

Using Telephonic Interpreters: Mindfulness & Mastery

Training for UCP and LOP Networks

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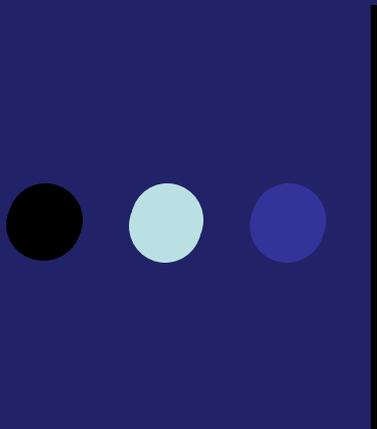
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Training Content

- What is Interpreting?
- Language Assessment
- Tips for
 - Preparing for the interpretation
 - Conducting the call
 - Closing the call
 - After the call

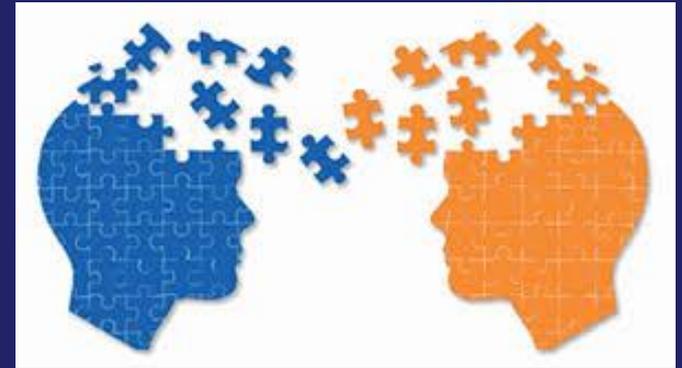




What is Interpreting?

Interpreting: The Task

- It's a Process
- Not just about bilingualism
- Serious cognitive task (Not Google Translate)
- Very difficult to do well!



一旦失窃要报警，切莫姑息又养奸

If you are stolen, call the police at **once**.



上海市公安局城市轨道交通分局

Urban Mass Transportation Branch Shanghai Public Security Bureau

www.english.com

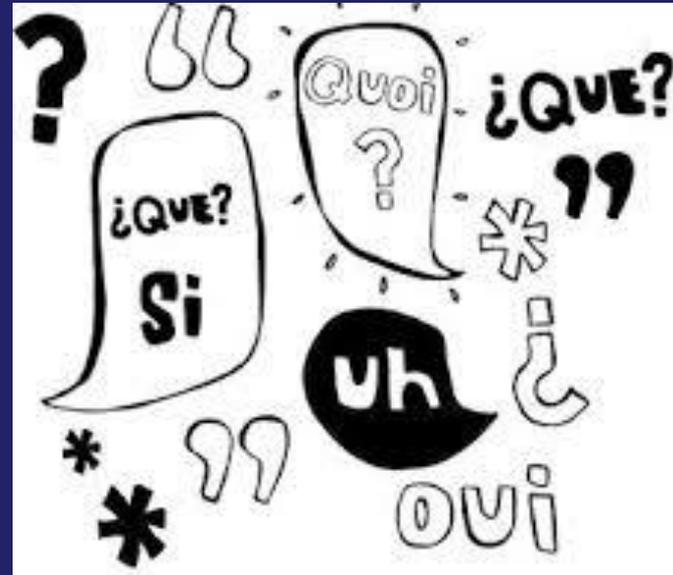
Interpreting: The Requirements

- Accurately, without distorting the meaning
- No omissions
- No substitutions
- No additions



Common Errors of Untrained Interpreters

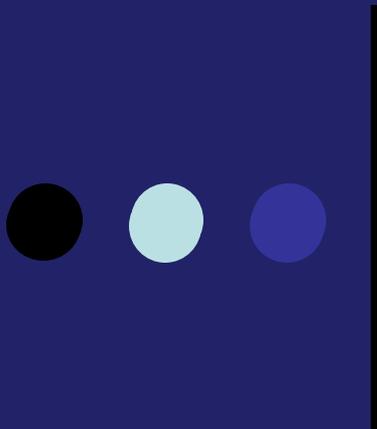
- Omission
- Addition
- Substitution
- False cognates
- Lack of familiarity with dialects & idiomatic expressions



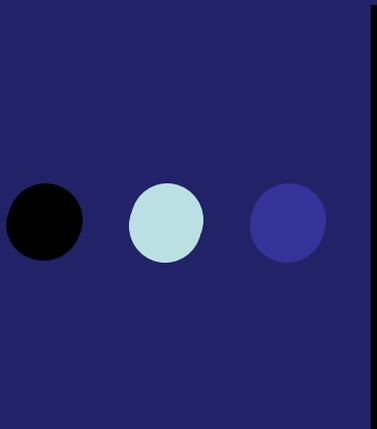
Interpreting: The Modes

- Consecutive: longest method
- Simultaneous: quickest but very difficult
- Summary: not recommended
- Sight translation: reading a document while translating





Language Assessment



Preparing for the Interpretation

Keep in Mind

- Use plain language (Handout 1)

Before (un-simplified, non-plain language)

Asylum is a form of legal relief pertaining to those who are afraid to return to their country of origin. Often this is because they or their loved ones have been persecuted in their country of origin for any of the following reasons: nationality, race, religion, political affiliation or opinion, or their membership in a particular social group. Asylum is also a form of legal relief pertaining to those who believe that they will likely be persecuted if they return to their country of origin in the future.

