

EIPA

KNOWLEDGE BASE

EDUCATIONAL INTERPRETING STUDY GUIDE



KNOWLEDGE



DEAF CULTURE



LAW



ENGLISH



INTERPRETING



LINGUISTICS



LITERACY



TECHNOLOGY



PROFESSIONALISM

425 TERMS • DEAF CULTURE • LAW • ENGLISH • INTERPRETING •
LINGUISTICS • LITERACY • PROFESSIONALISM • TECHNOLOGY

WILLIAM CRUZ

YOUR COMPLETE RESOURCE FOR EIPA SUCCESS

The EIPA Knowledge Base is your all-in-one study guide designed to help you master the knowledge, concepts, and skills required to excel on the EIPA Written Exam and in the classroom.

- ✓ 425 carefully defined terms
- ✓ Deaf culture, laws, ethics, and professionalism
- ✓ Interpreting strategies and classroom scenarios
- ✓ ASL linguistics, English grammar, and literacy
- ✓ Study tips, memory tools, and real-world application

KNOWLEDGE. SKILLS. ETHICS.
PROFESSIONAL EXCELLENCE.



ASLonZoom.com

EIPA KNOWLEDGE BASE

WILLIAM CRUZ

ABOUT THE AUTHOR



William Cruz is a seasoned Educational Interpreter with nearly 30 years of experience serving Deaf and Hard of Hearing students in K-12 education.

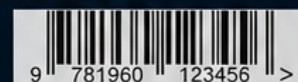
He is EIPA Performance Certified (3.8), a RID member, and the owner of William Cruz LLC, ASL on Zoom, and Somar Interpreting.

William is passionate about education, access, and empowering interpreters to deliver excellence in every setting.

“

Education is the bridge to opportunity.
Interpreting is the key to access.
Excellence is the standard we deliver.

”



EIPA KNOWLEDGE BASE

WILLIAM'S COMPLETE SCHOOL DAY

A 425-Term EIPA Story Study Book

89-PAGE EXPANDED EDITION

Child Development - Deaf Culture - Education Law - English
Interpreting - Linguistics - Literacy - Professionalism - Technology

Prepared for William Cruz
Educational Interpreter - EIPA Performance 3.8
Study Story Edition - July 2026

How to Use This 89-Page Story

This book follows William, a Deaf eighth-grade student, and Ms. Elena Rivera, his educational interpreter, through one complete school day. Every numbered term appears inside a realistic educational situation.

Each story page contains exactly five master terms. Read the scene first, study the bold term and definition, then cover the memory cue and explain the concept in your own words.

Do not memorize isolated words only. Connect each term to the student, interpreter, teacher, parent, Deaf mentor, IEP team, classroom activity, and access decision described in the story.

The practice story is an independent study resource. It is not an official EIPA examination and does not contain released test items.

Story Map

Chapter 1: 7:15 A.M. - Arrival, Advisory, and Language Growth - Child and Language Development

Chapter 2: 7:50 A.M. - Deaf Culture Morning Meeting - Deaf Culture and Community

Chapter 3: 8:30 A.M. - IEP Meeting and School Planning - Education, Law, and School Systems

Chapter 4: 9:40 A.M. - English Language Arts - English Grammar and Structure

Chapter 5: 10:35 A.M. - Science Lecture and Classroom Discussion - Interpreting Process and Message

Chapter 6: 12:00 P.M. - Lunch, ASL Club, and Visual Language - Linguistics, ASL, and Sign Systems

Chapter 7: 1:10 P.M. - Reading Workshop and Guided Practice - Literacy and Tutoring

Chapter 8: 2:05 P.M. - Professional Decisions and Teamwork - Professionalism, Ethics, and Roles

Chapter 9: 2:40 P.M. - Technology Lab and Emergency Drill - Technology and Medical Aspects of Deafness

Deaf Culture in the Classroom

Deaf culture is not an accessory to interpreting. Language, identity, visual norms, community history, and direct participation shape whether classroom access is respectful and complete.

1. Address the Deaf student directly; do not speak about the student through the interpreter.
2. Use a light shoulder tap, wave, or light signal to gain attention; avoid grabbing or startling the student.
3. Maintain clear sightlines and adequate lighting so faces, hands, and visual materials remain visible.
4. Treat ASL as a complete language and Deaf people as members of a linguistic and cultural community.
5. Do not assume one communication preference fits every Deaf or hard-of-hearing student.
6. Allow direct communication whenever participants share a language; the interpreter should not become an unnecessary barrier.
7. Respect name-sign traditions and avoid inventing a name sign for yourself or another person.
8. Recognize audism when hearing behavior or spoken language is treated as inherently superior.
9. Include Deaf mentors and role models when appropriate so students can access language, culture, and adult identity directly.
10. Visual turn-taking requires eye gaze, pauses, and clear floor management; overlapping communication reduces access.

Culture reminder: Capital-D Deaf commonly refers to cultural and linguistic identity; lowercase deaf commonly refers to hearing status. Individual identity and communication preferences must never be assumed.

Tips That Improve Classroom Interpreting

Effective educational interpreting depends on preparation, message accuracy, visual access, collaboration, ethical boundaries, and the student's opportunity to participate directly.

