other cultures.)
Examples: “How can I help you?” “Please come in.” “Please sit down.”

Cultural Competency Tips (continued)

4. Use whole hand gestures to indicate where you would like the person to sit, which office you would like them to enter, etc.
5. Avoid pointing your finger directly at anyone as this is considered rude in many cultures. Instead use the whole hand in a palm up position to indicate who someone is.
6. Use an interpreter over the phone, if possible, to find out why the family has come to your office or called. (More on interpreters in the presentation.)

Cultural Competency Tips (continued)

7. Know what cultures and languages are represented in the LEP family, especially if you will have repeat contact with the family. One way to do that is by using a Home Language Survey. An example follows in the next two slides.

For electronic copies of this Home Language Survey in English and Spanish, please email me, Ruth Moran, at ruthmoran@pobox.com. I have permission from Salem City Schools to share these documents.

**SALEM CITY SCHOOLS
STUDENT HOME LANGUAGE SURVEY**

(To be completed upon registration for all new kindergarten and incoming students)

Relationship of person completing survey:

Mother___Father____Guardian___Other_____

Was the student born outside the United States? No___Yes*_____

*If yes, Birth Country:_____Birth Place:_____

Student Information

First Name:

Date of Birth:

Last Name:

What language(s) are spoken in your home?

Which language did your child learn first?

Which language does your child use most frequently at home?

In what language would you prefer to get information from the school?

Has the student ever received ESL, or ELL services?

No Yes Unsure

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SECTION 2

Information on locating a competent interpreter or translator, and the difference between the two roles.

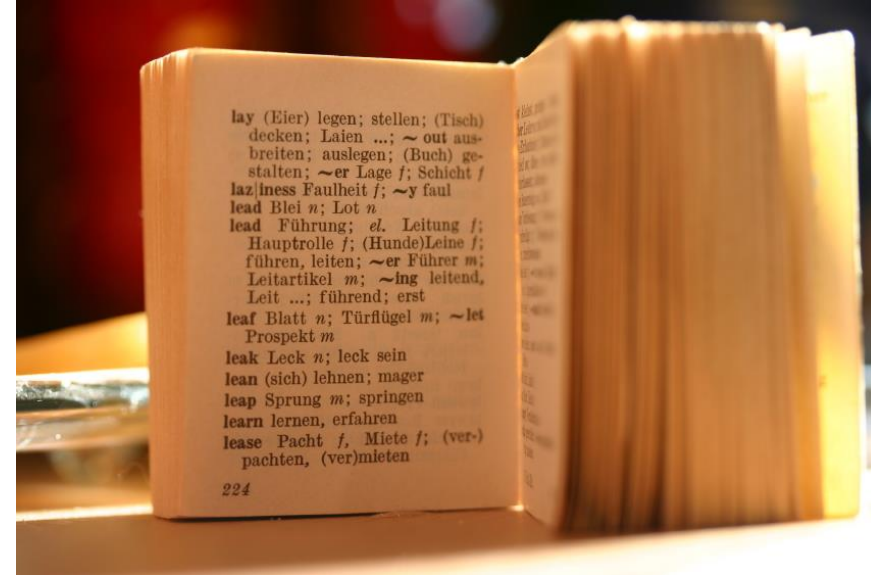
INTERPRETERS (Spoken)

VS

TRANSLATORS (Written)



Renders a message
spoken or signed
from one language into another.



Converts
written text
from one language into another.

Three Types of Interpretation

Consecutive

- The speaker says a sentence or two and then pauses for the interpretation. The interpreter communicates the information in another language. The speaker resumes when the interpreter is finished.

Sight Translation

Simultaneous

- The speaker and the interpreter talk at the same time. Many times of the recipient of the interpretation is wearing a headset and the interpreter is in a soundproof booth.

The interpreter reads a document in one language and tells what it says in another language.

Role of Interpreter as Neutral Party versus Advocate

Legal Interpreting In Court

- The interpreter serves as a **neutral party**. The interpreter communicates the information in another language **exactly** as it was spoken. The interpreter may not interject even when the interpreter suspects that the LEP did not understand the question, context or cultural nuances.

Medical/Social Services/Education, etc.

- In the medical, social services, education and other non-legal settings, the goals of all of the parties is the same – the best interest of the LEP family. Therefore, the interpreter fulfills an additional role of **advocate**. The interpreter ensures that the LEP family understands the information and provides cultural insights.

Locating Competent Interpreters and Translators

1. Find out if your organization already has contracted with an interpreter/translation company. Are you required to use that service?
2. Avoid the use untrained interpreters such as the client's relatives, friends and neighbors. There is no guarantee of the accuracy of the interpretation or that confidentiality will be maintained.

Use of Children as Interpreters

Don't Use Children as Interpreters

- Language skills
 - Still emerging
 - Not balanced—may miss key information
- Emotional toll
 - Conveying bad news
 - Impact on Client-child relationship
 - Responsibility
- Social impact
 - Missing school
 - Privacy

Locating Competent Interpreters and Translators

Be very specific in making your request so that the interpreter/translation service can match your request with the best possible interpreter or translator for the job.

