

Working with Interpreters



Professional Development Learning Bundle
for the Wisconsin Birth to 3 Program

CONTENTS OF THIS BUNDLE

1

Something to WATCH/LISTEN to

- Notebook LM Video *Best Practices for Interpreted Sessions* (7:54).

2

Something to READ

- AAITE Code of Ethics for Interpreters, section 2, pgs. 13-24
- Working with Interpreters Practice Tip Sheet

3

Something to DO

- Complete the Interpreter Resource Checklist for Programs, and respond to planning questions

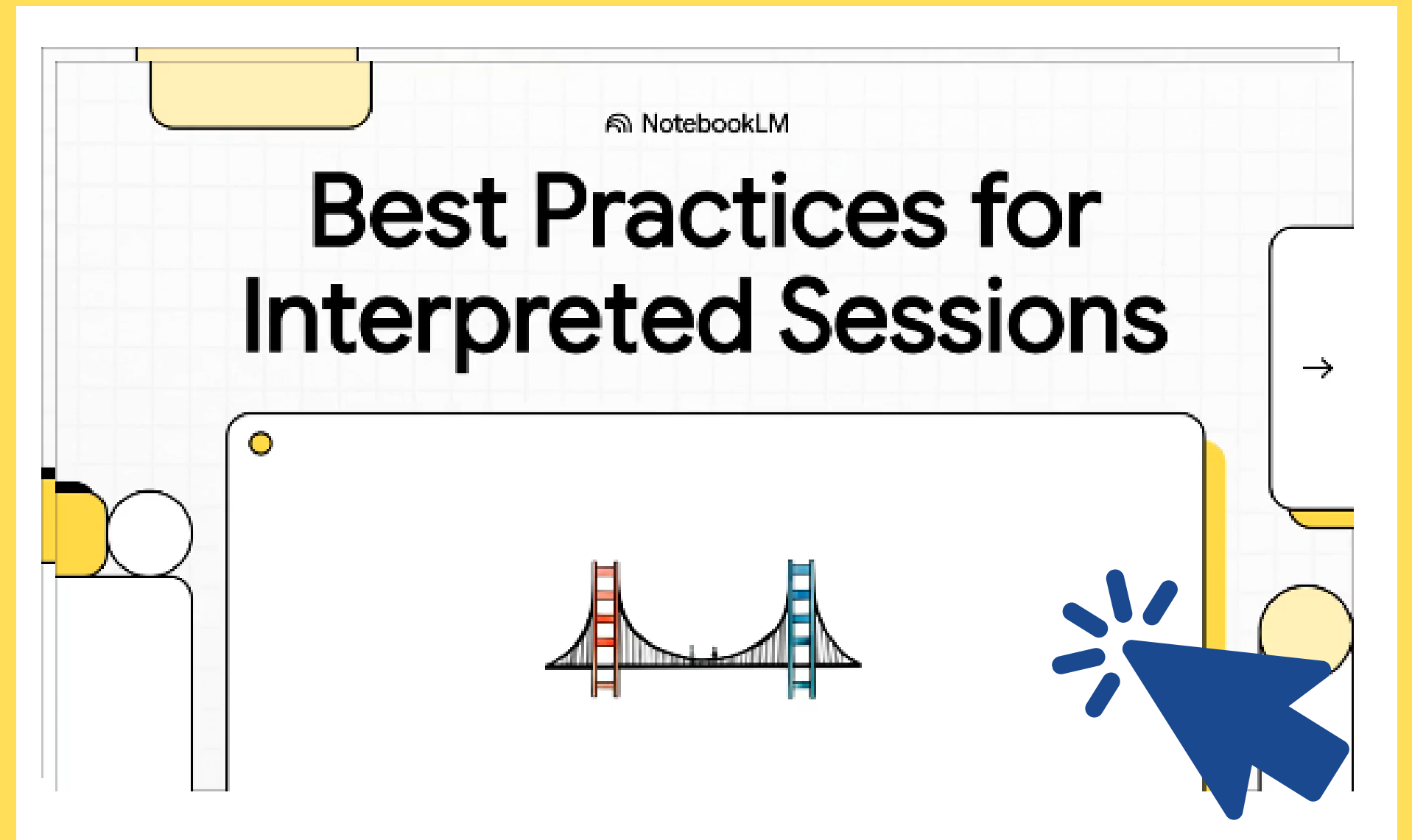
4

Something to REFLECT upon

- Questions to guide your work as you move forward working with interpreters



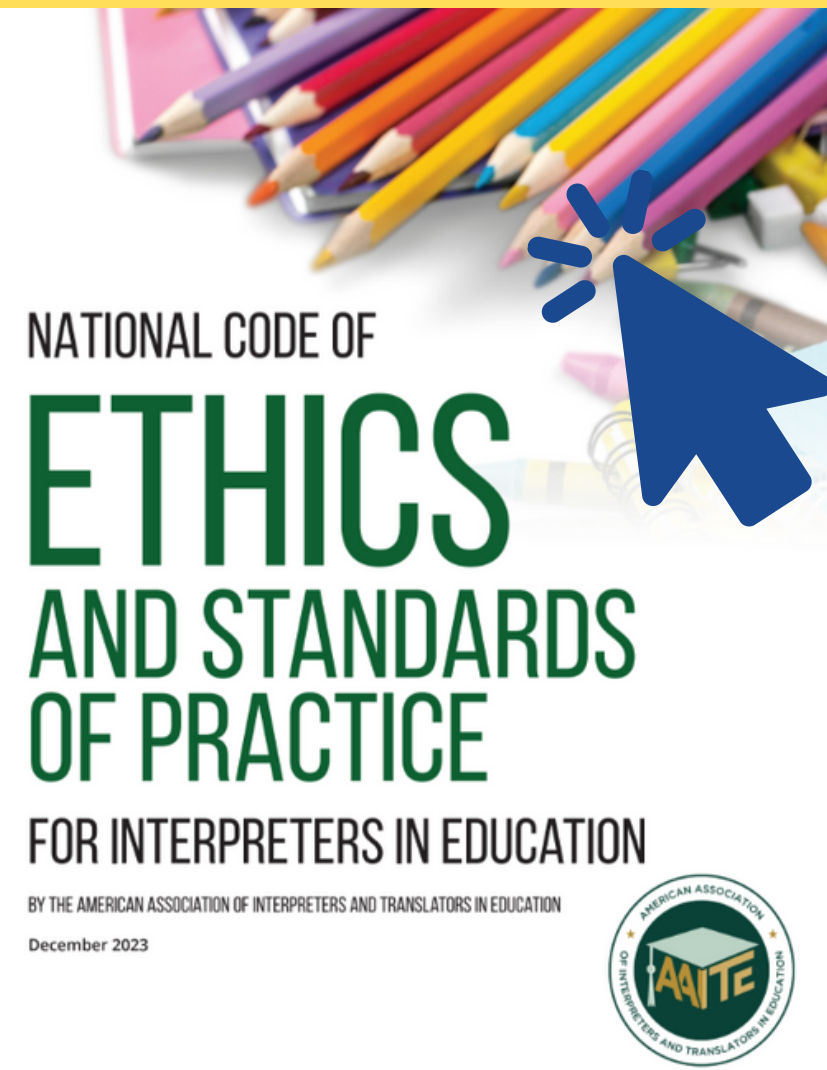
Something to
WATCH



WATCH this video summary which lays out the essentials for working with interpreters during Birth to 3 Program home visits. This video was created using content developed and/or vetted by RESource using a professional version of NoteBook LM
(an AI powered program)

