

1999 HOUSE HUMAN SERVICES

HB 1289

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1289

House Human Services Committee

Conference Committee

Hearing Date January 19, 1999

Tape Number	Side A	Side B	Meter #
2	X		4.0 - End
2		X	0.0 - 12.7
Committee Clerk Signature <i>Susann Lindteigen</i>			

Minutes:

TESTIMONY IN FAVOR

ROBERT RUTTEN, DPI, testified (Testimony attached).

Rep. WILLIAM DEVLIN asked how much has the DPI budget increased for this program.

ROBERT RUTTEN stated interpreter is federally funded. Until about 3 years ago, we had an interpreter program at Minot State University. The cost to DPI would be about \$40,000/year, or about \$3,300 per person.

Rep. TODD PORTER asked how many people in ND would fall under this act. ROBERT RUTTEN stated very few, maybe 11 or 12 working in the state now. A concern is students who may have greater access to the general education curriculum if there were appropriately qualified and trained interpreters.

Rep. CAROL NIEMEIER asked if training could be added to special education curriculum?

ROBERT RUTTEN said no. An interpreter for the deaf is a separate profession from the person who is a special education teacher.

MARK HILL, ND Association of the Deaf, testified (using interpreter) the association worked to get a better bill than two years ago establishing a new format that would give control of interpreters in ND. It would make it easier for courts, educational sectors, and public and private sectors. The committee has developed a **Fact Sheet** (attached) of why we support the bill and information about interpreters. Inferior interpreting services or a lack of services is a struggle for some adults who have been mainstreamed. A deaf community survey was conducted three years ago. Our current ADA law does not have a measurement for quality of interpreters. We need a licensing board to certify and upgrade interpreters. This bill addresses a life and death matter and injustice in courts.

Rep. TODD PORTER asked with the low number of nationally recognized interpreters, is it possible to find two with at least five years experience? MARK HILL said, yes, many.

MICHELE ROLEWITZ, President, ND Association of the Deaf, testified (using interpreter) this bill is important to have board take control to ensure quality interpretive services for this state. It will help determine the interpreter level of proficiency for certification. This will make our lives more easy by overcoming any communication barriers.

Rep. CLARA SUE PRICE asked will we have a shortage of interpreters in public schools if this bill passes?

DIXIE DUNCAN, ND Registry of Interpreters for the Deaf, testified (brochure attached) that we are professional interpreters who are interested in becoming a member. We feel it is vital that

you represent yourself with your credentials. Deaf children have a right to have a qualified interpreter that can interpret from one language to their preferred language. Signers become language models. Interpreters need to be professionally trained. We provide workshops but many interpreters don't come because they're not mandated to do so. New DPI programs have more participation. We are a freelance interpreter agency. We pay salary according to skill level, i.e., legal, medical, educational. We have about 100 interpreters on a mailing list of which 80% are practicing.

Rep. CLARA SUE PRICE asked how many current interpreters are working in public schools?

DIXIE DUNCAN stated about 90 percent. Rep. CLARA SUE PRICE asked how many are qualified to work in public schools under this bill? DIXIE DUNCAN said EICP will be prepared to take the national test. In ND, we have about 18 certified interpreters.

STEVE PLATUM, Editor, NDAD News, testified that we prefer a shortage of licensed interpreters instead of many who claim to be qualified without any process to defend ourselves.

BLAINE NORDWALL, Department of Human Services, testified (Testimony attached with amendments). We are concerned about emergency care provision which is not sufficiently broad. Secondly, with the way this bill is written, it would become criminal to provide interpretive services in the absence of certification.

COURTNEY KOEBELE, ND Speech, Language, and Hearing Association, testified (Testimony Attached)

TESTIMONY IN OPPOSITION

BARB SWEGARDEN, Coordinator, Fargo Public Schools (Testimony attached)

BETTY KEEGAN, Director, Rolette County Social Services. (Testimony attached)

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1289

House Human Services Committee

Conference Committee

Hearing Date January 25, 1999

Tape Number	Side A	Side B	Meter #
2		X	27.5 - 34.5

Committee Clerk Signature *Susann Lindteigen*

Minutes:

Committee Discussion.

Rep. CLARA SUE PRICE stated Souris Valley Special Education have problems finding interpreters now.

Rep. TODD PORTER moved DO NOT PASS.

Rep. DALE HENEGAR second the motion.

Further Committee Discussion.

Rep. CLARA SUE PRICE stated the c-sign or ASL sign language communities don't agree on what is best.

ROLL CALL VOTE #7: 14 yeas, 0 nays, 1 absent

CARRIER: Rep. CAROL NIEMEIER

FISCAL NOTE

(Return original and 13 copies)

Bill / Resolution No.: HB 1289

Amendment to: _____

Requested by Legislative Council

Date of Request: 01/13/99

1. Please estimate the fiscal impact (in dollar amounts) of the above measure for state general or special funds, counties, cities, and school districts.

Narrative This bill relates to the licensure of interpreters for the deaf and hard of hearing. The bill has no fiscal impact on the Department.