Locating Competent Interpreters and Translators

FOR INTERPRETATION:

- What is the source language? Usually English.
- What is the target language? The language of the LEP.
- Where will the meeting take place?
- What type of meeting is it?
- What is the topic?
- How many people will be participating in the meeting?
- For telephone conferences: How many will be participating in the location of the interpreter and how many will be participating by phone?

Locating Competent Interpreters and Translators

FOR DOCUMENT TRANSLATION:

- ❖ What is the source language? (The language in which the document is written.)
- ❖ What is the target language? (The document will be translated into this language.)
- ❖ What is the specific topic?
- ❖ Who is the intended audience of the translated document?
- ❖ How soon do you need the document translated?

Locating Competent Interpreters and Translator

(continued)

3. Check The American Translators Association's Directory
<https://www.atanet.org/onlinedirectories/>
4. See the list of companies at the end of this presentation that have contributed to this presentation.

Online Directories

Find a Translator or Interpreter

Search for:

Translator

Interpreter

Source Language

Target Language



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Directory of Translators and Interpreters

Advanced Search

Welcome Guest!

Use the advanced search to look for a translator or interpreter with very specific skills and services. Options allow you to search by location, languages, specialties, services, translation tools, computer equipment, keywords, and more.

Translators work with the written word, transferring text from a source language into a target language. **Interpreters** work with the spoken word, transferring speech from a source language into a target language.

Location

*Zip (US Only):

*State:

*Country:

Language

From: Into:

Additional Language Search

If you are searching for a language not listed, please enter it below:

Directory of Translators and Interpreters

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Effectively Interacting with Limited English Proficiency Families

SECTION 3

Recommendations on conducting meetings and the correct seating arrangement when using an interpreter.

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SECTION 3

Recommendations on conducting ANY type of meetings when using an interpreter:

*Before the meeting

*At the start of the meeting

*During the meeting

*After the meeting

Northern Territory Government, Australia

Before the Interview

- It is important that you have a short briefing with the interpreter to inform them of the purpose of the interview.
- You must tell them if you will be using 'jargon' or technical terms, and you may need to explain in English what these terms mean. Many English terms and concepts do not have an international language equivalent.
- The briefing gives the interpreter the chance to ask questions about the subject matter of the session and about difficult terms in order to understand and interpret them properly.
- The briefing also helps to decide what style of interpreting is required.

At the Start of the Interview

- At the beginning of the interview you should introduce the interpreter and allow the interpreter to explain their role.
- Many people have never been provided with an interpreter and need to understand that the interpreter is there only to interpret what you are saying, not to take sides, give advice or make judgements.
- You should also reassure the client that the interpreter is under a strict code of ethics and can not tell anyone outside the meeting what was said.
- Always remember, you are in charge of the interview, not the interpreter.

During the Interview

During the interview you should do all of the following:

- speak clearly using short sentences and plain English
- only speak one idea at a time
- pause to allow sufficient time for the client to answer and the interpreter to interpret
- permit the interpreter to ask for clarification or repetition if the message from either party is unclear
- speak directly to the client, not the interpreter, so they can see your facial expression, and you can see theirs - but be aware that direct eye contact is inappropriate or considered to be bad manners in some cultures

During the Interview (continued)

During the interview you should do all of the following:

- avoid chatting with the interpreter and also discourage the client from chatting to the interpreter
- stay in the interview room - leaving the room can make it awkward for the interpreter and client, and can place the interpreter in a compromising position
- never ask the interpreter for his/her personal opinion of the client or their actions
- clarify if the message has been understood both ways, ask the client to tell you what they think you have said in their own words.

Northern Territory Government, Australia

After the Interview

- When the client has left, debrief the interpreter, especially after stressful and traumatic sessions.

<https://nt.gov.au/community/interpreting-and-translating-services/interpreting-and-translating-service-nt/interpreting-process>

- Document the use of an interpreter.

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SECTION 3: **HOME VISITS**

1. Always conduct a home visit with another professional. In this case, the interpreter will be the other professional visiting the home.
2. Wear your ID badge on top of any coats or jackets so that it will be visible when you approach the home.

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SECTION 3: **HOME VISITS** (continued)

3. Brief the interpreter **BEFORE** approaching the home:

- *inform the interpreter of the purpose of the home visit

- *review jargon and technical vocabulary that will be used

- *ask the interpreter for cultural competency tips.

(If the family is from certain Asian cultures, you will not want to look the adults directly in the eyes, at least not at first, as this is considered rude.)

- *inform the interpreter if you would like the interpreter to knock on the door, speak to the family if they call through the door or window, and handle formalities outside the door.

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SECTION 3: **HOME VISITS** (continued)

4. After knocking or ringing the doorbell, stand sideways at the door (instead of facing the door). This allows the family to discreetly identify who is at the door without someone inadvertently looking at them.
5. Avoid chatting amongst yourselves outside the door or mentioning any confidential information. Be aware that there may be neighbors listening.

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SECTION 3 - **HOME VISITS** (continued)

6. When the family opens the door:

- Greet the family.

- Identify yourselves.

- Remind them of the reason for the visit if they seem confused.

