



Highlighted Resources on Interpretation: Serving Refugee and Immigrant Children

Legal Basis for Language Access

- **Title VI of the Civil Rights Act of 1964 42 U.S.C. § 2000d et seq.** Available free from the Web at: <http://www.usdoj.gov/crt/cor/coord/titlevi.htm>. This section of Title VI of the Civil Rights Act of 1964 prohibits national origin discrimination against individuals with limited English proficiency (LEP). In particular, the policy guidance document sets forth general principles for agencies to apply in developing guidelines for services to LEP individuals. The policy guidance also outlines reasonable steps that programs must take to provide meaningful opportunities for access, taking into account frequency of contact between the program and LEP individuals, the importance of the program to beneficiaries, and other resources available to the local program.
- **Executive Order 13166.** Improving Access to Services for Persons with Limited English Proficiency. August 11, 2000. Available free from the Web: <http://www.justice.gov/crt/cor/Pubs/eolep.php>. This executive order further strengthens Title VI of the Civil Rights Act of 1964 with the goal of improving access to federally-conducted and federally-assisted programs and activities for people who speak with Limited English Proficiency (LEP) due to their national origin. The order mandates that each Federal agency examine the services it provides and devise a system, consistent with the LEP Guidance issued by the Department of Justice, that allows LEP persons to gain meaningful access to these services.
- **Limited English Proficiency: A Federal Interagency Website (LEP.gov).** Office for Civil Rights (OCR), U.S. Department of Health & Human Services (HHS). 2003. Available free on the web at: www.LEP.gov. This Web site provides resources, tools, information, and technical assistance regarding limited English proficiency and language services for federally-conducted and federally-assisted agencies, including users of these agencies and other stakeholders. The Web site is also available in Spanish.

National Standards and Guidelines

- **National Standards of Practice for Interpreters in Health Care.** National Council on Interpreting in Health Care (NCIHC). 20 pages. 2005. This resource is available free on the web at: <http://data.memberclicks.com/site/ncihc/NCIHC%20National%20Standards%20of%20Practice.pdf>. These professional standards for interpreters in health care are guidelines that were developed through a national consensus-building process that included focus groups and surveys of hundreds of working health care interpreters from across the United States. Standards are presented for accuracy, confidentiality, impartiality, respect, cultural awareness, role boundaries, professionalism, professional development, and advocacy.
- **National Standards on Culturally and Linguistically Appropriate Services (CLAS).** Office of Minority Health (OMH), Office of Public Health and Science, U.S. Department of Health and Human Services (HHS). 139 pages. 2001. Available free on the web at: <http://www.omhrc.gov/templates/browse.aspx?lvl=2&lvlID=15>. These 14 standards include mandates, guidelines and recommendations for health care organizations or any individual provider to ensure more culturally and linguistically accessible practices. The standards are organized by the following themes: Culturally Competent Care (Standards 1-3), Language Access Services (Standards 4-7), and Organizational Supports for Cultural Competence (Standards 8-14).

- **Guidelines for Providing Health Care Services through an Interpreter.** The Cross Cultural Health Care Program (CCHCP). Seattle, WA: The Cross Cultural Health Care Program (CCHCP). 2 pages. Available at: <http://www.xculture.org/files/Guidelines%20for%20Providing%20Health%20Care%20Services%20through%20an%20Interpreter.pdf>. These professional standards provide an overview of when an interpreter is necessary, how to choose an interpreter, and how to work effectively through an interpreter. The guidelines note that qualified interpreters must be trained, fluent in both languages in question, not a family member, and never a child.

Working with Interpreters to Promote Child Welfare

- **State and Local Interpreter and Translation Services.** The National Health Law Program and The National Council on Interpreting in Health Care. 8 pages. This resource is available free on the web at: http://www.kdheks.gov/olrh/download/state_and_local_interpreters.pdf. This directory lists interpreter services available nationally and by state and city, and includes contact information and Web sites for each listed organization. *Tip for using this document:* Web sites listed in the matrix that break over two lines must be copied and pasted into your browser, with the extra space created at the break deleted.
- **Interviewing Immigrant Children and Families for Suspected Child Maltreatment.** Fontes, Lisa Aronson. *APSAC Advisor*. 5 pages. Spring 2009. Available free from the BRYCS Clearinghouse at: <http://www.brycs.org/documents/interviewing.pdf>. This article discusses important ways to improve interviewing immigrant children, youth and their family members for whom English is not a first language.
- **Interviewing Clients Across Cultures: A Practitioner's Guide.** Fontes, Lisa Aronson. 334 pages. New York, NY: Guilford Press, 2008. Available from the publisher (www.guilford.com). From leading practitioner and educator Lisa Aronson Fontes, this indispensable guide helps professionals conduct competent, productive interviews with clients from any cultural or linguistic background. (Publisher's description)
- **Lost in Translation: What to Consider When Working with Limited English Proficient Clients.** Lincroft, Yali and Nieto Johnson, Stephanie. *Children's Voice* July/Aug 2009. Washington, DC: CWLA. This resource is available free on the web at: <http://www.cwla.org/voice/0907translation.htm>. This brief, practical article provides pointers on working with interpreters in child welfare, provides an example, and lists additional resources.
- **Immigration and Language Guidelines for Child Welfare Staff, 2nd edition.** New York City Administration for Children's Services (ACS). 20 pages. 2004. This resource is available free on the web at: http://www.nyc.gov/html/acs/downloads/pdf/immigration_language_guide.pdf. Provides guidelines for cultural competence and language access regarding child welfare services to NYC's immigrant community.
- **A Guide for School Staff: How to Effectively Use Interpreters for Parent-Teacher Conferences.** International Student and Family Services, Howard County Public School System. 2 pages. This resource is available free on the web at: http://www.hcpss.org/files/brochure_interpreters.pdf. This brief brochure describes the benefits of using certified interpreters and outlines information for working with interpreters during parent-teacher conferences to create the best environment, convey information, and provides suggestions for LEP parents. The brochure includes additional considerations for special education meetings and a short glossary of LEP terms.