2. State fiscal effect in dollar amounts:

1997-1999		1999-2001		2001-2003	
<u>Biennium</u>		<u>Biennium</u>		<u>Biennium</u>	
General	Special	General	Special	General	Special
<u>Fund</u>	<u>Funds</u>	<u>Fund</u>	<u>Funds</u>	<u>Fund</u>	<u>Funds</u>

Revenues:

Expenditures: -0-

3. What, if any, is the effect of this measure on the appropriation for your agency or department:

- a. For rest of 1997-99 biennium: -0-
- b. For the 1999-01 biennium: _____
- c. For the 2001-03 biennium: _____

4. County, City, and School District fiscal effect in dollar amounts:

1997-1999			1999-2001			2001-2003		
<u>Biennium</u>			<u>Biennium</u>			<u>Biennium</u>		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

-0-

If additional space is needed, attach a supplemental sheet.

Signed

Brenda M. Weisz

Typed Name

Brenda M. Weisz

Date Prepared: January 15, 1999

Department

Human Services

Phone No.

328-2397

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1289

Page 1, line 19, remove "practice or"

Page 2, replace lines 3 through 5 with:

"4. Communications necessary for the provision of
urgent or emergency medical or government service
to be a consumer."

Renumber accordingly

Date: 1-25-99
Roll Call Vote #: 7

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1289

House Human Services Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Not Pass

Motion Made By Todd Porter Seconded By Dale Henegar

Representatives	Yes	No	Representatives	Yes	No
Clara Sue Price - Chairwoman	X		Bruce A. Eckre	X	
Robin Weisz - Vice Chairwoman	X		Ralph Metcalf	X	
William R. Devlin	X		Carol A. Niemeier	X	
Pat Galvin	X		Wanda Rose	X	
Dale L. Henegar	X		Sally M. Sandvig		
Roxanne Jensen	X				
Amy N. Kliniske	X				
Chet Pollert	X				
Todd Porter	X				
Blair Thoreson	X				

Total (Yes) 14 No 0

Absent 1

Floor Assignment Niemeier

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE (410)
January 25, 1999 4:46 p.m.

Module No: HR-15-1157
Carrier: Niemeier
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

HB 1289: Human Services Committee (Rep. Price, Chairman) recommends **DO NOT PASS** (14 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). HB 1289 was placed on the Eleventh order on the calendar.

1999 TESTIMONY

HB 1289

TESTIMONY ON HB 1289
HUMAN SERVICES COMMITTEE
January 19, 1999
by Robert Rutten, Special Education Regional Coordinator
328-2277
Department of Public Instruction

Madam Chairperson and members of the committee:

My name is Robert Rutten and I am a Special Education Regional Coordinator for the Department of Public Instruction. I am here to speak in favor of HB 1289.

A primary responsibility of our office is the implementation of the federal law that governs special education in our country, the Individuals with Disabilities Education Act or IDEA. One of the requirements of this law is that states must ensure appropriately trained and qualified persons to work with students who have disabilities. Students who are deaf or hard of hearing are served under the IDEA. Our office has been concerned for a long time with the insufficient numbers of appropriately trained interpreters available to serve students who are deaf or hard of hearing in the schools of our state. An educational interpreter is an individual who is a member of an educational team and is "relied on by the teacher, the student who is deaf, and hearing peers, to relay information accurately and intelligibly to and from the student who is deaf and others as needed." (Stuckless, Avery & Hurwitz, 1989). Accuracy and intelligibility in relaying information are two of the primary concerns our office has regarding interpreters working in our schools. It is absolutely critical for students who are deaf to receive information accurately and intelligibly in order to receive an appropriate education. With improved interpreting services students who are deaf can be expected to reach

higher levels of academic achievement.

Since there is no interpreter-training program in North Dakota institutions of higher learning, our department is currently working on two initiatives to address the issue of appropriately trained interpreters. Our primary initiative is the Educational Interpreting Certificate Program. North Dakota was an early partner in this unique program involving eight states in the upper Midwest and the Bureau of Indian Affairs. The collective intent of this program is to deliver an interactive learning opportunity using distance education strategies and technologies to interpreters in our states. We are trying to improve the quality of interpreting within classrooms in North Dakota by making this comprehensive and very specialized training available. In North Dakota we currently have twelve individuals beginning the Educational Interpreting Certificate Program. Satisfactorily completing this program results in a postsecondary Certificate in Educational Interpreting. The eight state departments of education cooperating in this training and the BIA have agreed to recognize this certificate as documentation of a recognized course of study for educational interpreters working within our states.

The second initiative our department is promoting involves the St. Paul Minnesota Technical College. This school has one of the pioneer interpreter training programs in the country. This past October we submitted written support for continued funding for this program but requested that they strongly consider periodically bringing their interpreter training to Moorhead or East Grand Forks, Minnesota, or even to a community in our state. We have also requested that they consider reserving openings in their program for people from North Dakota who would complete their interpreter training, then return to our state for employment.

From the legal perspective of the Individuals with Disabilities Education Act and the professional perspective of appropriate education of the deaf, this bill

makes good sense. This legislation would provide oversight to the interpreters working in our state for both children and adults across a host of life situations of which education is only one. The Department of Public Instruction supports the bill before you today because we feel it would ultimately improve the quality of interpreting for students who are deaf or hard of hearing in the schools of North Dakota. We urge your approval of this bill.

Fact Sheet of Interpreter Licensure Bill

What is an interpreter?