- When they invite you inside acknowledge that they are giving you permission to enter their home. In Spanish, we say “con permiso” which is “with permission”. The Spanish speakers respond with “propio” which is “appropriate”. You could also say, “Thank you for allowing us to enter your home.” It helps the family relax, because you are acknowledging that the family has authority over their space.

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SECTION 3 - **HOME VISITS** (continued)

7. After you enter the home:
 - Stand until you are offered a seat.
 - Introduce yourselves more thoroughly after all family members participating are present.
 - Ask to be introduced to each member of the family, if it does not occur naturally.
 - Review the reason for the visit.
 - Explain that both the worker and the interpreter will keep all information confidential. The family may know the interpreter from another setting. Also, the interpreter might serve other clients who know this family or are curious about them.

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SECTION 3 - **HOME VISITS** (continued)

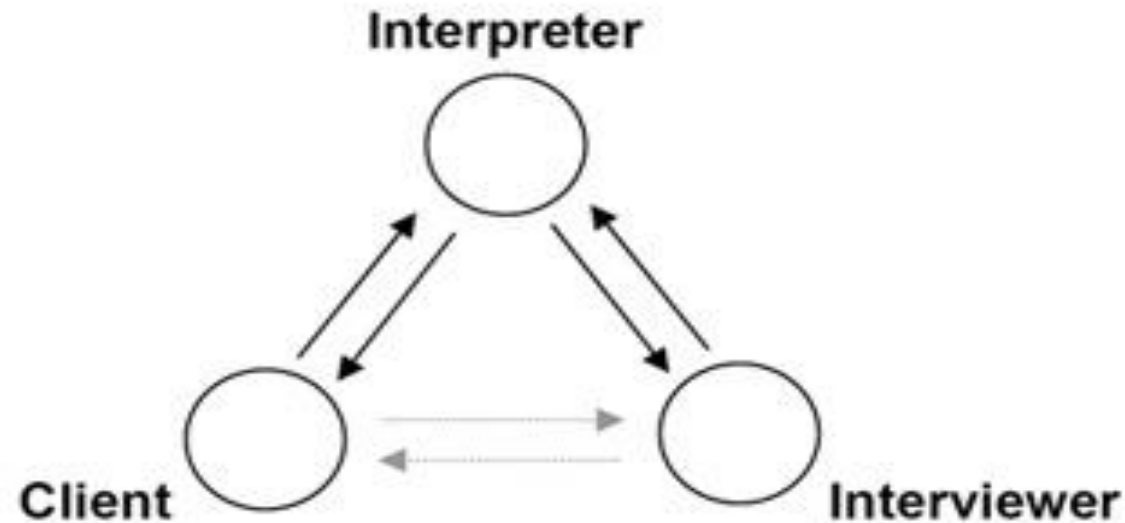
8. After completing the reason for the visit, you may want to ask the family if they need help with anything. Many times you can help the family resolve small matters which are huge obstacles for them. (Examples: Information of where to find resources, help setting up an appointment for the child, providing the dates of school holidays, etc.) **PLEASE NOTE:** The interpreter should not be asked to provide this information or to sight read documents unrelated to your visit.
9. When you are concluding your visit:
 - Thank the family for allowing you to visit them.
 - Let them know when they can expect to hear back from you or when they need to attend the next meeting.

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SECTION 3 - INFORMATION GATHERING INTERVIEWS

One or two workers, the LEP Family, and the interpreter

Make sure the interpreter is seated where everyone can be easily heard. If possible have the interpreter sit in a neutral position by forming a triangle.



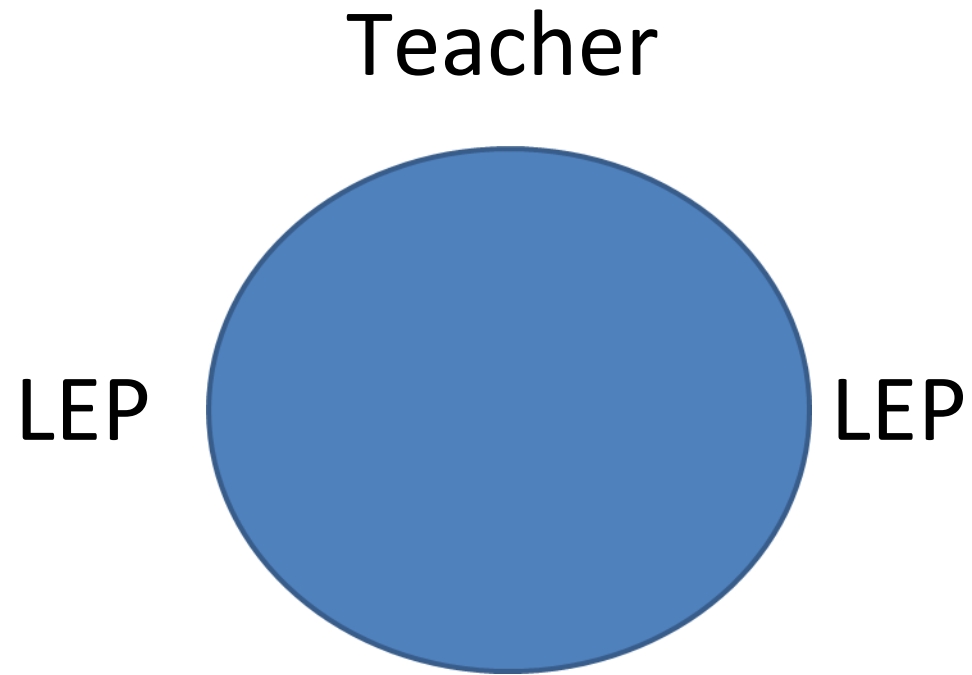
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SECTION 3 - PARENT TEACHER CONFERENCES