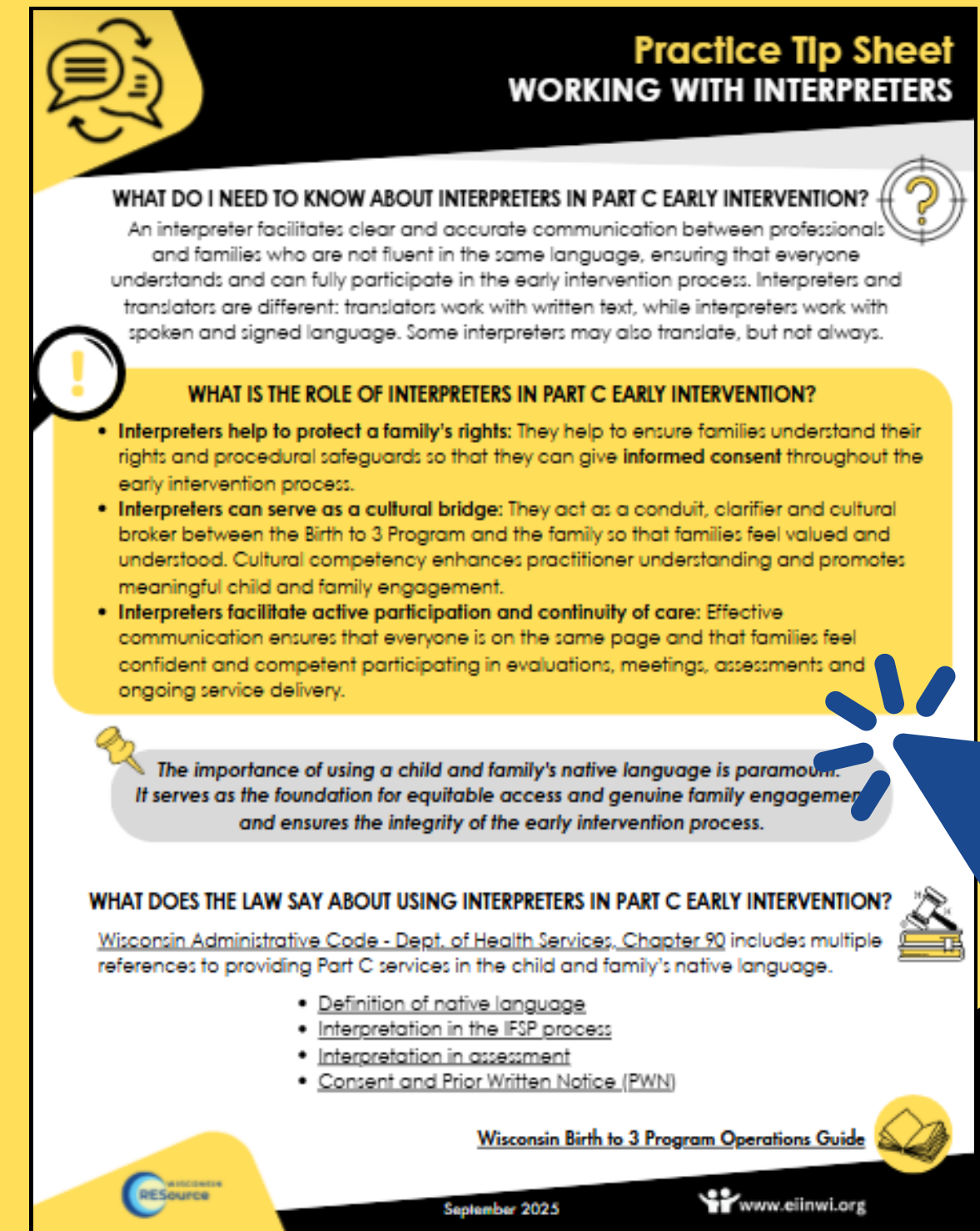


Something to
READ



READ Section 2 (pgs. 13–24), which highlights a shift to a descriptive, values-based ethics approach that weaves cultural awareness, communicative autonomy, and advocacy into interpreters’ ethical decision-making.

READ our “Working with Interpreters Practice Tip Sheet”, designed for Wisconsin’s Birth to 3 Program workforce



INTERPRETER RESOURCE CHECKLIST
for Birth to 3 Programs

This document helps programs assess and enhance their language access services for children and families. It guides programs in identifying and training bilingual staff and establishing professional resources for both interpretation and translation, while also ensuring staff receive training on effectively working with interpreters.



Oral Interpretation	Yes	No
We avoid using family members, friends, children, or other untrained persons to interpret.		
We know which staff members are competent to provide interpretation services directly in a language other than English.		
Bilingual staff have received training to ensure that they understand the role and function of interpreters, the ethics of interpreting, and the appropriate vocabulary and terminology in each language.		
We have additional interpretation resources for languages not available among staff.		
We have resources for telephone interpretation.		
We have resources for in-person interpretation.		
We have resources for ongoing in person interpretation in the natural environment.		
Written Translation	Yes	No
We have staff who can translate documents from English to a second language accurately, and in a way our families will understand.		
We have additional translation resources for languages not available among staff.		
We have identified "vital" documents that ensure procedural safeguards which may include parent rights, referral, consent forms, invitations/notices and IFSP.		
We translate vital documents into the languages that our families can read and understand.		
Monitoring	Yes	No
At least once a year, we review family language needs, external language resources, internal interpreter capacity, and training expectations to ensure we meet the needs of our program and the children and families we serve.		
At least annually, we provide staff members with training on how to work with interpreters.		
After completing the checklist, we have identified the following action items for our program:		

