00:00:29:06 - 00:01:01:21

Katherine Titus (Wise)

So welcome. And we want to say a quick thank you to the interpreters who are joining us, because this event is being interpreted. We would encourage and ask our presenters. We've got two great presenters today. Moses from Open Doors and Fanny, who will be presenting on translation services. We would ask that you would allow for some pauses for accurate interpretation and interpreters will be switching every 20 minutes.

00:01:02:00 - 00:01:33:05

Katherine Titus (Wise)

So thank you in advance for as we take a brief pause to allow for the switch just to make sure everyone has access to all the information. Lastly, I want to remind you that closed captioning is available for anyone that would appreciate closed captioning. So thank you for being here for this session. Really excited to have a chance to hear from Moses.

00:01:33:19 - 00:01:52:17

Katherine Titus (Wise)

First, and Moses, you'll be sharing with all of us your insights and expertize around translation and we're just really happy and grateful to be spending our afternoon with you. So, Moses Perez. Take it away.

00:01:54:11 - 00:02:39:15

Moses Perez (OPen Doors for Multicultural Families)

Hello. My name is Moses Perez and I am with Open Doors for Multicultural Families and I am the program manager of advocacy and civic engagement And I'm also joined with some of my team members here today. I appreciate their presence here with me. And that is Luis Liliana, Luis Suarez, Emily, and also Magdalena And I'm very happy to have some of our parents who graduated from our family leadership training with us here today.

00:02:40:18 - 00:02:58:21

Moses Perez (OPen Doors for Multicultural Families)

And that is Angela. Liliana and Winnie. And yeah, I just want to thank all of you for your support and also for all of you that took time out today, investing your time to make your Washington state a better place for everyone.

00:03:01:24 - 00:04:20:20

Moses Perez (OPen Doors for Multicultural Families)

So, yeah, today I wanted to share a couple of tools that Open Doors has developed with other community partners Some of these tools are for how to how to work better with an interpreter, sort of a checklist so I'll be sharing some transitional guides that Open Doors developed these guides for transition we use for the individuals we serve that have developmental and or intellectual disabilities as well as the guide service for the multicultural families that we serve so they can better support their child or young adult during preparation and for transition Also, I'll be sharing a tool that we developed as part of the Inclusionary Practices Project And this is more of a self-evaluation document that

00:04:20:20 - 00:04:59:03

Moses Perez (OPen Doors for Multicultural Families)

schools began to use to make their schools more inclusive and efficient when providing language supports. To their to the families of the students they serve, specifically multicultural families So go ahead and start with the first tool. So this is a checklist, again, for working more effectively with interpreters And so I'm not going to spend a lot of time going through all the text that is listed on this particular document.

00:05:00:04 - 00:05:18:22

Moses Perez (OPen Doors for Multicultural Families)

But for time purposes, I will call out a few special points to add a little more color to some of these items or more details. These tools should have been emailed to you if you were registered by this morning.

00:05:20:23 - 00:06:10:20

Moses Perez (OPen Doors for Multicultural Families)

If you did not get to register by this morning, then these tools and the presentation materials will be emailed to you post this form or poster session. Number two Okay. So one of the first things that we always encourage partnering organizations that serve multicultural families that we serve is we always encourage them to to plan enough time during a session that you are utilizing an interpreter for better communications with the family or individual you're serving enough time helps to ensure that families are participants and interpreters can be present.

00:06:10:20 - 00:06:55:10

Moses Perez (OPen Doors for Multicultural Families)

Right. For the entire meeting Some of the things that some proactive organizations do is they call the parent or client to confirm the time Also, you know, in the preparation of documents before the meeting takes place, especially if the document has a lot of technical jargon or if it has, you know, the acronyms that sometimes organizations use, having enough time to prepare that document and get it translated really helps a lot for that meeting to be more effective.

00:06:56:13 - 00:07:38:22

Moses Perez (OPen Doors for Multicultural Families)

And I would like to call out that doing a literal, literal translation translation of a document sometimes is not always the best experience for clients or families from multicultural families. Sometimes it's good to get that document and translate it and then check, you know, see if, you know, if you do have someone on staff that's you that speak Spanish or you know, you can have someone even review the English document to see if it's really too technical or has too much jargon.