1. Obtain lesson materials and vocabulary early; preparation improves accuracy and reduces cognitive overload.
2. Position near the speaker and visual materials without blocking either one.
3. Ask the teacher to pause between spoken explanation and visual demonstration so the student can see both.
4. Preserve speaker identity, tone, affect, register, and intent - not only the words.
5. Use enough processing time to understand the message before producing the interpretation.
6. Request clarification or repetition when ambiguity would create a materially inaccurate message.
7. Do not answer for the student, complete the assignment, or quietly change instructional content.
8. During tests, follow the exact approved accommodations and protect the construct being measured.
9. Encourage teachers and peers to communicate directly with the student rather than with the interpreter.
10. Report access barriers objectively through the educational team; do not make placement or service decisions alone.
11. Use team interpreting for long or cognitively demanding assignments when available.
12. Monitor fatigue and use healthy posture, movement, and breaks to protect accuracy and physical health.
13. Keep confidential information limited to authorized people with a legitimate educational need to know.
14. When technology fails, alert the teacher immediately and restore access rather than relying on an after-class summary.
15. For group discussion, manage turn taking and identify speakers so the student can follow the discourse map.
16. Use transparent self-correction when an interpreting error changes meaning.

Core principle: The interpreter provides communication access. The interpreter does not replace the teacher, answer for the student, alter the curriculum, or decide the student's educational placement.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. William begins the day by organizing his materials while Ms. Rivera watches for language, attention, and developmental needs.

1. Development. During advisory as William prepared for the day, William saw this concept in action. Orderly changes in physical, cognitive, language, social, and emotional abilities over time. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Growth across areas.

2. Maturation. While William reflected on how he had changed since elementary school, Ms. Rivera connected the moment to this idea: Biological growth that supports new abilities as the child becomes older. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Body and brain readiness.

3. Attachment. As Ms. Rivera observed William solving a classroom problem, the situation illustrated the concept clearly. A strong emotional bond with a caregiver that supports security, exploration, and learning. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Safe bond supports learning.

4. Trust vs. Mistrust. During a peer activity that required language, memory, and cooperation, William paused to name what was happening. Erikson's first stage, when dependable care helps an infant develop basic trust. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Reliable care builds trust.

5. Autonomy vs. Shame and Doubt. As William planned his science presentation and monitored his own learning, the school-day event gave the term a practical meaning. Erikson's toddler stage, when children develop independence through safe choices and self-help. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Let me do it.

Classroom Interpreting Tip: Obtain lesson materials and vocabulary early; preparation improves accuracy and reduces cognitive overload.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. During advisory, William reflects on how children learn, reason, communicate, and become increasingly independent.

6. Initiative vs. Guilt. During advisory as William prepared for the day, the team relied on this principle. Erikson's preschool stage, when children plan, explore, and begin activities. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** I can start.

7. Industry vs. Inferiority. While William reflected on how he had changed since elementary school, Ms. Rivera asked William to explain the idea back to her. Erikson's school-age stage, when success with work and cooperation builds competence. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** I can achieve.

8. Identity vs. Role Confusion. As Ms. Rivera observed William solving a classroom problem, the term helped organize what William was seeing and learning. Erikson's adolescent stage, when a young person explores values, roles, and identity. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Who am I?

9. Adolescence. During a peer activity that required language, memory, and cooperation, William saw this concept in action. The developmental period between childhood and adulthood marked by growing independence and identity exploration. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Growing toward adulthood.

10. Autonomy. As William planned his science presentation and monitored his own learning, Ms. Rivera connected the moment to this idea: The ability to make choices and act with increasing independence. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Independent action.

Classroom Interpreting Tip: Position near the speaker and visual materials without blocking either one.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. A peer activity gives William a chance to connect developmental theory with real classroom behavior.

11. Initiative. During advisory as William prepared for the day, the situation illustrated the concept clearly. The willingness to begin tasks, propose ideas, and take appropriate action. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Start without being pushed.

12. Self-Concept. While William reflected on how he had changed since elementary school, William paused to name what was happening. A person's understanding of who they are, including abilities, roles, and characteristics. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** How I see myself.

13. Self-Esteem. As Ms. Rivera observed William solving a classroom problem, the school-day event gave the term a practical meaning. A person's sense of personal worth and competence. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** How I value myself.

14. Identity Formation. During a peer activity that required language, memory, and cooperation, the team relied on this principle. The process of developing a stable sense of self, values, culture, and future roles. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Building who I am.

15. Peer Relationships. As William planned his science presentation and monitored his own learning, Ms. Rivera asked William to explain the idea back to her. Connections with age-mates that support communication, cooperation, identity, and social development. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Learning with equals.

Classroom Interpreting Tip: Ask the teacher to pause between spoken explanation and visual demonstration so the student can see both.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. Ms. Rivera encourages William to explain each idea in his own words instead of merely memorizing a definition.

16. Socialization. During advisory as William prepared for the day, the term helped organize what William was seeing and learning. Learning the behaviors, values, language, and expectations of a community. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Learning how the group works.

17. Cognitive Development. While William reflected on how he had changed since elementary school, William saw this concept in action. Growth in thinking, reasoning, memory, problem-solving, and understanding concepts. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** How thinking grows.

