



INTERPRETER-DEAF & HARD OF HEARING

DEFINITION:

Under the supervision of the Coordinator-Special Education, provides interpreting and instructional support services to students identified as deaf and hard of hearing using signing and reverse interpreting skills; tutors individual and small groups of assigned students; assists instructional personnel in the implementation of Individual Educational Plans (IEP) for assigned students; serves as a liaison and interpreter between deaf and hard of hearing students, school personnel and outside agencies.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

Other duties may be assigned.

- Interprets, signs and translates spoken statements or conversations of students, teachers, staff, and others interpreting the intent as needed to supplement communication and learning.
- Serves as a liaison and interpreter between deaf and hard of hearing students, school personnel and outside agencies; facilitates communication by providing complex manual and/or oral interpreting services; provides voice to sign and sign to voice support; simultaneously translates sign language, used by hearing impaired students into spoken English.
- Interprets a variety of verbal and written instructions, instructional materials and conversation using a designated sign language.
- Tutors individual and small groups of deaf and hard of hearing students in a variety of subjects to reinforce instructional concepts using tutorial strategies and techniques.
- Oversees student drills, practices and assignments in various subjects; monitors and reviews student progress.
- Assists instructional personnel in the implementation of individual educational plans for students with special needs; assists in the preparation of instructional materials.
- Serves as a job coach for assigned students; provides training to students transitioning into the work force; assists students with researching potential careers, completion of resumes, job applications, forms and other documents; assists students with money management, job search skills, appropriate dress and grooming.
- Explains and assures student understanding of classroom assignment and homework instructions; assists students in completing classroom assignments, homework and projects in various subject areas; assists with the administration of tests by interpreting information to individuals and scoring of tests as assigned.
- Collaborates with teachers to develop ways of increasing interaction between deaf and hard of students and peers.
- Assists students in learning and practicing appropriate living/social skills and behaviors such as safety procedures, communication skills, independence and decision making necessary for mainstreaming.
- Accompanies students to and from designated locations, community based outings, work sites using public transportation; monitors safety of students in a variety of indoor and outdoor travel settings including educational, vocational and community based settings.
- Assists students with performing and developing proper social behavior, personal hygiene and self-help skills including toileting students, changing diapers and soiled clothing as assigned by the position.
- Observes and controls behavior of students in the classroom, during lunch, recess and before/after school according to approved procedures; reports progress regarding student performance and behavior; uses appropriate behavioral techniques to facilitate social and emotional growth.
- Performs a variety of clerical duties in support of classroom activities such as preparing, typing, duplicating and filing instructional materials; maintains student records and files as assigned.
- Communicates with classroom teachers and staff to identify special needs and make suggestions regarding environmental changes to enhance instruction for deaf and hard of hearing students.
- Assures the health and safety of students by following established practices and procedures;

- maintains classroom and other learning environments in a safe, orderly and clean manner.
- Operates a variety of standard classroom and office equipment including a copier, computer and assigned software drives a vehicle to conduct work.
- Attends and participates in meetings, in-services and trainings as assigned.

QUALIFICATIONS GUIDE

Knowledge of:

- American Sign Language and advanced techniques for use in interpreting.
- Concepts and principles of child development and behavior characteristics.
- Code of Ethics for Interpreters and Translators.
- Applicable laws, codes, regulations, policies and procedures.
- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students.
- Behavior management strategies and techniques.
- Concepts and principles of youth development and behavioral characteristics.
- Training, educational and employment opportunities in the community.
- Community and career information and resources.
- Appropriate use of spoken and written English including spelling, vocabulary and grammar.
- Community resources available to the deaf and hard of hearing.
- Extensive vocabulary, terminology and basic information in a variety of subjects.
- Deafness and its effect on language acquisition and development of hearing impaired individuals.
- Basic filing and record keeping methods.
- Modern office equipment, practices and techniques.
- Application of tutorial and training procedures.
- Subject curriculum taught in District's schools.
- Safe practices in classroom and school-related activities.
- Oral, written, and manual communication skills.
- Interpersonal relations skill using tact, patience, and courtesy.
- Learn and utilize instructional strategies in general and special education settings.
- Perform routine clerical work and arithmetical calculations

Ability to:

- Reverse-interpret from sign language to the spoken word in several sign systems at a normal conversational rate.
- Tutor hearing impaired students in a variety of levels of academic subjects.
- Provide career guidance, assessment and career development to students with special needs.
- Serve as a liaison between students, parents, teachers, business partners and local agencies to enhance student career opportunities and activities.
- Establish and maintain effective working relationships.
- Understand the special problems/needs of deaf and hard of hearing students.
- Learn to read facial and body language.
- Provide accurate interpretation of academic subject areas.
- Demonstrate an understanding, patient and receptive attitude toward children.
- Understand and follow oral, written, and manual directions.
- Communicate effectively orally, in writing, and manually with children and adults.
- Communicate with deaf and hard of hearing students by interpreting sign to voice and voice to sign.
- Convey abstract concepts and technical terminology in a sign language system.
- Work cooperatively and effectively with others.
- Operate a variety of standard classroom and office equipment.
- Work independently.
- Prepare instructional materials for student use.
- Maintain records and files.

EDUCATION/EXPERIENCE:

Any combination equivalent to: associate's degree and two years of interpreting experience or an equivalent combination of education and interpreting experience.

LICENSES AND OTHER REQUIREMENTS:

- Valid California Class C driver's license.
- Valid certification by the national Registry of Interpreters for the Deaf (RID) or equivalent, or passage of one of the exams listed below with a minimum score of 3.5 is highly desirable.
- Educational Interpreter Performance Assessment (EIPA)
- Educational Sign Skills Evaluation-Interpreter and Receptive (ESSE-I/R)
- National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment and interpreting. Other combinations of applicable education, training and experience may be considered.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to interpret for the deaf and hard of hearing and to use a computer and keyboard.
- Sitting or standing for extended periods of time.
- Hearing and speaking to exchange information.
- Seeing to monitor students in the classroom and at work sites.
- Bending at the waist, kneeling or crouching to assist students.
- Reaching overhead, above the shoulders and horizontally.
- Lifting, carrying, pushing or pulling objects up to 50 pounds; occasional lifting, carrying, pushing or pulling heavy objects up 75 pounds with assistance.
- Walking to and from public transportation and to student work sites.

WORK ENVIRONMENT:

Indoor classroom/outdoor environment. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate. Hazards include:

- Potential contact with dissatisfied or abusive individuals.
- Potential for contact with blood, other body fluids and communicable diseases.

Previously Revised: 6/2017