00:07:39:11 - 00:08:12:20

Moses Perez (OPen Doors for Multicultural Families)

Sometimes organizations find use in taking that document, and before they translate it, they they meet they take that document and make it a little more simpler to understand before translating the document. That always helps especially for multicultural families, because some of our English documents have words that might not be as accessible to multicultural populations.

00:08:14:21 - 00:08:53:02

Moses Perez (OPen Doors for Multicultural Families)

So I know Fannie will like this particular point where it says Share all information with the interpreter regarding And then you see the checklist here. The purpose of the meeting number of participants. What are the roles of those participants? Their titles, their job functions? So when the meeting happens, the interpreter can be more prepared to set proper context for that family or individual you're serving specifically.

00:08:53:02 - 00:09:20:06

Moses Perez (OPen Doors for Multicultural Families)

Or if you are going to be if you're going to be serving multicultural families and there's going to be any terminology on special education it might be good to check with that interpreter that you are utilizing to see if they've ever had experience in with terminology regarding special education prior to the meeting.

00:09:23:04 - 00:09:54:14

Moses Perez (OPen Doors for Multicultural Families)

There might be some terms that you can provide or a document that you could provide to that interpreter with special education terminology. Prior to the meeting. So that way, if that interpreter needs more clarification on some of the jargon or lingo that we use in special education, they will have time to investigate that and make sure that that they understand before they show up to that meeting.

00:09:55:07 - 00:09:58:13

Moses Perez (OPen Doors for Multicultural Families)

So these are all preparations before the meeting.

00:10:01:16 - 00:10:09:05

Moses Perez (OPen Doors for Multicultural Families)

And then you have some handy items here on the checklist to keep in mind during the actual meeting.

00:10:11:23 - 00:11:00:22

Moses Perez (OPen Doors for Multicultural Families)

As you see, what I when I'm speaking now, I'm trying to consciously during breaths cause to make sure that the interpreter has sufficient amount of time to interpret more accurately When you're consulting a family or an individual, multicultural family or multicultural individual allowed allow time for that parent and client and or a client to process critical information, especially when they're about to make a decision or sign a paper that can have lasting consequences.

00:11:05:00 - 00:12:12:13

Moses Perez (OPen Doors for Multicultural Families)

Also, sometimes in meetings, there might be three employees from your organization that are at the table sitting with that parent and maybe that youth that is in transition So if you have multiple team members, it's important to share the space with your team members as you begin to dialog but that you don't talk over one another or you don't have any side conversations, that especially side conversations have a way of not being interpreted a lot of times And that can make the family member or the individual feel nervous or unsure, confused So make sure that when you when you're dealing with that family member or that participant from the multicultural population, that only one person speaks

00:12:12:13 - 00:13:02:18

Moses Perez (OPen Doors for Multicultural Families)

at a time so it can make it a lot easier and accessible for not only the interpreter but the family member individual that you're serving to understand Good point here that I like is it's good to read the body language of a parent or a client just like when we speak English to an English speaking individual, we look at body language and if we see, you know, kind of deer in the head or I shouldn't use that, maybe if the eyes are getting big or they're just making facial expressions like they don't understand, take time, take a pause and utilize an interpreter.

00:13:03:10 - 00:13:29:02

Moses Perez (OPen Doors for Multicultural Families)

Ask clarifying questions if they're understanding everything that's being discussed at this particular meeting, and I will go ahead and go on to the last part of this particular checklist is after the meeting. This is this doesn't happen very often. Not as often as probably it should happen is after the meeting.

00:13:31:13 - 00:13:40:09

Moses Perez (OPen Doors for Multicultural Families)

Debrief with the interpreter and ask the interpreter if they were prepared adequately for that meeting.

00:13:44:03 - 00:14:22:13

Moses Perez (OPen Doors for Multicultural Families)

Was the pace of the meeting too fast to slow and then just ask the interpreter, is there anything else that we could have done better to prepare you better to facilitate the meeting, better where the documents translated and given to you in time? You know, you can go on here on on the questions, on how to get better, but you're asking the interpreter, how can we as an organization get better to work with you and our families better during these types of meetings?