- The teacher should indicate to the interpreter whether or not the student will be participating as well as the parent(s).
- All school age siblings and friends should be outside the room during the conference due to confidentiality and possible embarrassment for the student in question during or after the conference.
- It is helpful for the teacher to have activities prepared for students who are too young to participate in the conference.

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SECTION 3 - PARENT TEACHER CONFERENCES (continued)



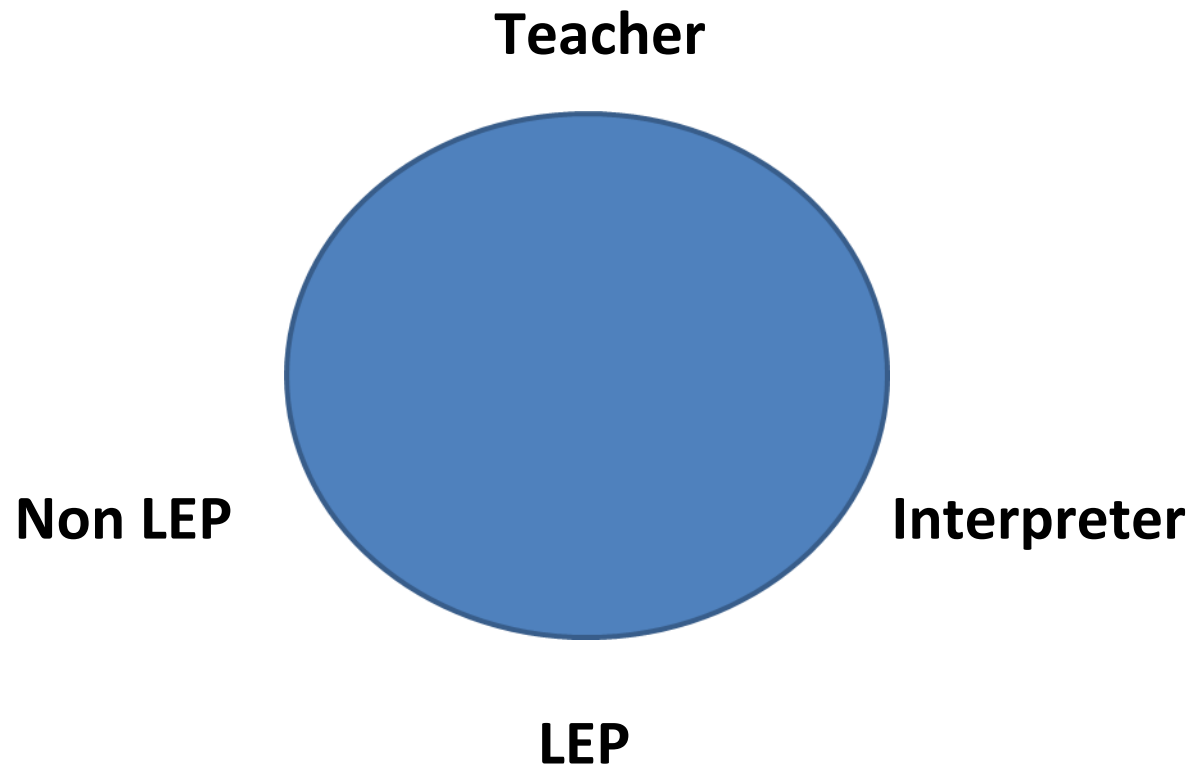
Interpreter Seated Between LEPs,
if LEPs give permission

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SECTION 3 - PARENT TEACHER CONFERENCES

(continued)

A Parent Teacher Conference with One LEP and One Non LEP



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SECTION 3 - IN PERSON PLANNING MEETINGS

(Family Assessment and Planning Team (FAPT), Individual Educational Program (IEP), Treatment Team, etc.)
and seating arrangements when using an interpreter.

	Planning Team Member	Planning Team Member	Planning Team Chair	Planning Team Member	Planning Team Member	
Planning Team Member						Planning Team Member
	Planning Team Member	LEP Parent 1	Interpreter	LEP Parent 2	Planning Team Member	

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SECTION 3 - IN PERSON PLANNING MEETINGS

(Family Assessment and Planning Team (FAPT), Individual Educational Program (IEP), Treatment Team, etc.)
and seating arrangements when using an interpreter.

