**Guidance**

**This guide below may be used by an Early Years Practitioner (EYP) or a Speech and Language Therapist (SaLT) to brief an Interpreter about a session. EYP/ SaLT should share this guide with the Interpreter ahead of the appointment and then go through it together before the family arrive.**

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**Briefing Info / Background**

Today’s appointment is:

We are going to be looking at their:

**During the session**

During the session, the EYP/SaLT will communicate directly with the family and the child.

The EYP/SaLT will check with you that you have understood what they have said or asked. Please feel free to ask any questions to clarify.

They will then allow you time to communicate exactly what they have said to the family.

Please make sure the family know that they can ask for clarification and they can also ask any questions that they might have for the EYP/SaLT.

Please tell the EYP/SaLT exactly what has been said. Do not alter or correct anything. If a child says something inaccurately, please tell the EYP/SaLT exactly how they said it.

 The EYP/SaLT may ask you to note down some of the information that the child says to allow for discussion afterwards.

**De-brief**

After the session the EYP/SaLT will spend time with you to talk through any discussions that took place between yourself and the family, to check that there were no misunderstandings or errors that you may have noticed in what the child was saying. The EYP/SaLT may ask you to comment on the child’s non-verbal behaviours and whether or not this was culturally appropriate.

* Do tell the EYP/ SaLT exactly what the child or family has said
* Do ensure that all details of the session are kept confidential
* Do share all of the information the EYP/ SaLT tells you exactly as they say it with the family
* Do seek any clarification you need

**Questions**

Do you have any questions?

Is there any terminology that needs explaining?

Below is a proforma that might be used by the EYP/ SaLT to record what has been said.

**Recording Sheet**

|  |  |
| --- | --- |
| **Name:** | **NHS Number:** |
| **Clinician:** | **D.O.B:** |
| **Interpreter:** | **Date:** |

|  |  |
| --- | --- |
| Target |  |
| Child’s production |  |
| Word by word interpretation |  |
| Interpretation by meaning |  |
| Comments |  |

|  |  |
| --- | --- |
| Target |  |
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| Comments |  |

Below is the checklist to be used by the EYP/ SaLT in preparation for a language and communication session with an interpreter.

**Pre-briefing**

[ ]  Discuss the need for an interpreter and check to ensure the correct language / dialect is booked

[ ]  Book interpreter to attend 15 minutes prior to the client

[ ]  Allocate additional time to the session

[ ]  Explain to the interpreter their role within the session

[ ]  Talk through assessments or activities with the interpreter and reinforce to them to not give verbal or non-verbal cues to the child

[ ]  Discuss cultural expectations of behaviour – would they expect eye contact, what is typical parent-child interaction

[ ]  Encourage the interpreter to seek clarifications throughout the session

**During session**

[ ]  Use clear and concise vocabulary that is easily interpretable

[ ]  Ensure eye contact with the client when both you and they are speaking

[ ]  Speak at a moderate pace and allow regular breaks to ensure the interpreter has time to interpret everything being discussed by all parties

[ ]  Encourage the interpreter to seek clarification or to ask you to describe any terminology that they do not know

[ ]  Remind the interpreter that they should not provide verbal or non-verbal cues when carrying out any assessment tasks

[ ]  Check with the client that they have understood everything within the session

[ ]  If possible, book any follow up sessions using the same interpreter to guarantee continuity

**De-brief**

[ ]  Spend some time with the interpreter following the session discussing the child’s responses and behaviour

[ ]  Ensure all interpretations have been completed (by meaning, word by word)

[ ]  Were any unusual or culturally inappropriate behaviours noted and what were these?