00:14:23:21 - 00:14:47:24

Moses Perez (OPen Doors for Multicultural Families)

And then you can do the same thing with that client or parent that you're meeting with You could ask the parent, you know, was there, you know, did you understand everything? Do you feel like there was any points that you missed or you needed more information Was the pace of the meeting too fast for the parent?

00:14:50:00 - 00:15:36:20

Moses Perez (OPen Doors for Multicultural Families)

Was it too slow You can also you can also ask the parent or the client what their experience with the interpreter was like. Did the interpreter do well? Was the interpreter sensitive to their additional questions? Did the interpreter come prepared Was was the interpreter on time? You know, these are types of questions that parents can give parents and clients can give feedback on And so one of the other tools that I wanted to go over with you all was this specific tool.

00:15:37:08 - 00:16:02:15

Moses Perez (OPen Doors for Multicultural Families)

So this is a this is a South survey that you can adjust for the organization where you serve. Again, this was designed for schools to do an internal type of review to see how they're engaging with culturally and linguistically diverse families and individuals.

00:16:04:15 - 00:16:33:22

Moses Perez (OPen Doors for Multicultural Families)

Again, because of time, I'm not going to go in depth with this particular document. But I will say this that this document does ask the basic and most important questions about your organization. So you can do this self-assessment to see how you're how your organization is doing to engage with all the individuals or families that come to your door.

00:16:35:13 - 00:17:10:09

Moses Perez (OPen Doors for Multicultural Families)

Some of these questions, as you can read, is, you know, are you are you able to identify which clients need language supports? That might sound a little basic, but it's not as basic in all organizations. So yeah, you know, and what you do is you ask yourself these questions that are listed here, and then you would score yourself on the right column, and then you would total up the total and see how you did like in this section.

00:17:11:23 - 00:17:38:03

Moses Perez (OPen Doors for Multicultural Families)

There's the ability to get three points if you're meeting all the criteria, plus, you know, collects family feedback, you would get a you would get three points here. And really this provides a good picture of how you're doing. But it also provides some of some ideas on maybe what you're not doing that you could be doing. So that's what I like about it.

00:17:38:03 - 00:17:58:23

Moses Perez (OPen Doors for Multicultural Families)

It's it's a self-evaluation for the organization but I think it also provides a roadmap of some positive stakes, positive steps your organization can take to be more culturally and linguistically accessible to more families and individuals.

00:18:02:00 - 00:18:06:02

Moses Perez (OPen Doors for Multicultural Families)

And here's the last tool I just wanted to share very quickly.

00:18:08:09 - 00:18:49:11

Moses Perez (OPen Doors for Multicultural Families)

At Open Doors, we have transition guides for the multicultural families and individuals we serve. This transition guide has a lot of the basic transitional topics that are probably included in many other transitional guides out there. However, there's also some multi multicultural considerations that are that is in this particular guide and you will also see that parents were major contributors as well as self advocates those that were actually going through transition at the time.

00:18:50:09 - 00:19:52:22

Moses Perez (OPen Doors for Multicultural Families)

And just to give you a quick, high level view of the topics that are included here is what is transition? Some of that personal centered planning is in the personal discovery and self-advocacy phase of this guide, as well as school transition, daily life options, safety and security and community living. The great thing about this guide is it's already been translated into several of Open Doors' top languages used. So I wanted to give you a quick example of the Chinese version that was translated, I think in traditional Chinese and you'll see that clients that you serve that are utilizing this particular language can receive this transitional guide in the language that's more accessible for them.

00:19:53:19 - 00:20:30:05

Moses Perez (OPen Doors for Multicultural Families)

I just wanted to take the last minute and say that we have instructions that we're going to send you on how you can access these transition guides in multiple languages. And I'm not sure why it's not letting me go up. Let me see if I can do this Okay. I'm having some technical difficulties here. It might be because I'm screen sharing So again, you'll get the instructions, but you can see that we have multiple languages.