18. Cognition. As Ms. Rivera observed William solving a classroom problem, Ms. Rivera connected the moment to this idea: Mental processes used to know, remember, reason, solve problems, and understand. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Thinking processes.

19. Schema. During a peer activity that required language, memory, and cooperation, the situation illustrated the concept clearly. A mental structure that organizes knowledge and helps interpret experience. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** A folder in the mind.

20. Assimilation. As William planned his science presentation and monitored his own learning, William paused to name what was happening. Fitting new information into an existing schema without changing the schema much. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** New fact, old folder.

Classroom Interpreting Tip: Preserve speaker identity, tone, affect, register, and intent - not only the words.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. As the science presentation approaches, William uses planning, working memory, and metacognition to prepare.

21. Accommodation. During advisory as William prepared for the day, the school-day event gave the term a practical meaning. Changing an existing schema or creating a new one when new information does not fit. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Change the folder.

22. Equilibration. While William reflected on how he had changed since elementary school, the team relied on this principle. Piaget's process of balancing assimilation and accommodation to restore understanding. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Return to mental balance.

23. Disequilibrium. As Ms. Rivera observed William solving a classroom problem, Ms. Rivera asked William to explain the idea back to her. Mental conflict that occurs when new information does not fit existing understanding. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Something does not fit.

24. Object Permanence. During a peer activity that required language, memory, and cooperation, the term helped organize what William was seeing and learning. Understanding that an object continues to exist even when it cannot be seen. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Hidden does not mean gone.

25. Symbolic Thought. As William planned his science presentation and monitored his own learning, William saw this concept in action. Using words, signs, images, or objects to represent something not physically present. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** One thing stands for another.

Classroom Interpreting Tip: Use enough processing time to understand the message before producing the interpretation.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. William begins the day by organizing his materials while Ms. Rivera watches for language, attention, and developmental needs.

26. Concrete Operational Stage. During advisory as William prepared for the day, Ms. Rivera connected the moment to this idea: Piaget's stage, about ages 7-11, when logical thinking develops for concrete situations. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Logic with real examples.

27. Formal Operational Stage. While William reflected on how he had changed since elementary school, the situation illustrated the concept clearly. Piaget's stage beginning around adolescence when abstract and hypothetical reasoning becomes possible. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Think beyond the concrete.

28. Zone of Proximal Development. As Ms. Rivera observed William solving a classroom problem, William paused to name what was happening. Vygotsky's range between what a learner can do alone and what the learner can do with skilled support. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Can do with help.

29. Scaffolding. During a peer activity that required language, memory, and cooperation, the school-day event gave the term a practical meaning. Temporary support that is gradually removed as the learner gains independence. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Support, then fade.

30. Private Speech. As William planned his science presentation and monitored his own learning, the team relied on this principle. Self-directed language children use to guide their own thinking and actions. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Talking yourself through it.

Classroom Interpreting Tip: Request clarification or repetition when ambiguity would create a materially inaccurate message.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. During advisory, William reflects on how children learn, reason, communicate, and become increasingly independent.

31. Social Learning. During advisory as William prepared for the day, Ms. Rivera asked William to explain the idea back to her. Learning through interaction, observation, modeling, and participation with others. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Learn from people.

32. Play. While William reflected on how he had changed since elementary school, the term helped organize what William was seeing and learning. Activity that supports language, imagination, problem-solving, social rules, and cognitive growth. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Play builds the brain.

33. Joint Attention. As Ms. Rivera observed William solving a classroom problem, William saw this concept in action. Two people sharing attention toward the same object or event while recognizing the shared focus. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** We look together.

34. Theory of Mind. During a peer activity that required language, memory, and cooperation, Ms. Rivera connected the moment to this idea: Understanding that other people have thoughts, beliefs, feelings, and knowledge different from one's own. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Others have different minds.

35. Executive Function. As William planned his science presentation and monitored his own learning, the situation illustrated the concept clearly. Mental control skills including inhibition, flexible thinking, planning, and working memory. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** The brain's manager.

Classroom Interpreting Tip: Do not answer for the student, complete the assignment, or quietly change instructional content.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. A peer activity gives William a chance to connect developmental theory with real classroom behavior.

36. Working Memory. During advisory as William prepared for the day, William paused to name what was happening. Holding and using information briefly while completing a mental task. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Mental workspace.

37. Attention. While William reflected on how he had changed since elementary school, the school-day event gave the term a practical meaning. Selecting and maintaining focus on relevant information while resisting distractions. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Focus the mind.

38. Metacognition. As Ms. Rivera observed William solving a classroom problem, the team relied on this principle. Awareness and regulation of one's own thinking and learning strategies. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Thinking about thinking.

39. Bloom's Taxonomy. During a peer activity that required language, memory, and cooperation, Ms. Rivera asked William to explain the idea back to her. A hierarchy of cognitive tasks from remembering information to evaluating and creating. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Steps of thinking difficulty.

40. Remembering. As William planned his science presentation and monitored his own learning, the term helped organize what William was seeing and learning. Recalling facts, terms, procedures, or previously learned information. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Bring it back.

