
Collaboration With Interpreters to Support Positive Outcomes

INTRODUCTION

Collaborating with interpreters is often an important step when working with individuals who speak a language other than English. Although bilingual SLPs and audiologists may be familiar with an individual's native language, a skilled interpreter may be helpful to assist during the evaluation process. There is almost no research on collaborating with interpreters in audiology and speech-language pathology, and most professionals have not been adequately trained to collaborate with an interpreter. In this session, Henriette Langdon offers SLPs and audiologists helpful, evidence-based strategies for working with interpreters, based on research that has been conducted in other fields, including medicine and law, as well as across disciplines at international conferences. You will walk away with practical strategies to ensure that your time with clients who require interpreters is used effectively.

LEARNING OUTCOMES

After completing this session, you will be able to:

- explain when and why collaboration with an interpreter in speech-language pathology and audiology is necessary
- list the roles and responsibilities of the interpreter and the SLP or audiologist in interviews, conferences, and assessments
- use strategies – including the BID (briefing, interaction, debriefing) process – to ensure a positive experience and outcomes for the client and family

PROGRAM HISTORY

Available: June 1–30, 2016



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.05 ASHA CEUs (Intermediate level, Professional area).

EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006

Case Studies by ASHA Professional Development 16252