- Professionally speaking, an interpreter is a professional skilled person that he/she has gone through an extensive training and practice for a long period of time to provide the translation/transliteration to the deaf and hard of hearing consumers. An increasing number of interpreters have taken college/university level interpreter-training programs, earning associate, bachelor, and/or master degrees in interpreting. Professional interpreters are aware of and sensitive to ethical/cultural and linguistic concerns. Professional interpreters are required to follow code of ethics set by the Registry of Interpreters for the Deaf (RID) and the National Association of the Deaf (NAD) in order to protect the consumers. The code of ethics is used as a guidelines for interpreters to become more professional in their working world.

What is a sign language interpreting?

- A sign language interpreting is a highly specialized profession.
- Simply knowing both sign language and English does not qualify a person as an interpreter.
- A professional sign language interpreter is able to adjust to a broad range of deaf consumer preferences and/or needs for interpretation. Some deaf people use American Sign language, a natural language with its own grammatical syntax and structures that are visible and spatial which is distinct from English. Others prefer a form of signing that more closely follows to grammar and structure of spoken English.

Will it affect the schools/agencies' financial responsibility if the bill passes?

- No, this bill does not say anything about their financial responsibility to upgrade the interpreter's salary. It is up to them to determine and should be based on certification levels and experience like a teacher's salary schedule, using guidelines provided by professional interpreting organizations. The Bill is about consumer's rights to obtain a proper services. Ideally, Department of Public Instruction - Special Education can set up guidelines on a salary schedule to help public school boards to determine the point system for interpreters.

Why do we need a board to oversee the interpreter activities?

- The current state interpreter law has no enforcement agency to oversee the certification of the interpreters. The board would be ideally an independent agency to enforce the current law and certification procedure for all interpreters working in the state of North Dakota if the licensure bill is passed and signed into a law.

Why do we need certification of all interpreters practicing in North Dakota?

- The certification is a measure of each interpreter showing his/her skills and knowledge from three to seven different levels. This would help the agency and school to hire an interpreter much easily by identifying appropriately trained interpreters.
- Both NAD and RID certifies interpreters who successfully passed their interpreting tests at national level. The tests assess language knowledge, communication skills, knowledge on ethics, culture and professionalism. NAD offers three different levels of certification and RID offers seven types of certification based on each interpreter's ability to interpret.

Are there some exceptions that do not require the licensure?

Yes

Some examples of exceptions-

- Non-resident interpreters working in North Dakota less than twenty (20) days per year.
- Interpreters working at religious activities.
- Interpreters working as volunteers without compensation.
- Interpreters working in an emergency. An emergency is a situation where the consumer decides that delay necessary to obtain a licensed interpreter is likely to cause injury or loss to the consumer.
- A person using sign language or a manual communication system as a means of communication with or on behalf of a family member, a deaf person, a deaf-blind person, a speech impaired person or hard of hearing person specifically requesting a certain person.
- Communications made as a reasonable accommodation for the employment of deaf, deaf-blind, speech impaired or hard of hearing person.
- Communications with a deaf, deaf-blind, speech impaired or hard of hearing person who could not

- Interpreters working at religious activities.
- Interpreters working as volunteers without compensation.
- Interpreters working in an emergency. An emergency is a situation where the consumer decides that delay necessary to obtain a licensed interpreter is likely to cause injury or loss to the consumer.
- A person using sign language or a manual communication system as a means of communication with or on behalf of a family member, a deaf person, a deaf-blind person, a speech impaired person or hard of hearing person specifically requesting a certain person.
- Communications made as a reasonable accommodation for the employment of deaf, deaf-blind, speech impaired or hard of hearing person.
- Communications with a deaf, deaf-blind, speech impaired or hard of hearing person who could not communicate using American Sign Language, or English-based sign language.

Why do the North Dakota Association of the Deaf and North Dakota Chapter of Registry of Interpreters for the Deaf support the bill?

- Both jointly worked together to work on this legislation to satisfy all parties to make sure the consumers have a greater access to the information made available by interpreting services.
- In 1996, the North Dakota Association of the Deaf took a survey and found that many deaf consumers were not satisfied with the existing interpreting services, especially so with the interpreters with poor receptive skills. 96 percent of those surveyed wanted the interpreters to be certified/licensed in order to protect themselves which is why the North Dakota Association of the Deaf has to ask for a legislation to provide a licensure mechanism to ensure quality interpreting services for the deaf consumers.

QUESTIONS AND ANSWERS ABOUT INTERPRETING

1. What is sign language interpreting?

Sign language interpreting is the process of transmitting spoken English into American Sign Language and/or gestures for communication between deaf and hearing people.

2. What does a sign language interpreter do?

A sign language interpreter acts as an intermediary in a communication-related situation so that deaf and hearing participants involved have access to the same input and output or can take advantage of the same resources. Sign language interpreters interpret the vocalized English into sign form, transmit all auditory input into visual form, and translate the sign form into spoken English.

3. In what settings do sign language interpreters generally work?

There are a number of settings that call for interpreters: educational, vocational and legal settings; mental health, rehabilitation or social services; religious settings; television and artistic performances; and business, industry and government settings.