00:20:30:05 - 00:20:52:14

Moses Perez (OPen Doors for Multicultural Families)

We have Vietnamese we have Russian Spanish, Somali. And the list goes on. So I'll stop there for time's sake and I'll see if anybody has any questions. And I'll go ahead and turn it back over to Katherine.

00:20:56:21 - 00:21:26:09

Katherine Titus (Wise)

Thanks, Moses. I just wanted to pause for a moment in case there are any questions. For Moses. Now we've got 20 minutes left and Fannie will be using most of that to share your tips and what you know for, for good translation.

00:21:26:09 - 00:21:41:05

Fannie

So thank you so much. So this is best practices for remote interpretation. And we talk about jargon and we talk about acronyms.

00:21:41:05 - 00:22:13:05

Fannie

Well, you know what? We have them too. Interpreters. We have them, too. So Moses talked about planning, how important planning is and why? Because we have to figure out how the interpretation will take place. Is it OPI? OPI is jargon for over the phone interpreting or do you want an interpreter over the phone? Do you want VRI video remote interpreter and video remote

00:22:13:05 - 00:22:51:12

Fannie

is just on the screen. RSI is Remote Simultaneous interpretation. That's what's happening today. My colleague in this is simultaneously interpreting what I'm saying in real time. I'm not pausing. And then she's saying, no, it's running simultaneous. And VCI is for the deaf and hard of hearing video interpreting. So you know, you need you need to give that some thought because that's why VCI.

00:22:51:12 - 00:23:18:24

Fannie

Chris, I see your comment in the chat VCI is for deaf and hard of hearing. So you need to decide whether you're going to do it in which one of those modes because when you go to look for an interpreter, you should get someone who's good at that mode or who is who is experience with that mode. And that's you know, when whenever I get a request for interpretation, that's what I want to know.

00:23:18:24 - 00:23:47:00

Fannie

I want to know how it's going to be done. Because even with COVID now, we're all doing remote, remote, remote. We have to have plan B, we have to have plan B because with the best of intentions, we try to have a video remote and we try to be inclusive and we call the parent. But for some reason, the Internet isn't working or the call gets struck.

00:23:47:04 - 00:24:19:08

Fannie

We have to have a plan how we're going to get back. So usually interpreters who are experienced, they have a phone, they know how to do a phone bridge, and that's where we will call the the family or the student on the phone and do the interpretation on the phone. Everyone else is on the screen, you know, but that that one person needs to they need the interpretation.

00:24:19:08 - 00:25:01:11

Fannie

So we have to say if there's ten people in a meeting, you have to say, hi, this is interpreter Fanni speaking, or then it switches off to the speech language therapist, you know, and so you introduce yourself. We're using simultaneous. But I can tell you that in school for me, the most of the interpretation is happening consecutively. For an event like this one, the I.T. support, you really need to work with your technical team because these are not easy events.

00:25:01:22 - 00:25:26:23

Fannie

They are not, you know, just intuitive. There's a lot of Problem-Solving behind the scenes. So again, get the I.T. people get get them on board. And as soon as you have and if as soon as you start planning, look for the interpreter. Don't wait until the last, you know, two days beforehand because interpreters, you know, we book ahead.

00:25:26:23 - 00:25:51:06

Fannie

And it's true. If you wait for the last minute, you're not going to get the interpreter of your choice. So I just encourage you, just as you take the time to plan that you find the interpreter always you know, use the interpreter if you can just say, hey, can you call the family and see if they're good, if they have a computer or don't or if they know how to how to log on.

00:25:51:07 - 00:26:23:03

Fannie

Those things are important. If they don't know how to do it, then is there a help in your organization? Is there some technical help that these families can access? One thing that's important, very important that Moses said in the checklist sidebar conversations that people who are talking in a big meeting, they're talking and this is not happening too much with video interpreting, but it can happen if you're having in person.

00:26:23:21 - 00:26:57:02

Fannie

The interpreter will usually an experienced interpreter will say excuse me, interpreter needs to interpret everything that's being said. So I need to interpret your conversation. And usually people are surprised but imagine if you are the parent you're not understanding. You see these two people that are talking, they're sharing something and they're laughing. Maybe it's a joke. Or something that the parent doesn't know what they're laughing about or, you know, it can be it can be confusing.