Practical Tools for Using or Developing Interpreter Services

- **Language Portal: A Translation and Interpretation Digital Library.** Migration Policy Institute. 2008. This resource is available free on the web at: http://www.migrationinformation.org/integration/language_portal/. This digital library contains over 600 state and local agency language access documents to assist with decisions and programs for Limited English Proficient (LEP) individuals. The database offers information on language and translation topics for health, education, social services, and public safety. Searches can be conducted on contracts, fee schedules, planning reports, and translated materials in 38 languages.

- **Interpreter Code of Ethics.** WA Department of Social and Health Services (DSHS). 2008. This resource is available free on the web at: <http://www.dshs.wa.gov/LTC/ethics.shtml>. List of 14 codes of ethics to ensure professionalism and effective delivery of interpretation services. This code of ethics is used by interpreters and translators at Washington state's Language Testing and Certification Program.
- **Etiquette When Using an Interpreter.** California Department of Social Services. 1 page. This resource is available free on the web at: <http://www.cdss.ca.gov/civilrights/res/pdf/Etiquette%20using%20interpreter.PDF>. This is a short list of fourteen tips to remember while using interpreters when speaking with individuals who are not proficient in English. Tips include not using gestures to convey meaning, speaking slowly and clearly, and repeating yourself in different words if the message is not understood. Though these tips were designed for interpreters working in a health care setting, they can be applied to any field and setting.
- **Suggestions for Possible Steps to Improve LEP Services: A Checklist for Officers.** *The Police Chief Magazine*. 3 pages. 2006. This resource is available free on the web at: <http://policechiefmagazine.org/magazine/issues/42006/pdfs/checklist.pdf>. These recommendations are presented in the form of a checklist that includes 15 suggestions for officers and 15 suggestions for administrators. Although this checklist is designed to help police improve LEP services, it could be used in any setting where people with limited English proficiency need access to services in their native language.
- **"I Speak" Cards.** U.S. Department of Commerce. 2004. 3 pages. This resource is available free on the web at: <http://www.lep.gov/resources/ISpeakCards2004.pdf>. This short 3-page tool features 38 languages, and in each different language it asks "Mark this box if you read or speak ____". The tool enables LEP persons to make known their need for assistance in their language of proficiency.
- **Educational Glossaries.** Saint Paul Public Schools. 2002. This resource is available free on the web at: http://ell.spps.org/ELL_On-line_Store.html. Each glossary contains common English educational terms and recommended translations (available in Hmong, Khmer, Oromo, Somali, Spanish, and Vietnamese). These glossaries were created because many students' languages lack the native language words for terminology needed in the school setting and provide the St. Paul Public Schools with standardized translations.
- **Translated Services and Materials (Web site).** Office of Health and Human Services (EOHHS), Massachusetts Office of Health Equity. This Web site is available at: http://www.mass.gov/?pageID=eohhs2terminal&L=6&L0=Home&L1=Provider&L2=Guidelines+and+Resources&L3=Guidelines+for+Services+%26+Planning&L4=Health+Systems+%26+Workforce+Development&L5=Health+Equity&sid=Eeohhs2&b=terminalcontent&f=dph_health_equity_p_translation_materials&csid=Eeohhs2. This Web site features a translation toolkit, translation glossaries, and a translation presentation of the translation process. The toolkit includes request worksheets, checklists, quality assurance forms, an in-house translation review, and language audience guides.
- **Building Bridges: Increasing Language Access for the Asian Pacific American Community of New York City.** Bajaj, Richika; Leung, Vanessa; and Rena Tucker. 12 pages. 2006. This resource is available for free on the web at: http://www.cacf.org/resources_publications.html. Describes the problems and offers a series of practical recommendations for addressing the language barriers that prevent Asian Pacific Americans from accessing to the educational, child welfare, and mental health systems in New York City.

Search the [BRYCS Clearinghouse](#) for additional resources on this topic.

For more information, see the BRYCS BRIEF:
[Suggestions for Interviewing Refugee and Immigrant Children](#)