4. How can consumers locate sign language interpreters?

Consumers can find sign language interpreters by contacting an interpreter referral agency, often listed in the telephone book. In addition, consumers can contact the Registry of Interpreters for the Deaf (301) 608-0050 V TTY for a state-by state listing of interpreter referral agencies.

5. What information do I need to give an interpreter when I hire her/him?

The following information is very helpful to an interpreter when contracted for an assignment: date, time and location and duration of the assignment; the number of deaf, hard of hearing and hearing participants; type of assignment, i.e. meeting, medical appointment, educational setting, etc.; name and phone number of a contact person; languages modalities preferred by the deaf or hard of hearing person; and payment procedures.

6. How can I most effectively use interpreter services?

There are several factors to consider to best use an interpreter's services:

- Placement of interpreter—Make sure there is an unobstructed view.
- Lighting—Must be sufficient and the background behind the interpreter should be a solid color, preferably dark.
- Be aware of the guidelines of interaction—Hearing consumers should direct all conversation to the person who is deaf or hard of hearing. The interpreter is not part of the conversation and is not permitted to voice personal opinions or enter the conversation.
- The interpreter will be a few words behind the speaker; it is important to wait until the interpreter is finished so that the deaf person(s) can participate in the conversation or ask questions.

7. What factors should I consider when hiring interpreters?

When hiring an interpreter, it is important to discuss fees, to schedule breaks, and if the meeting is expected to last for more than two hours, two interpreters should be hired to work on a rotating basis.

RESOURCES:

Registry of Interpreters for the Deaf, *Sign Language Interpreting: A Basic Resource Book* by Sharon Newmann Solow, published by the National Association of the Deaf;

"Tips You Can Use When Communicating with Deaf People", a publication of National Technical Institute for the Deaf Rochester Institute of Technology Public Information Office.

For more information contact:

Registry of Interpreters for the Deaf
8630 Fenton St., Suite 324
Silver Spring, MD 20910
301-608-0050 V • 301-608-0562 TTY
301-608-0508 FAX
www.rid.org Web site URL

For more information, contact:

NATIONAL ASSOCIATION OF THE DEAF

Public Information Office • 814 Thayer Avenue • Silver Spring, MD • 20910-4500
(301) 587-1788 Voice • (301) 587-1789 TTY • (301) 587-1791 FAX • NADHQ@juno.com • www.nad.org



Is Something Better Than Nothing?

By Danette Steelman-Bridges, IC/TC,
Cheryl S. Bovard, CI; Trula L. Baker, CSC, North Carolina

Under what conditions would you, as a consumer, settle for "something is better than nothing"? Is "anything better than nothing" when you are seeking medical advice, job training, a new hairstyle, education for your children, a 4-star restaurant, or financial advice? As knowledgeable consumers, we expect a higher standard of service from licensed professionals. The field of interpreting should be no different.

Historically, society has viewed interpreters as "helpers" as opposed to "professional service providers". In recent years though, many steps have been taken to transform the "helper" image to that of professional. Another step in that direction is licensure.

Several states have already implemented licensuring mechanisms. The benefits of licensure include a standard of quality control, legitimacy of the interpreting profession, and elevation of consumer expectations.

Quality control and certain standards of expertise have been the objectives of RID, QA systems, and various other testing systems for many years. Now, more than ever before, a high standard of quality is needed. Demand for interpreters continues to surpass supply in many areas of the country, as those who hire interpreters know they must satisfy the mandates of ADA and IDEA. Under these legal constraints (as well as financial constraints), they are often forced to hire "anyone who can wiggle their fingers" in order to save money, to cover an assignment, or to meet an IEP objective. We are all guilty of the offense. Is this what we refer to as "warm body syndrome"? Once again, is something better than nothing?

It is not readily apparent that everyone who has the authority to hire interpreters fully understands the term "qualified interpreter." We, as a body of interpreters, only add to the confusion since we cannot offer a single definition of the term "qualified." Instead, we offer a plethora of acronyms. It is no wonder: people have difficulty identifying "qualified."

Suppose we were able to say, "In this state (or imagine this, in this country), a 'qualified interpreter' means someone who holds a license to interpret." No more confusion. Period! (The confusion is determining who, how, when, and where to license — but, that's another article).

Yet, you may wonder why is licensure necessary since RID already has a certification process in place? Simply stated, licensure would legally mandate that anyone practicing as a paid interpreter must be licensed. Licensure is not an exclusionary procedure; it is intended to be a highly inclusive process. It would encourage and enhance skill development of currently certified and non-certified interpreters and assure consumers of a more standardized level of interpreting. Thus, another step toward legitimizing our profession takes place.

Does licensure guarantee perfection? No, but neither does any other type of professional licensing. It does, however, provide a standard of quality. Licensure is proactive. Licensure enhances the legitimacy of our profession. It eliminates the guesswork of who is qualified to interpret.