	Planning Team Member	Planning Team Member	Planning Team Chair	Planning Team Member	Planning Team Member	
Planning Team Member						Planning Team Member
	Planning Team Member	Non LEP Parent	LEP Parent	Interpreter	Planning Team Member	

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SECTION 3 - TELEPHONE CONFERENCE PLANNING MEETINGS

(Family Assessment and Planning Team (FAPT), Individual Educational Program (IEP), Treatment Team, etc.) when using an interpreter.

- *Provide the interpreter with a list all of participants and their roles/titles and organizations indicating who will be in person or on the phone.
- *Have the interpreter sit where it is possible to hear everyone and to be heard by everyone - near the phone and centrally positioned.

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SECTION 3 – COURT

- A court interpreter will stand beside the LEP and only interpret exactly what is said.
- A court interpreter acts as a neutral party.

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SECTION 3 – **FORENSIC INTERVIEW**

- ❑ The interpreter will sit beside the interviewer so that the child can see both people and not accidentally be bumped or touched.
- ❑ It is important that the child not be touched even in a friendly or compassionate gesture.

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SECTION 3 – **MEDICAL EXAMINATION**

- ❑ The interpreter will stand with his/her back toward the patient or behind a curtain.
- ❑ In Radiology the interpreter stands inside the room for instruction, but outside of the room during an x-ray.

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SECTION 4

**Culture Shock and its Impact on Immigrants'
Adjustment to their New Culture.**

Culture Shock

Honeymoon Phase

The culture is new and exciting; their dreams and expectations about the future seem to be coming true.

1

Rejection Phase

The realities of life (housing, employment, and family) can become overwhelming. Many things do not go according to plan, and refugees may feel misunderstood.

2

Reverse Culture Shock

A person may become so accustomed to their new culture that they would exhibit culture shock if they returned to the home country.

5

Recovery Phase

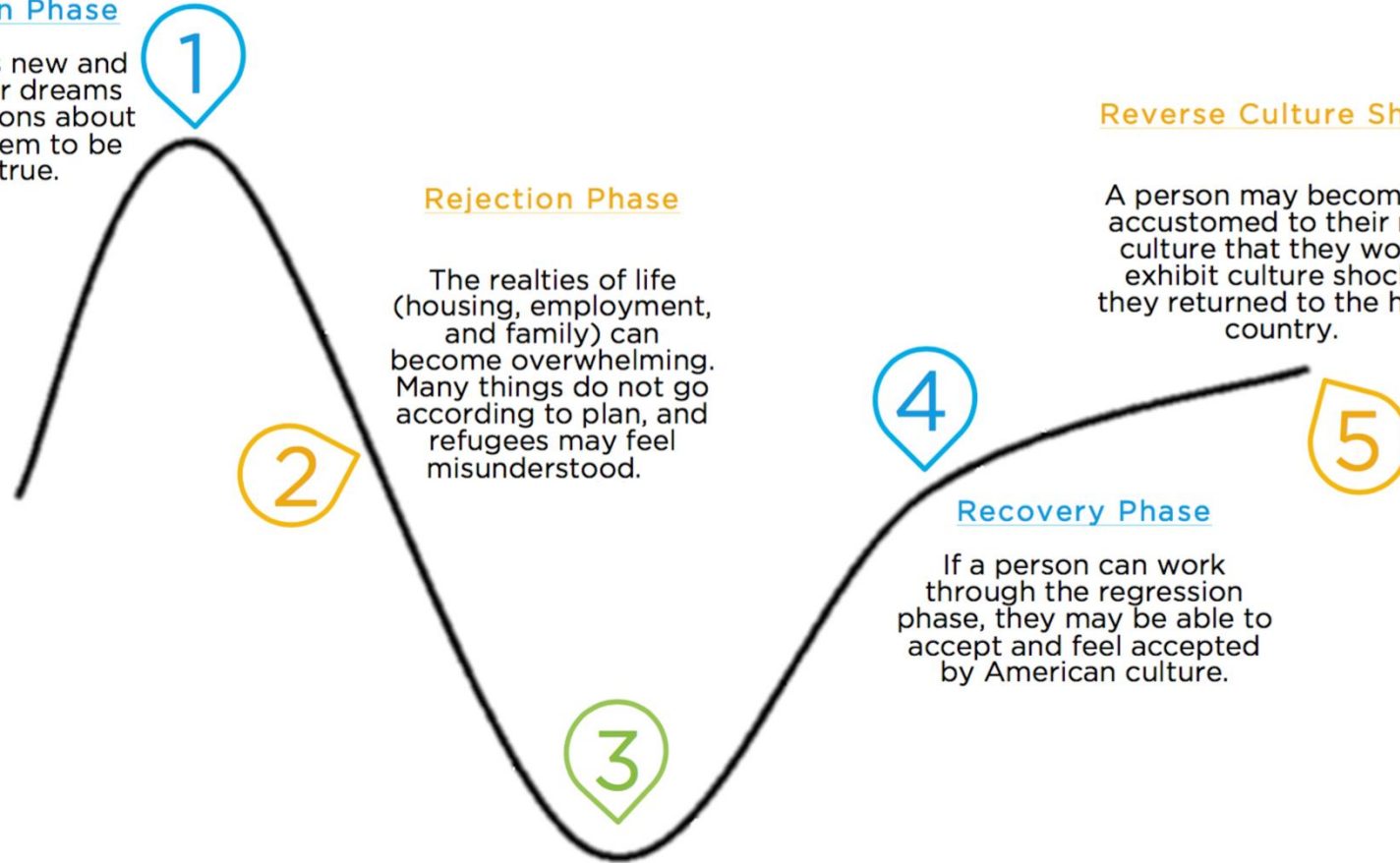
If a person can work through the regression phase, they may be able to accept and feel accepted by American culture.

