

Classroom Interaction

Compensation

Student Perception

Unique Challenges

Primary/
Secondary
K–8

- nonverbal (signed)
- gestural
- situations:
 - group/individual activities
 - reading aloud
 - field trips

- poor
- certified interpreters don't take jobs/assignments

- don't see interpreters service/as a service
- view of interpreter is more parental, less professional

- importance of language acquisition
- keeping qualified interpreters on staff
- balancing the “parental figure” perception
- storytime reading
- fingerspelling and name signs
- balancing the “language teacher” perception

Secondary
9–12

- verbal (signed)

- poor

- interpreters are interpreters but integral to the experience; “should have no other responsibilities but interpreting”

- subject matter (biology, geometry, shop)
- diversity of settings
- worth of interpreter when lecture subject matter is abstract

Post-
Secondary

- verbal
- individual
- needed in study groups, labs
- not fully socially integrated (NTID study)

- better (institutional pay)

- helpful, but only if skilled
- render professional services, but are not parent figures or therapists

- subject matter more advanced; interpreters assigned to courses without knowledge
- interpreters both help (provide communication) & hinder (not skilled enough)
- can create strategies for handling information