



## JOB DESCRIPTION

Salary Grade: 6

<b>Job Title:</b>	Oral Interpreter	<b>Division:</b>	Program Design
<b>Supervisor's Title:</b>	Administratively to School Principal; Professionally to Program Coordinator, Special Education, Deaf & Hard of Hearing	<b>Superintendency:</b>	Field Operations
<b>Union Status:</b>	CUPE 1328, SBSS	<b>Department/Location:</b>	Elementary & Secondary School

### **PRIMARY FUNCTION:**

The primary function of this job is to provide oral interpretation (transliteration) for Deaf and Hard of Hearing student/s (e.g. 1 - 3 students) who depend on speech reading to receive oral information. The job also involves acting as student advocate for the assigned student/s, and providing oral interpretation during extra curricular activities.

### **MAIN RESPONSIBILITIES:**

1. Provide oral interpretation (transliteration) for Deaf and Hard of Hearing students by:
  - 'mouthing' everything the teacher/peers are saying for students that are 'Deaf'
  - positioning self so that the student/s can clearly see the interpreter and so that she/he has good view of teacher and rest of the class
  - maintaining eye contact with student/s when 'mouthing', changing words (eg. father instead of dad etc.) paraphrasing, communicating the emotion/excitement of the teacher, and writing in air, words and numbers the student doesn't understand, using facial expressions and natural gestures to ensure effective interpretation
  - lipreading and/or voice interpreting communication of the students into oral English for staff and mainstream students, in cases where the student's speech intelligibility interferes with effective communication
  - ensuring that the classroom has adequate lighting etc. by discussing these needs with the teacher and/or principal
  - previewing movies and videos especially when they are not close captioned
  - preparing for future classes, by reading lessons to be familiar with the content and vocabulary

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- liaising with the teacher of Deaf to advise of students' progress/difficulties
  - adhering to the code of ethics of the profession eg: confidentiality, not providing personal opinion etc.
2. Act as student advocate by:
- meeting with teacher/s and advising them of the needs of the Deaf and Hard of Hearing students eg: speak clearly, face students, write on blackboard for clarification, make extra copy of materials for Oral Interpreter, speak loud enough for interpreter to receive the information
  - assisting the mainstream students to be aware of the special needs of the Deaf and Hard of Hearing students
  - meeting with teacher to discuss future lesson plans and to provide input on the progress of the student/s
  - asking students if they are following the lesson during natural breaks in the class (eg: teacher writing on board)
  - ensuring that students get a 'break' during the class, if possible, since speech reading of continuous interpreting is tiring
  - encouraging the self-sufficiency of students, by having the student speak directly to the teacher and peers, when asking a question etc.
  - providing support to students by being sympathetic to their frustrations and encouraging confidence etc.
  - encouraging the student and teacher both to use the FM system (receiver for student and microphone for teacher), so that the student can utilize his/her residual hearing or in the case of students that are Deaf, ensuring that they use hearing aids (so that they can hear environmental loud sounds eg: bell etc.).
  - assisting students during seat work, when interpreting is not required
3. Attend extracurricular activities to provide oral interpretation by:
- attending school assemblies, sports events, school mass, meeting with Principal etc. with the student as his/her interpreter
  - arranging for appropriate seating and accommodating for sound, noise distractions lighting etc. for students and providing oral interpretation
  - reverse-interpreting i.e. informing staff, other students, what the Deaf and Hard of Hearing students are saying.
4. Perform other related duties as assigned or required.

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### **Skill:**

- . High School Diploma or equivalent. Completion of the Oral Interpreter training program (200 hours). Lipreading skills.
- . 1 year related experience and 1 year on-the-job experience.

### **Effort:**

- . Complexity of the job is in providing simultaneous oral interpretation by mouthing, substituting appropriate words, paraphrasing, using appropriate facial expressions, gestures etc. to effectively communicate the emotion and intent of the message. Complexity in oral interpreting when physical environment and/or event complicate the task eg: A.V. presentations; poor acoustics, noise levels, pace of oral presentations etc. Complexity in preparation of materials to ensure knowledge of content and vocabulary
- . extended periods of intense concentration (visual and auditory); 'mouthing' causes physical demand on vocal cords, jaws, lips; extended periods of restricted movements.

### **Responsibilities:**

- . Independence of action when acting as 'student advocate', decides what to communicate/report to teacher re: student's needs/progress. Accountable for ensuring that the 'environment' (lighting, seating, F.M. system, teacher and mainstream students enlightened etc.) is conducive for effective communication and learning to occur for the deaf and hard of hearing student. Accountable for providing effective oral interpretation to enable the student to fully participate in school programs.
- . Ineffective oral interpretation, reverse interpretation, student advocacy etc. would/could result in poor student performance.
- . Contacts with students, teachers, other school and professional staff, parents of students etc.

### **Working conditions:**

- . Classroom and school environment. Exposure to students.
- . Stress from working cross culturally with Deaf and Hard of Hearing people and their culture and hearing people and the majority culture.
- . Stress from experiencing the frustration of students.

Oral Interpreter

Management Approval Freagler Date Nov 9/94

Management Approval Mary E. Lament Date Nov 9/94

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Reviewed by Management Date

Whissar 8 Nov '94

11/94

Reviewed by Union Date

V. J. Chavarez Dec 2/94