When it comes to interpreting, the adage of "something is better than nothing" simply does not hold true any more. We, as a profession, can do better and MUST do better. ■

Date	1/15/99	# of pages	1
From	Renee Bittner		
Co.	NOSO		
Phone #	701-462-9000		
Fax #	701-462-9009		
Post-It® Fax Note	7671		
To	Mark Hill		
Co/Dept	CSD - ND		
Phone #	800-222-5177		
Fax #	218-291-1154		

From the
January
RID views -
the good info for
the licensure bill!!
Renee

Kentucky Commission on the Deaf and Hard of Hearing

Major Policy Initiatives

Forms Licensure Board for interpreters for the deaf and hard of hearing – EA&H/KCDHH 98-01

Legislation will require all persons who are paid as interpreters in the state in non-religious settings to become licensed. The licensure procedure utilizes national certification from the Registry of Interpreters for the Deaf (RID) or National Association of the Deaf (NAD) as the criteria for licensure. An Interpreter Quality and Standards Board is established to implement and monitor the licensure process. The objective of the licensure effort are to ensure the consistent implementation of national standards throughout the Commonwealth, and to guarantee that all individuals providing interpreting services are qualified and competent.

The members of a Task Force made up of state agencies, consumers and interpreters produced this proposed legislation. It was discussed, favorably, at the November 14, 1997 Joint Interim Licensing and Occupations Committee meeting. It will be prefiled with Senator Boswell as the sponsor. Other individual legislators who have shown their verbal support are Senator Buford and Senator Metcalf. There is no known opposition to this proposed legislation.

VIEWS



A Monthly Publication of the Registry of Interpreters for the Deaf

Vol. 13, Issue 5, May 1987

State Credentialing: A National Maze

By Ben Hall, CSC, Prov: SC:L, Region III Representative

Similar to an avalanche, state laws credentialing interpreters began ever so slowly. Starting with only a small number of states enacting legislation, building to the point today that we are overwhelmed with the rash of varying requirements. We are facing legislation in nearly every state in the country, each one with their own unique spin to credentialing.

One thing is clear, the impact upon the profession and upon the services provided to consumers is enormous. It is our responsibility, as professionals directly impacted by this, to become knowledgeable of the activities in our own state, as well as those in neighboring states. It is necessary so that we may protect ourselves, the profession in general and for the protection of the services received by consumers. Your involvement is critical to be proactive, to participate in the

discussion and development phase of regulations. As everyone knows, a law is much more difficult to change after it has passed.

The information contained here is by no means complete and may contain some errors, since state laws change almost daily. It was gathered through various state Vocational Rehabilitation agencies, members of the Board, through Affiliate Chapter Presidents and through personal contacts. The task of keeping accurate information is daunting.

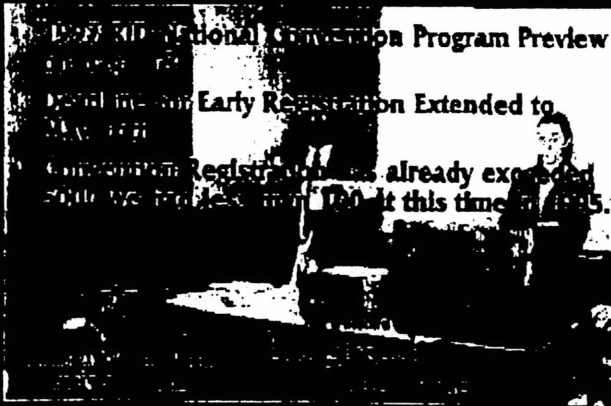
Your help would be greatly appreciated. If you recognize inaccuracies or if there is a need for an update, please let me know. I can be contacted at the address listed on the inside front cover or you can leave a message at the RID National Office.

To simplify the process, I chose to focus on states that acknowledges, not mandates, national certification, as well as on those states that have a state testing system (commonly referred to as QA systems). I have also included information on which states generally recognize nationally certified interpreters even though it is not listed in legislation or regulation.

Please note, states vary in their political structure and in their philosophical approach to credentialing of professions which lends itself to making the task of analysis difficult. To help decipher the regulations, I have broken them into five (5) categories. Although there are some differences in each category, they generally have a shared effect upon the profession. Some states may be listed in more than one category due to multiple requirements by agencies or in legislation. Some states that have legislating pending may or may not have existing regulations.

Continued on page 35

Convention News



Once Again, RID Has Set a New Membership High. As of April 14th, Membership Levels Stood at 5,750!

RID CERTIFICATION

1. States that OFFICIALLY identify (or necessarily mandate) RID Certification in either state law or state agency regulation: Alabama, Arkansas, California, Delaware, Iowa, North Carolina, Tennessee, (court), Louisiana (written test only), Minnesota, Montana (court), New Jersey, New Mexico (education), New York, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Virginia (court and education, Oral cert. required for oral educational interpreters), West Virginia, Utah (Total = 17)

2. States that UNOFFICIALLY recognize RID Certification through customary accepted practice: Colorado, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Michigan, Nebraska, Ohio, South Carolina, Washington, Wisconsin (Total = 16)

NAD CERTIFICATION

1. States that OFFICIALLY identify (or necessarily mandate) NAD Certification in either state law or state regulation: Alabama, California, Louisiana (performance levels IV & V), Minnesota (Education levels III, IV & V), New Mexico (Educational-NAD levels 3-5), South Carolina, South Dakota, West Virginia (Total = 8)

2. States that UNOFFICIALLY recognize NAD Certification through customary accepted practice: Hawaii, Idaho, Illinois, Indiana, Kentucky, North Dakota, Ohio, Tennessee, Wisconsin (Total = 9)