00:26:57:14 - 00:27:31:16

Fannie

So if they interpreter it or is not saying, excuse me, two people are talking at the same time, I can't interpret two people speaking at the same time, then you the facilitator, you need to take charge and you need to interrupt and you say, excuse me, the interpreter can only interpret one person at a time. And if you see that one person in your group, maybe the psychologist is reading a very detailed report with a lot of acronyms.

00:27:32:05 - 00:27:57:18

Fannie

If you see a less experienced interpreter and you see that they're struggling or you you can just see that that person is reading very fast. If the interpreter is not making the intervention, you need to do that. Because if someone is reading text very fast, the interpreter should be also reading very fast in whatever language, Spanish or Russian.

00:27:57:18 - 00:28:06:21

Fannie

Right. So that's why it's important to give documents to your interpreter ahead of time. Okay. Next slide.

00:28:09:15 - 00:28:43:01

Fannie

Let's see, how am I doing on time? Okay. I have 5 minutes Again, communication. You go through so much work and so much planning and resources to have this meeting just try to communicate the day before. A reminder, call a text because not everybody has email and not everybody has Internet access. So just that little investment of making that phone call will save you such a headache the day off.

00:28:43:01 - 00:29:17:17

Fannie

You're not all sitting around wondering where where's the person? Are they coming? Are they not coming? No. You know it because you've already confirmed and most has already talked about people introducing themselves in their roles. That's so important because usually when you hire an interpreter they don't know all the different people in what they do. And so maybe you just say, okay, Sean, would you talk about the last thing and and the interpreter has no context about what Sean's role is.

00:29:17:17 - 00:29:54:06

Fannie

I'm picking on you, Sean today. I'm picking on you. What thing that is very helpful is if you have a head headphones to use them because they they lessen the noise and it's easier for the interpreter to hear the audio. And sometimes with these remote with these digital meetings, you may have to instruct the the person, the family member, they may have to be told that they have to mute their audio when they're not speaking because of the noise.

00:29:54:14 - 00:29:55:13

Fannie

That's important.

00:29:57:20 - 00:30:40:10

Fannie

Let's see... I think I before you have a digital appointment, give your give an extra 15 minutes before the event to make sure the connections are happening, the speed of the channel is working and all of that. That's really important and another thing is sometimes, especially now that we're doing remote, you know, we're not seeing the faces. We're looking at these tiny little screens and I can't see I can only see like one, two, three, four screens of people.

00:30:40:19 - 00:31:12:09

Fannie

I can't see other people. And so it's harder to read the body language when there's multiple people. So take that time to just pause and say, you know, this is a lot of information and my is it clear? Do you have any questions? And you may may want to do that more than once because if you just ask one time at the end, maybe the parent has so many questions they don't even know where to start.

00:31:14:01 - 00:31:47:07

Fannie

And so I think that is about most of it. I'd like to open it up for questions and you know, that's just really like really fast on things. But there's just so much that goes into this. And I want I do want to say one thing. This profession, the interpreter profession, it's a it's a long term it's a lifelong commitment.

00:31:48:13 - 00:32:19:08

Fannie

Just because an interpreter is certified, that doesn't mean that, you know, they're done. No interpreters good interpreters are always reviewing language, acquiring glossaries, because language is evolving. Language is changing. I had to I mean, somebody was telling me about gaslighting, you know, and you got to be quick because what interpreters do is we saw linguistic problems. We decode and we switch.

00:32:19:22 - 00:33:00:05

Fannie

So anyway, that's enough of me talking so a qualified interpreter will not take on an assignment for which they are not prepared. For example, if Boeing calls me tonight and says, I need you to be at a meeting at 9:00, we're going to talk about the new seven 37 max and all the issues with the Marcus system that failed I will say thank you very much, but I am not the person that you need for this job.

00:33:01:01 - 00:33:28:17

Fannie

So interpreters do you know, we, we have to do our homework and we have to prepare and but we can only do that, you know, if we have the information. But again, for something that is beyond our scope, we know we are trained as interpreters to only do what we can do right now.

00:33:28:17 - 00:33:29:24

Katherine Titus (Wise)

Thank you so much.