Classroom Interpreting Tip: During tests, follow the exact approved accommodations and protect the construct being measured.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. Ms. Rivera encourages William to explain each idea in his own words instead of merely memorizing a definition.

41. Understanding. During advisory as William prepared for the day, William saw this concept in action. Explaining meaning, summarizing, classifying, or interpreting information. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: Show what it means.

42. Application. While William reflected on how he had changed since elementary school, Ms. Rivera connected the moment to this idea: Using learned information or a procedure in a new but related situation. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Use what you know.

43. Analysis. As Ms. Rivera observed William solving a classroom problem, the situation illustrated the concept clearly. Breaking information into parts and examining relationships or patterns. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Take it apart.

44. Synthesis. During a peer activity that required language, memory, and cooperation, William paused to name what was happening. Combining parts or ideas to produce a new whole; often called creating in revised Bloom's taxonomy. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Build something new.

45. Evaluation. As William planned his science presentation and monitored his own learning, the school-day event gave the term a practical meaning. Judging quality or value using evidence, criteria, and reasoning. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Decide with reasons.

Classroom Interpreting Tip: Encourage teachers and peers to communicate directly with the student rather than with the interpreter.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. As the science presentation approaches, William uses planning, working memory, and metacognition to prepare.

46. Language Acquisition. During advisory as William prepared for the day, the team relied on this principle. The natural process of developing a language through meaningful and accessible interaction. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Gain language through use.

47. First-Language Development. While William reflected on how he had changed since elementary school, Ms. Rivera asked William to explain the idea back to her. Development of the earliest fully accessible language that forms a foundation for later learning. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** The language foundation.

48. Receptive Language. As Ms. Rivera observed William solving a classroom problem, the term helped organize what William was seeing and learning. The ability to understand language that is signed, spoken, or written. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Language coming in.

49. Expressive Language. During a peer activity that required language, memory, and cooperation, William saw this concept in action. The ability to communicate ideas through signs, speech, writing, or other language forms. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Language going out.

50. Language Access. As William planned his science presentation and monitored his own learning, Ms. Rivera connected the moment to this idea: Consistent exposure to a complete language that the learner can perceive and understand. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** A language the child can reach.

Classroom Interpreting Tip: Report access barriers objectively through the educational team; do not make placement or service decisions alone.

Chapter 1 - Child and Language Development

7:15 A.M. - Arrival, Advisory, and Language Growth. William begins the day by organizing his materials while Ms. Rivera watches for language, attention, and developmental needs.

51. Language Deprivation. During advisory as William prepared for the day, the situation illustrated the concept clearly. Harmful lack of sufficient access to a complete first language during early development. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Missing early language access.

52. Critical or Sensitive Period. While William reflected on how he had changed since elementary school, William paused to name what was happening. An early developmental period when full language access has especially strong effects on later language outcomes. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Early access matters most.

53. Language Milestone. As Ms. Rivera observed William solving a classroom problem, the school-day event gave the term a practical meaning. An expected language ability that commonly develops within an age range. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A checkpoint in language growth.

54. Decontextualized Language. During a peer activity that required language, memory, and cooperation, the team relied on this principle. Language about people, events, or ideas that are not present in the immediate situation. William connected the idea to his own growth, language, choices, thinking, and relationships. **Memory cue:** Talk beyond here and now.

55. Metalinguistic Awareness. As William planned his science presentation and monitored his own learning, Ms. Rivera asked William to explain the idea back to her. The ability to think about, analyze, and discuss language as a system. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Know how language works.

Classroom Interpreting Tip: Use team interpreting for long or cognitively demanding assignments when available.

Chapter 2 - Deaf Culture and Community

7:50 A.M. - Deaf Culture Morning Meeting. At the morning meeting, William communicates directly with Deaf peers and notices how visual language, identity, and community shape interaction.

56. Deaf. During the Deaf-community morning meeting, the term helped organize what William was seeing and learning. Capitalized term commonly used for cultural identification with the Deaf community and signed language. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Capital D = cultural connection.

57. deaf. While William communicated directly with Mr. James and his peers, William saw this concept in action. Lowercase term commonly referring to the audiological condition of limited hearing. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: Lowercase d = hearing status.

58. Hard of Hearing. As the group discussed identity, language, and cultural expectations, Ms. Rivera connected the moment to this idea: A term for a person with hearing loss who may use speech, sign, technology, or multiple communication approaches. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Some hearing; identity is individual.

59. Hearing Impaired. When a hearing staff member learned to follow visual interaction norms, the situation illustrated the concept clearly. A medicalized term many Deaf adults avoid because it centers deficiency or brokenness. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Often viewed as deficit language.

60. Deaf Community. As William compared medical and cultural views of deafness, William paused to name what was happening. A social and linguistic community connected by signed language, shared experience, institutions, and relationships. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** People, language, shared life.

Deaf Culture and Interpreting Tip: Address the Deaf student directly; do not speak about the student through the interpreter.

Chapter 2 - Deaf Culture and Community

7:50 A.M. - Deaf Culture Morning Meeting. Mr. James, a Deaf mentor, helps the class distinguish cultural identity from an exclusively medical view of deafness.