STATES WITH TESTING SYSTEMS

(some state tests are voluntary in nature and are not mandated): Arkansas (Mid-America QAST), Florida (QA required for Education), Georgia (QA run by GARID), Illinois (Mid-America QAST), Iowa (EIPA), Kansas (modified Mid-America QAST), Michigan, Nebraska (Mid-America QAST & EIPA), Mississippi (QA), Nebraska, New York (for only non-RID Certified), North Carolina (modified NAD test), Oklahoma (Mid-America QAST), Rhode Island, Texas (Board for Evaluation of Interpreters), Utah (QA)

ation),
Missouri,
Oregon,
Wisconsin
DATA
Maryland,
New
New York

Presidents Leadership Training 1997 Underway

On April 9, 1997, more than 80 officers of the National Chapter gathered for the opening of 1997 for the National Leadership Training. The training began in Washington, DC, at the Catholic University of America. The officers came together at a time of great change in the deaf community and the deaf world. The training was held at the Catholic University of America in Washington, DC, from April 9-12, 1997. The training was held at the Catholic University of America in Washington, DC, from April 9-12, 1997. The training was held at the Catholic University of America in Washington, DC, from April 9-12, 1997.



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RID Code of Ethics



In an effort to protect and guide interpreters, transliterators, and consumers, RID members established principles of ethical behavior. The organization enforces this Code of Ethics through its national Ethical Practices System. Underlying these principles is the desire to ensure for all the right to communicate.

This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc. and to all certified non-members.

1. Interpreters/translitterators shall keep all assignment-related information strictly confidential.
2. Interpreters/translitterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.
3. Interpreters/translitterators shall not counsel, advise or interject personal opinions.
4. Interpreters/translitterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.
5. Interpreters/translitterators shall request compensation for services in a professional and judicious manner.
6. Interpreters/translitterators shall function in a manner appropriate to the situation.
7. Interpreters/translitterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.
8. Interpreters/translitterators, by virtue of membership in or certification by RID, Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics.

About RID



The Registry of Interpreters for the Deaf, Inc. (RID) is the only national association dedicated to the professional development of interpreters and transliterators. Founded in 1964, RID has played a leading role in establishing a national standard of quality for interpreters and transliterators. The association encourages the growth of the profession, educates the public about the vital role of interpreters and transliterators, and works to ensure equal opportunity and access for all individuals.

RID's Mission

It is the mission of the Registry of Interpreters for the Deaf, Inc. to provide international, national, regional, state and local forums and an organizational structure for the continued growth and development of the profession of interpretation and transliteration of American Sign Language and English.

Programs and Services

RID fulfills its mission through many Programs and Services, including:

- National Certification Program
- Biennial Convention
- Affiliate Chapter Network
- Public Information and Outreach
- Membership Directory
- RID Publications
- Career Information
- Scholarships and Awards
- Professional Development Program

Registry of Interpreters for the Deaf
8630 Fenton Street, Suite 324
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301/608-0508 (fax)

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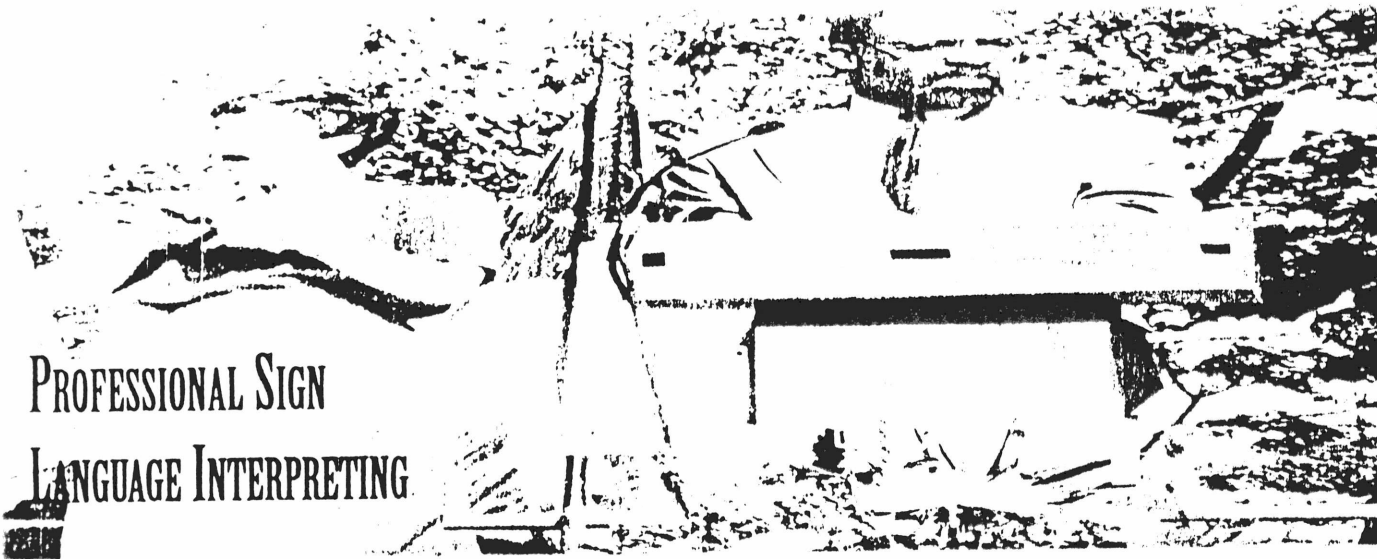


STANDARD
PRACTICE
PAPER

PROFESSIONAL
SIGN LANGUAGE
INTERPRETING



Registry of
Interpreters for the Deaf



PROFESSIONAL SIGN LANGUAGE INTERPRETING

What is Interpreting?