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DO complete the Interpreter Resource Checklist which guides programs in assessing their language access through staff capacity, and interpreter/ translator resources.

Something to DO



DO answer the following questions and consider next steps:

After engaging in the “Watch” and “Read” sections of this bundle and completing the Interpreter Resource Checklist for Programs,

- What do you need to ask your leadership about working with Interpreters?
- What do you want to discuss with your team about working with Interpreters?

A photograph of a person with long dark hair, wearing a light blue jacket and dark pants, crouching on a gravelly bank next to a small pond. Their hand is near the water's surface, and their reflection is clearly visible in the calm water. The scene is lit with warm, golden light, suggesting sunset or sunrise. A large yellow circle is partially visible in the top right corner of the slide.

Something to **REFLECT** Upon

Please take a few minutes to use these reflection questions to **REFLECT** about this experience and how it may impact your work going forward.

- Considering IDEA and WI DHS 90 legal requirements for Native Language – Why is it important for programs to ensure that they have adequate resources available to meet the language needs of families? And How does the use of an interpreter support and promote procedural safeguards for families in the program?
- What are ways that an interpreter can support staff in bridging cultural gaps so that families feel valued and honored in their Birth to 3 Program journey?
- What will you do differently in your next interpreted session based upon what was learned from this Learning Bundle?

Check in with your team to discuss this PD bundle and how this information can support children and families.



Would you mind taking a moment to provide feedback about this PD bundle?

Please click on the form below to fill out a very short survey. Thank you!





PROFESSIONAL DEVELOPMENT BUNDLE
FEEDBACK FORM



Bundle Feedback Form

Thank you for viewing one of our PD Learning Bundles, we hope that you found it helpful. We appreciate your taking a moment to give us feedback about the Bundle. Your input is important and guides our work.

THANK YOU FOR
LEARNING WITH US.

“Reach out to RESource”
with any questions!



Submit a request for PD/support
by filling out the RESource
REQUEST FORM

Send any general inquiries or
messages to our centralized
email address:
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