61. Deaf Culture. During the Deaf-community morning meeting, the school-day event gave the term a practical meaning. Shared language, values, norms, history, art, traditions, and ways of interacting within Deaf communities. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Culture built visually.

62. Cultural Identity. While William communicated directly with Mr. James and his peers, the team relied on this principle. A person's sense of belonging to and understanding of one or more cultural groups. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Who I am culturally.

63. Linguistic Minority. As the group discussed identity, language, and cultural expectations, Ms. Rivera asked William to explain the idea back to her. A community whose primary language differs from the language used by the dominant society. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Different language, not deficient.

64. Medical Model of Deafness. When a hearing staff member learned to follow visual interaction norms, the term helped organize what William was seeing and learning. A perspective that views deafness primarily as a condition to diagnose, treat, or correct. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Fix the hearing loss.

65. Cultural-Linguistic Model. As William compared medical and cultural views of deafness, William saw this concept in action. A perspective that views Deaf people as members of a language and cultural community. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Language and culture, not defect.

Deaf Culture and Interpreting Tip: Use a light shoulder tap, wave, or light signal to gain attention; avoid grabbing or startling the student.

Chapter 2 - Deaf Culture and Community

7:50 A.M. - Deaf Culture Morning Meeting. The group practices respectful visual attention-getting, eye gaze, turn taking, and direct communication.

66. Audism. During the Deaf-community morning meeting, Ms. Rivera connected the moment to this idea: Discrimination or assumptions of superiority based on hearing ability or preference for spoken language. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Hearing treated as better.

67. Hearing Privilege. While William communicated directly with mr. james and his peers, the situation illustrated the concept clearly. Social advantages available to hearing people in hearing-centered environments, often without being noticed. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Access taken for granted.

68. Deafhood. As the group discussed identity, language, and cultural expectations, William paused to name what was happening. The ongoing process of exploring and affirming Deaf identity and community experience. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Becoming and understanding Deaf.

69. Collectivism. When a hearing staff member learned to follow visual interaction norms, the school-day event gave the term a practical meaning. A cultural orientation emphasizing group relationships, shared responsibility, and community goals. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Group before self.

70. Individualism. As William compared medical and cultural views of deafness, the team relied on this principle. A cultural orientation emphasizing personal independence, choice, and individual achievement. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Self-directed values.

Deaf Culture and Interpreting Tip: Maintain clear sightlines and adequate lighting so faces, hands, and visual materials remain visible.

Chapter 2 - Deaf Culture and Community

7:50 A.M. - Deaf Culture Morning Meeting. William compares values within Deaf and hearing communities without treating either group as identical or uniform.

71. Cultural Competence. During the Deaf-community morning meeting, Ms. Rivera asked William to explain the idea back to her. Knowledge, attitudes, and skills used to work respectfully and effectively across cultures. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Learn, respect, adapt.

72. Cross-Cultural Communication. While William communicated directly with Mr. James and his peers, the term helped organize what William was seeing and learning. Communication between people whose cultural expectations, languages, or interaction norms differ. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Different cultures communicating.

73. Intercultural Conflict. As the group discussed identity, language, and cultural expectations, William saw this concept in action. Conflict between people or groups from different cultural backgrounds. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Conflict across cultures.

74. Intracultural Conflict. When a hearing staff member learned to follow visual interaction norms, Ms. Rivera connected the moment to this idea: Conflict among members of the same broad culture who hold different experiences or values. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Conflict within a culture.

75. Enculturation. As William compared medical and cultural views of deafness, the situation illustrated the concept clearly. Learning and internalizing the norms, language, and values of one's own culture. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Learn your home culture.

Deaf Culture and Interpreting Tip: Treat ASL as a complete language and Deaf people as members of a linguistic and cultural community.

Chapter 2 - Deaf Culture and Community

7:50 A.M. - Deaf Culture Morning Meeting. The discussion shows how identity, language, history, and shared experience influence school participation.

76. Acculturation. During the Deaf-community morning meeting, William paused to name what was happening. Adapting to elements of another culture through continued contact while possibly retaining one's original culture. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Adjust through contact.

77. Cultural Assimilation. While William communicated directly with Mr. James and his peers, the school-day event gave the term a practical meaning. A process in which a person or group adopts the dominant culture and may lose parts of the original culture. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Blend into the dominant group.

78. Intersectionality. As the group discussed identity, language, and cultural expectations, the team relied on this principle. The way multiple identities and social systems combine to shape a person's experiences. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Identities overlap.

79. Resilience. When a hearing staff member learned to follow visual interaction norms, Ms. Rivera asked William to explain the idea back to her. The capacity of individuals and communities to adapt and continue despite oppression or adversity. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Strength through hardship.

80. Self-Sufficiency. As William compared medical and cultural views of deafness, the term helped organize what William was seeing and learning. The ability of a community or person to organize, support, and sustain itself. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Able to support itself.

Deaf Culture and Interpreting Tip: Do not assume one communication preference fits every Deaf or hard-of-hearing student.

Chapter 2 - Deaf Culture and Community

7:50 A.M. - Deaf Culture Morning Meeting. At the morning meeting, William communicates directly with Deaf peers and notices how visual language, identity, and community shape interaction.