Interpreting, simply stated, is receiving a message in one language and delivering it in another. Not as simple as it sounds, interpreting is a complex process that requires a high degree of linguistic, cognitive and technical skills.

Professional sign language interpreters develop interpreting skills through extensive training and practice over a long period of time. Interpreters continue to actively improve their skills, knowledge, and professionalism through membership in RID. An increasing number of interpreters have completed college or university interpreter education programs, earning associates, bachelors, and/or masters degrees in interpreting. Some interpreters have also obtained advanced degrees in related fields such as linguistics or cultural studies.

Sign language interpreting is a highly specialized field; simply knowing both sign language and English does not qualify a person as an interpreter. The professional sign language interpreter is able to adjust to a broad range of deaf consumer preferences and/or needs for interpretation. Some deaf individuals use American Sign Language, a natural language with its own grammar and structure that is distinct from English. Others prefer a form of signing that more closely follows the grammar and structure of spoken English. The professional interpreter is expected to work comfortably along this wide spectrum.

Sometimes it is necessary to have two or more interpreters working simultaneously in order to satisfy the preferences and needs of a varied audience.¹ On occasion, one of the interpreters may be a deaf individual² or a person fluent in a language other than English or American Sign Language. Interpreters should be aware of and sensitive to ethnic/cultural and linguistic concerns.

Where Professional Interpreters Work

Interpreters work in a variety of settings and situations. Many interpreters work in private practice; they are self-employed. From scheduling assignments to handling billing, the interpreter is responsible for all business aspects.³ The private practice interpreter may also receive assignments through interpreter service agencies. Others interpreters are salaried staff of an agency, institution, or corporation.⁴ Still others interpret in educational settings—from preschool to graduate school and any level in between. Interpreters work in settings as intimate as a private therapy session or as public as a televised address at a national political convention. The interpreter must be a versatile, flexible, skilled professional.

Interpreter Ethics

Professional interpreters adhere to the RID Code of Ethics. This Code, shown on the final page of this brochure, holds interpreters to a high level of professionalism in matters of interpretation and business practices.

Interpreting Credentials

In the field of interpreting, as in other professions, appropriate credentials are an important indicator of an interpreter's qualifications. The Registry of Interpreters for the Deaf (RID) awards certification to interpreters who successfully pass national tests. The tests assess not only language knowledge and communication skills, but also knowledge and judgment on issues of ethics, culture and professionalism. An interpreter may hold one or more certifications. Information on certifications is available from RID.

Some common sign language interpreting certifications are:

- CI - Certificate of Interpretation
- CT - Certificate of Transliteration
- CSC - Comprehensive Skills Certificate
- SC:L - Specialist Certificate: Legal
- IC - Interpretation Certificate
- TC - Transliteration Certificate
- CDI - Certified Deaf Interpreter

To verify an individual interpreter's current certification status, contact the Association's national office.

The Association has played the leading role in establishing a national standard of quality for interpreters and is committed to continued professionalism in the practice of sign language interpretation. Local interpreter service agencies, individual interpreters or the Association's national office can provide information on certified interpreters and interpreting throughout the United States.

RID has a series of Standard Practice Papers available upon request. Footnotes frequently reference these materials.

¹see *Team Interpreting*

²see *Use of a CDI*

³see *Business Practices: Billing Considerations*

⁴see *Multiple Roles*

**TESTIMONY BEFORE THE
HOUSE HUMAN SERVICES COMMITTEE
REGARDING HOUSE BILL NO. 1289
January 19, 1999**

Chairman Price and members of the House Human Services Committee, my name is Blaine Nordwall. I appear on behalf of the Department of Human Services. The department appears in conditional support of House Bill 1289.

The Department of Human Services provides various services to deaf, deaf-blind, speech-impaired, and hard of hearing individuals within the state, particularly through the department's Vocational Rehabilitation programs. The department believes the availability of qualified interpreters is essential to fair and equal treatment of North Dakotans who have these disabilities. However, because of some concerns, the department's support must be conditional. We believe some amendments are critical to the proper development of interpreter services within North Dakota. Suggested amendments are attached to this testimony.

There are two general categories of licensing laws. One type affords "practice" protection. The other affords "title" protection. As these names indicate, a practice protection licensing law prevents anyone not licensed from engaging in specific types of action. A "title" protection licensing law prevents unlicensed persons from holding themselves out as being qualified to engaged in an activity or from claiming to possess special skills or characteristics associated with a particular practice.