Keep in Mind (cont.)

- Use plain language (Handout 1)

After – Example # 1 of simplified, plain language (written information)

Asylum is a defense for someone who is afraid to go back to their country because someone has hurt them or their family for a particular reason (for example: nationality, race, religion, political opinion or particular social group). Asylum is also a defense for people who believe that they will be hurt if they return to their country in the future.

Keep in Mind (cont.)

- Use plain language (Handout 1)

After – Example # 2 of simplified, plain language (spoken information)

When you lived in your home country, did anyone ever hurt you or your family? Did anyone ever say they were going to hurt you or your family? If so, did the person or people who hurt you or your family say it was because you and your family were different from them? What did they say about your being different – was it about how you look, or where you go to church, or what language you speak, or who your family thought should be in charge in government?

Keep in Mind (cont.)

- Plan to pause
- Move the phone to the middle
- Remember the interpreter cannot see you
- Plan for a longer conversation
- A break may be necessary

Build in Comprehension Checks

- KYRs/Orientations: After each topic (overview, forms of relief, court process, what happens next, etc.) → Ask 1-2 questions to gauge comprehension (e.g., quick quiz on going to court)
- Intakes: Ongoing; When concluding with next steps, ask them to “teach back” what s/he will do and when (e.g., quick quiz on “reasons” for fear of going back to home country)

Once You've Made the Call

- When requesting interpreter, say the country of origin (Handout #2)
- Consider spelling out the language
- Write down interpreter's ID #

Set the Stage (Handout #3)

- Explain the purpose to the interpreter (who, what, how long)
- Introduce the interpreter to the participant/child (“S/he will be your interpreter today”)
- Confirm confidentiality
- Ask that they inform all speakers if they need to switch interpreters



Confirm Comprehension (Handout #3)

- Mock Question: What color is the phone?
- Ask interpreter to confirm that the participant/child understands
- Ask the interpreter if s/he understands the participant/child
- Tell child to raise his/her hand if s/he does not understand

Example of Ensuring Comprehension

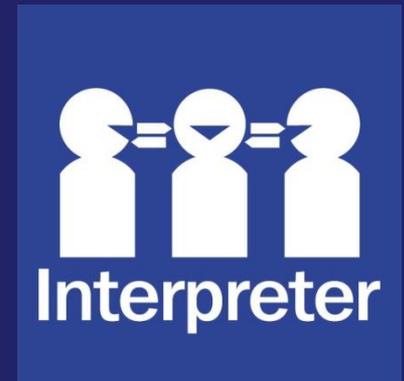
- Video Vignette #1*

<https://www.youtube.com/watch?v=AcZ3StAOQ18>

- Highlights the importance of plain language, speaking slowly and comprehension checks on the part of the provider.
- ****Note:** For training purposes, the videos on this webinar portray English-Spanish interpretations. Please keep in mind, however, that Pacific Interpreters **should not** be used for English-Spanish interpretation needs.*

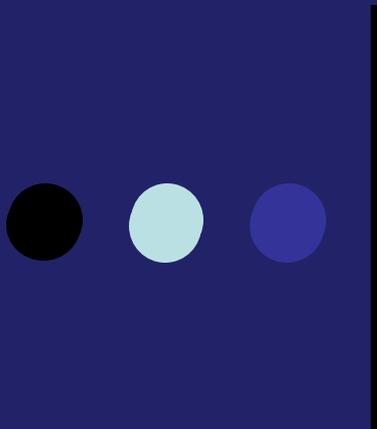
Explain the Interpreter's Role (Handout #3)

- Confidentiality
- Interpret everything
- Interpret the meaning as accurately as possible
- Use same grammatical construction
- Do not omit, edit, or polish
- No side conversations, except to clarify
- Ask speakers to pause, slow down, or repeat
- Ask for time out



Instruct the Participant/Child (Handout #3)

- Speak slowly
- Speak 1-2 thoughts at a time
- Be patient
- Allow the interpreter to finish speaking
- Say if you do not understand the interpreter
- This will feel different than speaking face-to-face



During the Interpretation

Keep in Mind...

- Seek to build rapport
- Maintain eye contact with participant/child
- Monitor your speech
- Be patient
- Remember the interpreter cannot see you
- Remember that you are in control
- Remember that interpreting is difficult

Ask Yourself

- Can we all hear each other well?
- How responsive to my questions are the answers?
- Is the participant/child responsive during check-ins?
- Is the participant/child asking any follow-up questions?
- Is there a capacity issue at play?