81. Name Sign. During the Deaf-community morning meeting, William saw this concept in action. A sign used as a person's name, traditionally created and given within the Deaf community according to cultural conventions. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A culturally given name.

82. ABC Story. While William communicated directly with Mr. James and his peers, Ms. Rivera connected the moment to this idea: A form of Deaf language play or storytelling that uses handshapes A through Z in sequence. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Alphabet becomes a story.

83. Visual Attention-Getting. As the group discussed identity, language, and cultural expectations, the situation illustrated the concept clearly. Culturally appropriate ways to gain attention, such as waving, tapping lightly, or flashing lights. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Get attention visually.

84. Deaf Turn-Taking Norms. When a hearing staff member learned to follow visual interaction norms, William paused to name what was happening. Visual conversational practices for entering, holding, yielding, and regaining the floor. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Manage the visual floor.

85. Eye Gaze. As William compared medical and cultural views of deafness, the school-day event gave the term a practical meaning. Use of visual attention to show engagement, reference, turn-taking, and grammatical relationships. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Eyes carry social meaning.

Deaf Culture and Interpreting Tip: Allow direct communication whenever participants share a language; the interpreter should not become an unnecessary barrier.

Chapter 2 - Deaf Culture and Community

7:50 A.M. - Deaf Culture Morning Meeting. Mr. James, a Deaf mentor, helps the class distinguish cultural identity from an exclusively medical view of deafness.

86. Direct Communication. During the Deaf-community morning meeting, the team relied on this principle. Communication directly between participants without unnecessarily routing messages through a third person. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models.

Memory cue: Talk to the person, not around them.

87. Deaf Mentor or Role Model. While William communicated directly with Mr. James and his peers, Ms. Rivera asked William to explain the idea back to her. A Deaf adult who provides language, cultural knowledge, identity support, and examples of successful adulthood. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** See Deaf adulthood directly.

88. Deaf Interpreter. As the group discussed identity, language, and cultural expectations, the term helped organize what William was seeing and learning. A Deaf professional interpreter who brings native or near-native signed-language and cultural expertise. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Deaf language specialist.

89. CODA. When a hearing staff member learned to follow visual interaction norms, William saw this concept in action. Child of Deaf Adults; a hearing or Deaf person raised by one or more Deaf parents. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: Child of Deaf parents.

90. DeafBlind Culture. As William compared medical and cultural views of deafness, Ms. Rivera connected the moment to this idea: Community, identity, communication practices, and values shared by many people who are DeafBlind. He applied the idea while communicating with Deaf peers, hearing staff, family members, and Deaf role models. **Memory cue:** Touch and access shape culture.

Deaf Culture and Interpreting Tip: Respect name-sign traditions and avoid inventing a name sign for yourself or another person.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. At William's IEP meeting, the team reviews access, educational progress, communication needs, and legal protections.

91. IDEA. During William's IEP meeting, the situation illustrated the concept clearly. Individuals with Disabilities Education Act, the federal special-education law guaranteeing eligible students services and protections. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Special education law.

92. FAPE. As the team reviewed services and legal protections, William paused to name what was happening. Free Appropriate Public Education provided at public expense and designed to meet the student's individual needs. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Free and appropriate education.

93. LRE. While the family and school considered access, placement, and progress, the school-day event gave the term a practical meaning. Least Restrictive Environment, the requirement to educate a student with nondisabled peers to the appropriate extent. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Appropriate access, not simply location.

94. IEP. As the team examined data before making an educational decision, the team relied on this principle. Individualized Education Program, the legal educational plan for an eligible school-age student. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** The student's legal plan.

95. IFSP. When the district clarified each person's responsibility, Ms. Rivera asked William to explain the idea back to her. Individualized Family Service Plan for eligible infants and toddlers and their families. William identified the concept in the interaction, then described how it affected communication or learning.

Memory cue: Early-intervention family plan.

Classroom Interpreting Tip: Document objective observations, not diagnoses, motives, or unsupported conclusions.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. Ms. Rivera interprets the discussion accurately while the parent, student, teachers, and district representative make educational decisions.

96. Section 504. During William's IEP meeting, the term helped organize what William was seeing and learning. Federal civil-rights law prohibiting disability discrimination and requiring equal access and reasonable accommodations. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Access and nondiscrimination.

97. ADA. As the team reviewed services and legal protections, William saw this concept in action. Americans with Disabilities Act, a federal civil-rights law prohibiting disability discrimination in public life. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Broad disability civil rights.

98. ADA Title II. While the family and school considered access, placement, and progress, Ms. Rivera connected the moment to this idea: The part of the ADA applying to state and local government services, including public schools. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Public schools are covered.

99. FERPA. As the team examined data before making an educational decision, the situation illustrated the concept clearly. Family Educational Rights and Privacy Act, protecting the privacy of student education records. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Student-record privacy.

100. Child Find. When the district clarified each person's responsibility, William paused to name what was happening. The duty of public agencies to identify, locate, and evaluate children who may have disabilities. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Find students who need evaluation.

Classroom Interpreting Tip: Respect student autonomy by allowing the student to ask questions, make choices, and communicate independently.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. The team separates accommodations that change access from modifications that change the learning target.

