

Glossaries of special education terminology

Arabic—http://www.doe.mass.edu/sped/iep/forms/arabic/ar_gloss.pdf

Chinese—http://www.doe.mass.edu/sped/iep/forms/chinese/chi_gloss.pdf

Khmer— http://www.doe.mass.edu/sped/iep/forms/khmer/khm_gloss.pdf

Japanese— http://www.doe.mass.edu/sped/iep/forms/japanese/jpn_gloss.pdf

Portuguese— http://www.doe.mass.edu/sped/iep/forms/portuguese/por_gloss.pdf

Russian— http://www.doe.mass.edu/sped/iep/forms/russian/rus_gloss.pdf

Somali and Hmong—<http://education.state.mn.us/MDE/dse/sped/div/el/>

Spanish—<https://www.cde.ca.gov/sp/el/er/documents/qualityindicators.pdf>



RIDE Rhode Island
Department
of Education

Considerations for Interpreters

Interpretation for parents and caregivers should be offered at all steps in the educational process. Interpretation and translation is important and necessary for the meaningful engagement of family in the identification of English learners with disabilities who have an Individual Education Program (IEP) or a Section 504 Plan. At a minimum, interpreters should be familiar with the educational terminology related to English learners and special education, and with parental rights. Family members or children or youth who are attending the special education meeting should not be assigned to the role of interpreter.

Types of Qualifications Interpreters Should Have for Special Education Meetings

1. Training in the state framework and district process for identifying English learners with disabilities.
2. Knowledge in rules and regulations for special education services and English learner supports.
3. Ability to interpret language as well as culture for the parents/caregivers and school personnel.

Resources

RIDE interpretation resources <http://www.ride.ri.gov/StudentsFamilies/EnglishLearnerPrograms/TranslationandInterpretationServices.aspx>

Federal Interagency Working Group on LEP <https://www.lep.gov/>

OELA Toolkit <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>

DOJ and USDOE Fact Sheet <https://www2.ed.gov/about/offices/list/ocr/>