4

Regression Phase

In order to deal with the stressful changes, a refugee may only try to surround himself with people of their own culture.

3



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SECTION 5

Ideas of how Professionals and Volunteers can Assist Newcomers with Limited English Proficiency in Your Community

- If you want to get a LEP talking, let the adult or child talk about his/her areas of expertise. Here's one way to get the conversation moving. Jean Warren, ELL Instructor, West Salem Elementary, shared "...go to the library, children's section, and get pictorial books on their country. They LOVE to see familiar pictures of people, dress, geography. For those who have some English, I will have them teach me about their culture."

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SECTION 5

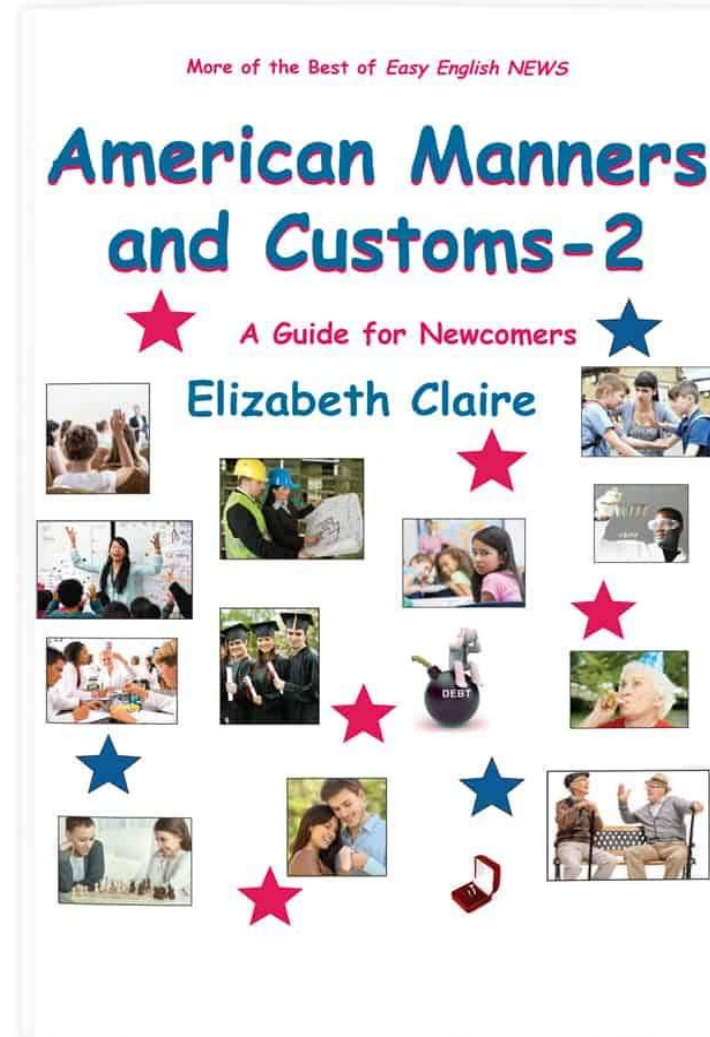
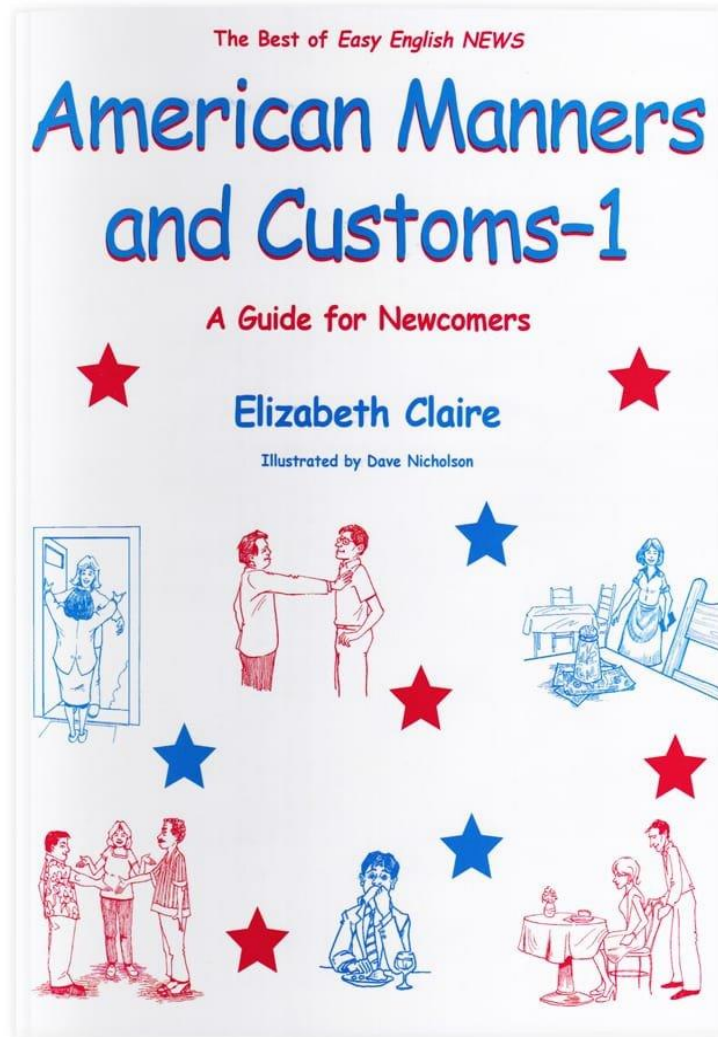
Ideas of how Professionals and Volunteers can Assist Newcomers with Limited English Proficiency in Your Community

