

**\*\*\*Speak directly to the parent, not the interpreter.** Look at and speak directly to the family. Let the interpreter become your voice.

- **Speak at an even pace in relatively short segments.** Pause so the interpreter can interpret.
- Assume **everything** you say, everything the parent says, and everything any staff members say **is interpreted.**
- **Do not hold the interpreter responsible for what the parent says or doesn't say.** The interpreter is the medium, not the source, of the message. If you feel that you are not getting the type of response you were expecting, do not look at the interpreter simply restate the question.
- Be aware that **many concepts you express have no linguistic or conceptual equivalent in other languages.** The interpreter may have to paint word pictures of many terms you use. This may take longer than your original speech.
- Give the interpreter time to restructure information in his/her mind and present it in a culturally and linguistically appropriate manner. **Speaking English does not mean thinking in English.**
- **Avoid:** Highly idiomatic speech, complicated sentence structure, sentence fragments, changing your idea in the middle of a sentence, and asking multiple questions at one time. Also avoid making assumptions or generalizations about the family or their experiences. Common practices or beliefs in a community may not apply to everyone in that community.
- **Allow time for a pre-session with the interpreter.** When working with a professional face-to-face interpreter to facilitate communication with a limited English proficient (LEP) parent, a pre-session can be helpful to both the school district staff and the interpreter.