101. Due Process. During William's IEP meeting, the school-day event gave the term a practical meaning. Formal legal procedures used to resolve disagreements about identification, evaluation, placement, or services. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A legal path for disputes.

102. Procedural Safeguards. As the team reviewed services and legal protections, the team relied on this principle. Written rights and protections provided to families and students under special-education law. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption.

Memory cue: Know your legal protections.

103. Prior Written Notice. While the family and school considered access, placement, and progress, Ms. Rivera asked William to explain the idea back to her. School notice explaining proposed or refused actions related to a student's special education and the reasons for them. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Explain decisions in writing.

104. Parental Consent. As the team examined data before making an educational decision, the term helped organize what William was seeing and learning. Informed written permission required before certain evaluations or initial services. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Permission after explanation.

105. Special-Education Evaluation. When the district clarified each person's responsibility, William saw this concept in action. A comprehensive process used to determine eligibility, needs, strengths, and educational impact. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Gather data before deciding.

Classroom Interpreting Tip: Obtain lesson materials and vocabulary early; preparation improves accuracy and reduces cognitive overload.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. When a disagreement arises, the group relies on documented data, procedural safeguards, and meaningful parent participation.

106. Reevaluation. During William's IEP meeting, Ms. Rivera connected the moment to this idea: A new review of data and testing to determine continuing eligibility and educational needs. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption.

Memory cue: Check needs again.

107. Annual IEP Review. As the team reviewed services and legal protections, the situation illustrated the concept clearly. The required yearly meeting to review and revise the IEP. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** IEP checked every year.

108. Triennial Reevaluation. While the family and school considered access, placement, and progress, William paused to name what was happening. A reevaluation generally required at least every three years unless the team agrees otherwise. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Three-year eligibility check.

109. Transition Plan. As the team examined data before making an educational decision, the school-day event gave the term a practical meaning. IEP planning that prepares a student for postsecondary education, employment, and independent living. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Plan for life after school.

110. Measurable Annual Goal. When the district clarified each person's responsibility, the team relied on this principle. A specific IEP goal stating the skill, conditions, expected level, and measurement method. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** A goal that can be measured.

Classroom Interpreting Tip: Position near the speaker and visual materials without blocking either one.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. The discussion remains individualized: placement, services, goals, and technology must respond to William rather than administrative convenience.

111. PLAAFP. During William's IEP meeting, Ms. Rivera asked William to explain the idea back to her. Present Levels of Academic Achievement and Functional Performance; the IEP description of current strengths, needs, and educational impact. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Where the student is now.

112. Special Education. As the team reviewed services and legal protections, the term helped organize what William was seeing and learning. Specially designed instruction adapted to meet the unique needs of an eligible student. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Instruction designed for the learner.

113. Related Services. While the family and school considered access, placement, and progress, William saw this concept in action. Support services required to help a student benefit from special education, including interpreting services when needed. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Services supporting access to education.

114. Supplementary Aids and Services. As the team examined data before making an educational decision, Ms. Rivera connected the moment to this idea: Supports provided in general education or other settings to enable participation with nondisabled peers. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Extra supports in the setting.

115. Accommodation. When the district clarified each person's responsibility, the situation illustrated the concept clearly. A change in access, timing, setting, response, or presentation that does not change the learning target. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Change access, not the standard.

Classroom Interpreting Tip: Ask the teacher to pause between spoken explanation and visual demonstration so the student can see both.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. At William's IEP meeting, the team reviews access, educational progress, communication needs, and legal protections.

116. Modification. During William's IEP meeting, William paused to name what was happening. A change to what the student is expected to learn or demonstrate. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Change the learning target.

117. Assistive Technology Device. As the team reviewed services and legal protections, the school-day event gave the term a practical meaning. Equipment or a product system used to increase, maintain, or improve functional capabilities. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A device that improves access.

118. Extended Time. While the family and school considered access, placement, and progress, the team relied on this principle. An accommodation providing additional time to complete a task or assessment. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** More time, same target.

119. Alternate Assessment. As the team examined data before making an educational decision, Ms. Rivera asked William to explain the idea back to her. An assessment designed for eligible students who cannot participate meaningfully in the general assessment even with accommodations. William identified the concept in the interaction, then described how it affected communication or learning.

Memory cue: Different assessment for eligible students.

120. Eligibility. When the district clarified each person's responsibility, the term helped organize what William was seeing and learning. A formal determination that a student meets legal criteria and needs special education or related services. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Qualifies under the rules.

Classroom Interpreting Tip: Preserve speaker identity, tone, affect, register, and intent - not only the words.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. Ms. Rivera interprets the discussion accurately while the parent, student, teachers, and district representative make educational decisions.

121. Adverse Educational Impact. During William's IEP meeting, William saw this concept in action. The harmful effect of a disability on educational performance, participation, or progress. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** The disability affects school.

122. IDEA Disability Category. As the team reviewed services and legal protections, Ms. Rivera connected the moment to this idea: One of the disability classifications used in IDEA eligibility decisions. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** A legal eligibility category.