House Bill 1289, as introduced, is both a practice and title protection bill. The "practice" consists of acting as an interpreter for individuals with hearing and speech-related disabilities. Such "practice" protection might be appropriate if this state had an abundance of qualified individuals. However, many areas of the state currently have difficulty in finding appropriate interpreters. We believe a more

appropriate first step is to provide "title" protection. Under "title" protection, interpreters could interpret without being licensed, but could not hold themselves out or represent they are licensed interpreters without first securing a license. If at some future time sufficient numbers of interpreters are in place statewide, "practice" protection could be instituted. We don't see that happening by July 1, 2001. The department's suggested amendments to page 1, line 19, would establish only "title" protection.

The department's second concern is with respect to the exceptions. The exception for emergencies (page 2, lines 3 through 5) is narrowly drawn and based upon the consumer's determination of an emergency. The department's amendments provide alternative language to encompass both urgent and emergency medical or governmental services.

Prepared by:

Blaine L. Nordwall
Director, Legal Advisory Unit
ND Department of Human Services

January 19, 1999

HOUSE HUMAN SERVICES COMMITTEE
HB 1289

CHAIRMAN PRICE AND COMMITTEE MEMBERS:

My name is Courtney Koebele. I'm appearing today on behalf of the North Dakota Speech, Language and Hearing Association. We are strongly in favor of this bill and ask you for a DO PASS.

The importance of interpreters to the deaf and hard of hearing cannot be over emphasized. It is important that this profession attract and keep competent and fully qualified individuals. It is important that the deaf and hard of hearing, and those who care for them, have some method to assure themselves that these vital interpreters are fully qualified.

While we recognize the legislature's traditional reluctance to add boards and agencies, we think this is a deserving exception. We respectfully request your favorable consideration and a DO PASS.

THANK YOU FOR YOUR TIME AND CONSIDERATION. I'll be happy to answer any questions.

From: Domer91@Domer91 on 01/18/99 10:05 PM
To: Clara Sue Price/NDLC/NoDak@NoDak
cc:
Subject: HB #1288 and #1289

I am writing to voice my opposition to House Bill #1288 which will be discussed in committee tomorrow (1-19-99). I am a special education coordinator for the Fargo Public Schools. In my position I work with teachers in all areas of special education. I work with families and I study legislation as it relates to our field. Bill #1288 is a Bill of Rights for children who are deaf and hard of hearing. This bill was introduced last legislative session and I voiced my concern at that time as well.

I do not understand why we would legislate a Bill of Rights for a particular group of children, disabled or not. If we are going to legislate a Bill of Rights for children let it be for all children. If we are going to legislate a Bill of Rights for disabled children, let it be for all disabled children - NOT one small group of children.

The Individuals with Disabilities Education Act passed at the federal level in 1990 and reauthorized with changes one year (+) ago has embedded within it the rights of disabled children and their families. We are obligated to observe these rights and do everything we can to make sure these rights are not violated. I cannot understand or agree with a separate bill for one group. I am especially opposed to some of the language in this bill: page one, line 12, #4, which states that children with deafness or who are hard of hearing have the right to "adult role models who are deaf or hard of hearing." Why should we legislate that? Do we make sure blind children have 'access' to blind adults? Do we legislate that children with learning disabilities have adult role models with learning disabilities? No, we do not. Nor should we.

I will not take up any more of your time on this bill but felt compelled to write you regarding my concerns.

I would also like to take a moment to share my concerns about HB #1289. This is a bill that introduces a state board of examiners (licensure board) for sign language interpreters. I am not opposed to this bill as a whole. I have concerns about some of the content within the bill. Specifically, I am concerned about the proposed make up of this Board.

We are expected to hire competent, qualified interpreters in our schools for students whom interpreters are necessary. We strive to do this and in Fargo, have been lucky to find this kind of staff. We do, however, pay our interpreters very well and offer an excellent benefit package. I believe we are but one of a handful of districts that has the luxury of paying these people what they deserve. At any rate, this bill would require all interpreters to be licensed regardless of employment setting e.g., school vs. private sector. This Board does not have any representation from public schools.

Our district has worked with other examining boards. We have found that unless Board members are aware of the unique differences schools bring to a job they are less understanding of these differences. I would recommend that the language be changed to include public school representation.

I have one question: if this bill passes both in the House and the Senate, will there be a hearing of some kind to review the specific procedures not noted in this bill? I ask this because the duties and powers of the board are not clearly identified in the bill.

I hope this information is not too long. If you have questions or concerns of any kind, please feel free to call me or email me.

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**TESTIMONY ON H.B. 1289
BEFORE THE HOUSE
HUMAN SERVICES COMMITTEE
JANUARY 19, 1999**

Chairperson Price and members of the House Human Services Committee, for the record, my name is Betty Keegan, Director of Rolette County Social Services. This testimony is presented to you on behalf of the North Dakota County Social Services Directors' Association.

County Social Services are required to provide an interpreter for the various individuals who need accommodations upon arriving at our offices, be that interpreters because of deafness, hard of hearing, or people who^s cultural language is other than English, i.e. Vietnamese, Kurd, Native American, Spanish, etc.

As county agencies, we attempt to identify individuals within our immediate area possessing the communication skills needed with whom we can contract for the necessary interpreter services. Were we to have to forego this informal contracting with interpreters in our communities, we may not be able to serve that applicant in a timely manner since we do not have a supply of licensed interpreters in our state, much less in rural North Dakota.

Thank you for the opportunity to present this information.