- Provide a list of adult English for Speakers of Other Languages (ESOL)/English as a Second Language (ESL) classes. Check with your Regional Adult Education office for a list. Go to the VDOE website to find your regional Adult Ed office's contact information.

http://www.doe.virginia.gov/instruction/adulted/regional_programs/index.shtml

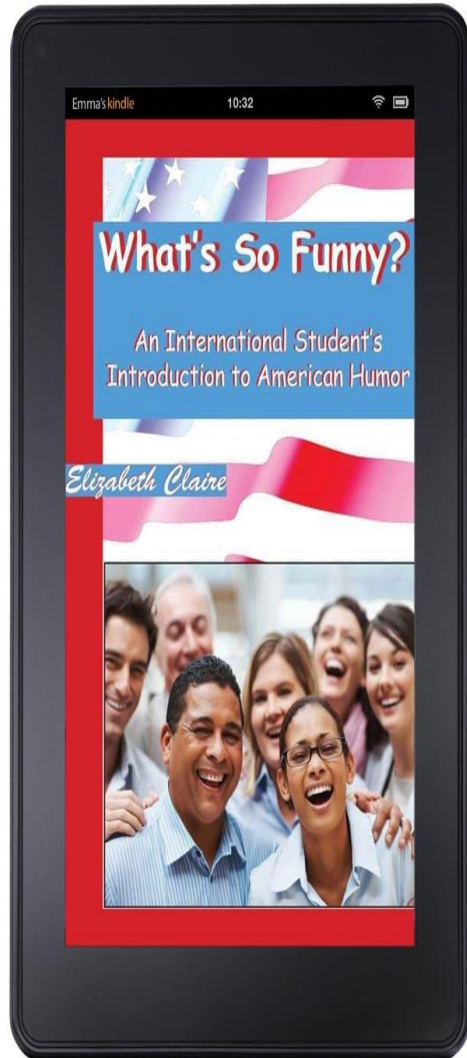
Provide Resources for Cultural Adjustment

<https://www.elizabethclaire.com/>



What's So Funny? By Elizabeth Claire

<https://www.elizabethclaire.com/collections/books-on-kindle/products/whats-so-funny-an-international-students-introduction-to-american-humor-kindle-edition>



Laugh while you learn about American Culture. What's So Funny? is a unique, many-angled approach to break through the cultural and linguistic barriers to American humor.

It was designed for intermediate and advanced college conversation classes, foreign business people, immigrants and visitors to the U.S.--and anyone else curious about why Americans laugh.

What's So Funny? contains over 200 American jokes, tested for funniness, with the background of insights needed to understand American stereotypes, anxieties, resentments, fears and social tensions. The jokes are in categories: school, children, college, professors, men, women, marriage, drunks, psychiatrists, patients, policemen, bosses, barbers, waiters, modern times, inflation, crime, government, politics, religion, taxes, human imperfections and stupidity.

This is a "clean" jokebook, with no sex, bathroom, or vulgar jokes.

ADDITIONAL RESOURCES

- Especially for Military Families: Sesame Street’s “Talk, Listen, Connect” in English and Spanish, FREE, can be viewed from website or downloaded.

<http://www.sesameworkshop.org/what-we-do/our-initiatives/military-families/>

EDUCATIONAL OUTREACH TALK, LISTEN, CONNECT

Arming military families with love, laughter, and practical tools for deployment

Almost 800,000 preschoolers are separated from a parent serving in the U.S. military.

When we think of war and deployment, we rarely

especially created for this purpose guide families through such tough transitions by showing how real families as well as furry monsters deal with similar circumstances.