Signs of a Good Interpretation

- Interpreter uses first person
- Interpreter asks speakers to slow down, pause
- Interpreters seeks clarification



Signs of a Poor Interpretation

- Interpreter engages in “side bar” conversations that are not just for clarifying the meaning
- Interpreter’s statements are significantly shorter than what was spoken

Example of Poor Questioning

- Video Vignette #2*

<https://www.youtube.com/watch?v=shsombVovt8>

- Highlights the importance of word choice and speaking directly to the participant.
- ****Note:** For training purposes, the videos on this webinar portray English-Spanish interpretations. Please keep in mind, however, that Pacific Interpreters **should not** be used for English-Spanish interpretation needs.*

Debrief: Poor Questioning

- What could the provider have done better?
 - (“Miguel, please tell me...” vs. “Ask him how many...”)
 - (“How many brothers?” followed by “How many sisters?” vs. “How many siblings?”)
- Main takeaways:
 - Address the client directly
 - Break the original questions in English down to their fundamental parts to ensure a more complete conversation

Example of a Challenging Interpretation

- Video Vignette #3*

<https://www.youtube.com/watch?v=rejE9Vx2ly4>

- Highlights the importance of a provider's role in keeping the conversation on track and reminding the interpreter of his/her role.
- ****Note:** For training purposes, the videos on this webinar portray English-Spanish interpretations. Please keep in mind, however, that Pacific Interpreters **should not** be used for English-Spanish interpretation needs.*

Debrief: A Challenging Interpretation

- What did the provider do well?
 - Addressed client directly
 - Broke questions down into their fundamental parts
 - Confronted interpreter about sidebar conversation and raised suspicion of omitted information
 - Reviewed some of the ground rules with the participant

Red Flags

- Participant/child appears to be frustrated, confused
- Participant/child corrects the interpreter
- Participant/child opts to speak in English or Spanish
- Interpreter frequently reformulates or changes what is said mid-sentence

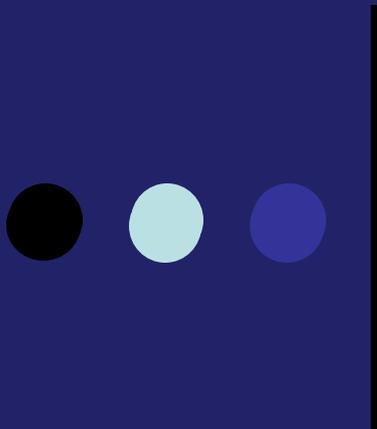


What if There's a Problem?

- STOP
- Remind interpreter of his/her role
- Remind the participant/child to help the interpreter by speaking slowly and clearly
- Ask if anyone needs a break
- Get a different interpreter or schedule a follow-up

Complaint Procedure

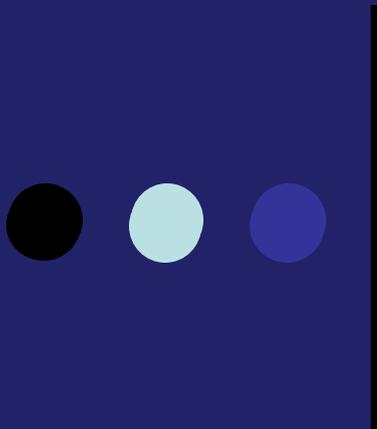
1. Hang up and call back again to report the problem (have the interpreter's ID #)
 - Pacific Interpreters: 1(800) 311-1232
2. Inform Vera that a complaint has been made
 - Email CJCoordinator@vera.org



Closing the Call

Before Ending the Call

- Restate important points
- Discuss if/when you will speak again
- Ask participant/child to restate any follow-up actions
- Ask the participant/child if the interpretation was clear and easy to understand
- Ask the participant/child if s/he has questions about the interpretation
- Thank the interpreter



After the Call

Immediately After

- Take note of the participant/child's demeanor (e.g., sad, upset, anxious, apathetic, confused, relieved, tired, etc.)
- Maintain a record of a particularly good interpreter to request in the future (may require an advance appointment)
- Contact Pacific Interpreters and Vera about any complaints

Checklist (Handout #4)

- T**ell the interpreter the context.
- E**xplain the interpreter's role.
- L**imit the use of gestures and facial expressions.
- E**nsure the participant/child's understanding.
- P**ace your speech appropriately.
- H**ave sufficient time available.
- O**ffer only one question at a time.
- N**ote the interpreter's ID number.
- E**nunciate words and speak audibly.

Checklist (Handout #4)

- I**ncorporate first person or direct speech.
- N**otice and work through additional communication problems.
- T**ake turns speaking.
- E**ncourage requests for clarification.
- R**efrain from using figures of speech.
- P**rotect and respect the role of the interpreter.
- R**emain present for all communication.
- E**xercise awareness of the words you say aloud.
- T**alk in short utterances.
- E**liminate vague expressions and words that have double meanings.
- R**elieve or refresh your interpreter as needed.

Discussion