PHASE 1: BEING TOGETHER

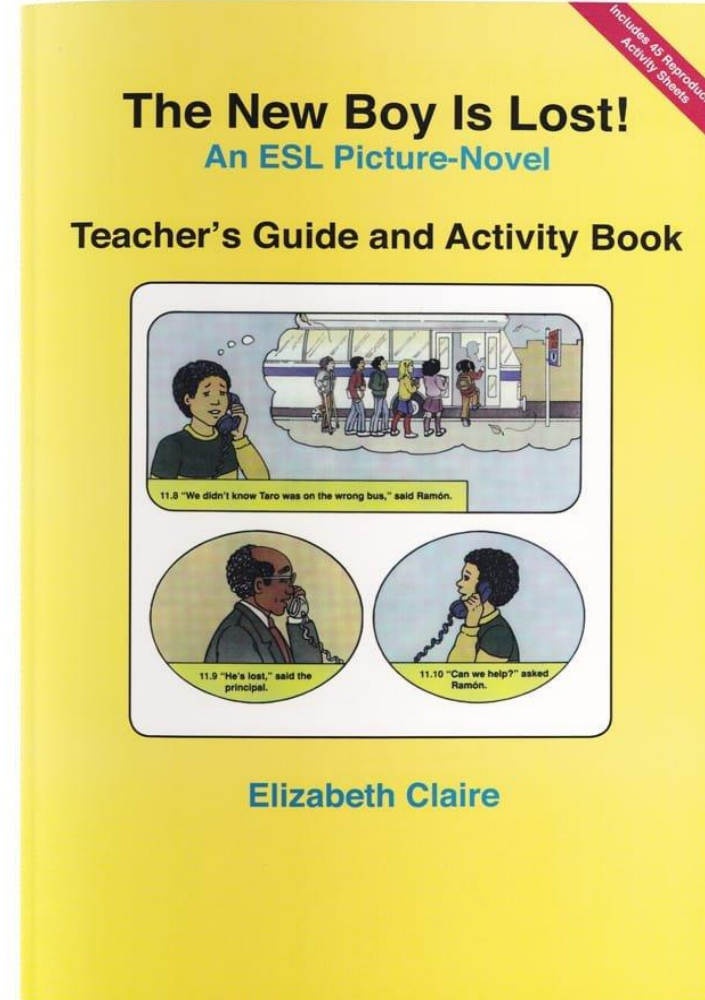
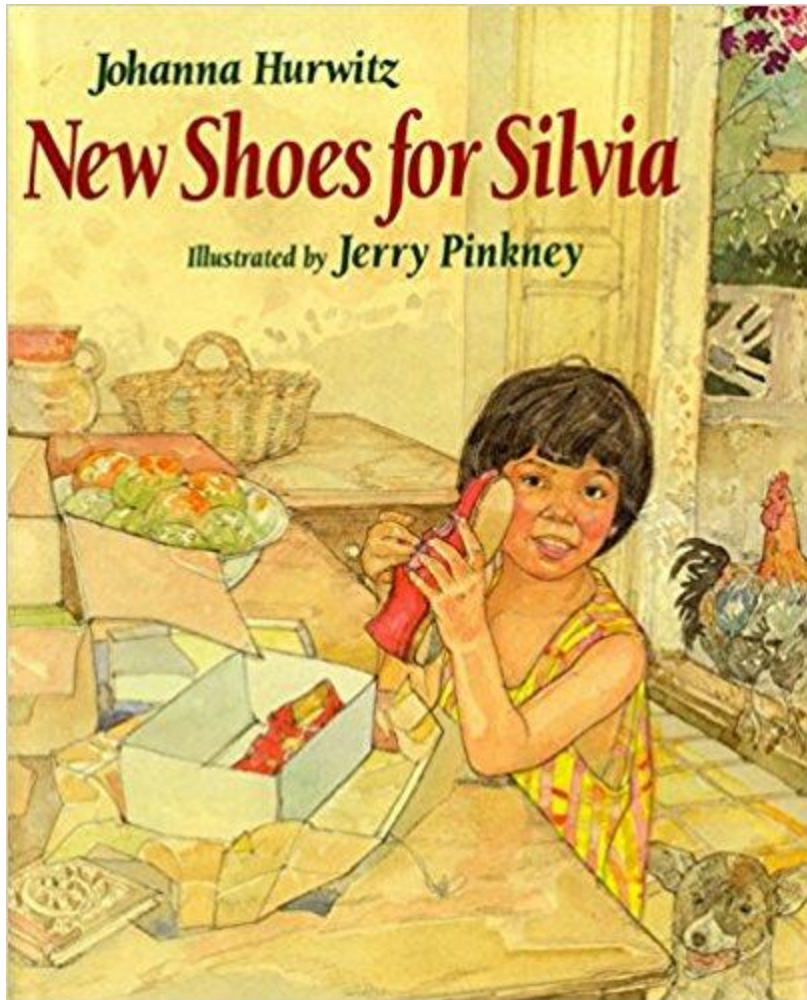


ADDITIONAL RESOURCES

Books to read with youth and families transitioning culture/language :

*New Shoes for Sylvia by Johanna Hurwitz, Illustrated by Jerry Pinkney

*The New Boy is Lost! By Elizabeth Claire



ADDITIONAL RESOURCES

- ❖ U. S. Department of Education, Title VI Language Resource Centers, nflrc.org
- ❖ Multicultural Community Service, mcsdc.org

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The American Translators Association, www.atanet.org

Northern Territory Government, Australia, <https://nt.gov.au/community/interpreting-and-translating-services/interpreting-and-translating-service-nt/interpreting-process>

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