123. Deafness under IDEA. While the family and school considered access, placement, and progress, the situation illustrated the concept clearly. A hearing impairment so severe that processing linguistic information through hearing is impaired and educational performance is affected. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Severe hearing impact under IDEA.

124. Hearing Impairment under IDEA. As the team examined data before making an educational decision, William paused to name what was happening. A permanent or fluctuating hearing impairment that adversely affects educational performance but is not included under IDEA's definition of deafness. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Hearing loss affecting education.

125. Deaf-Blindness. When the district clarified each person's responsibility, the school-day event gave the term a practical meaning. Combined hearing and visual impairments causing communication and educational needs that cannot be met by programs for either disability alone. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Combined sensory access needs.

Classroom Interpreting Tip: Use enough processing time to understand the message before producing the interpretation.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. The team separates accommodations that change access from modifications that change the learning target.

126. Speech or Language Impairment. During William's IEP meeting, the team relied on this principle. A communication disorder, such as articulation, language, voice, or fluency difficulty, that adversely affects education. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Communication disorder affecting school.

127. Specific Learning Disability. As the team reviewed services and legal protections, Ms. Rivera asked William to explain the idea back to her. A disorder in one or more basic psychological processes affecting skills such as reading, writing, listening, speaking, reasoning, or mathematics. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Unexpected learning difficulty.

128. Other Health Impairment. While the family and school considered access, placement, and progress, the term helped organize what William was seeing and learning. Limited strength, vitality, or alertness due to a health condition that adversely affects education. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Health condition affects learning.

129. Autism. As the team examined data before making an educational decision, William saw this concept in action. A developmental disability significantly affecting communication and social interaction, generally evident before age three, with educational impact. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Communication and interaction disability.

130. Intellectual Disability. When the district clarified each person's responsibility, Ms. Rivera connected the moment to this idea: Significantly subaverage intellectual functioning with adaptive-behavior limitations and educational impact. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Thinking and adaptive needs.

Classroom Interpreting Tip: Request clarification or repetition when ambiguity would create a materially inaccurate message.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. When a disagreement arises, the group relies on documented data, procedural safeguards, and meaningful parent participation.

131. Emotional Disturbance. During William's IEP meeting, the situation illustrated the concept clearly. A qualifying emotional or behavioral condition that substantially and adversely affects educational performance over time. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Serious emotional impact at school.

132. Traumatic Brain Injury. As the team reviewed services and legal protections, William paused to name what was happening. An acquired brain injury caused by external physical force that affects educational performance. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Acquired injury to the brain.

133. Orthopedic Impairment. While the family and school considered access, placement, and progress, the school-day event gave the term a practical meaning. A severe physical impairment that adversely affects educational performance. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Physical condition affects access.

134. Multiple Disabilities. As the team examined data before making an educational decision, the team relied on this principle. Simultaneous impairments whose combined needs require services beyond a program for one disability. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Combined significant disabilities.

135. Visual Impairment. When the district clarified each person's responsibility, Ms. Rivera asked William to explain the idea back to her. A vision impairment, including blindness, that adversely affects educational performance even with correction. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Vision affects education.

Classroom Interpreting Tip: Do not answer for the student, complete the assignment, or quietly change instructional content.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. The discussion remains individualized: placement, services, goals, and technology must respond to William rather than administrative convenience.

136. General Education Teacher. During William's IEP meeting, the term helped organize what William was seeing and learning. The teacher responsible for general curriculum instruction and participation in relevant IEP decisions. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** General-curriculum expert.

137. Special Education Teacher. As the team reviewed services and legal protections, William saw this concept in action. The teacher who provides specially designed instruction and contributes expertise on disability-related educational needs. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Specially designed instruction expert.

138. Speech-Language Pathologist. While the family and school considered access, placement, and progress, Ms. Rivera connected the moment to this idea: A professional who evaluates and supports speech, language, communication, and swallowing. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Speech and language specialist.

139. Audiologist. As the team examined data before making an educational decision, the situation illustrated the concept clearly. A professional who evaluates hearing and supports hearing technology and auditory access. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Hearing specialist.

140. Occupational Therapist. When the district clarified each person's responsibility, William paused to name what was happening. A professional supporting functional participation, fine-motor skills, sensory needs, and daily activities. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Daily-function specialist.

Classroom Interpreting Tip: During tests, follow the exact approved accommodations and protect the construct being measured.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. At William's IEP meeting, the team reviews access, educational progress, communication needs, and legal protections.

141. Physical Therapist. During William's IEP meeting, the school-day event gave the term a practical meaning. A professional supporting movement, strength, mobility, balance, and physical access. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Movement specialist.

142. School Psychologist. As the team reviewed services and legal protections, the team relied on this principle. A professional who supports assessment, learning, behavior, mental health, and educational planning. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** School-based psychology specialist.

143. LEA Representative. While the family and school considered access, placement, and progress, Ms. Rivera asked William to explain the idea back to her. An IEP member authorized to commit district resources and knowledgeable about curriculum and services. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** District decision-maker at the table.

144. Parent Participation. As the team examined data before making an educational decision, the term helped organize what William was seeing and learning. The family's right and responsibility to participate meaningfully in educational decisions. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Family voice matters.

145. Student Participation. When the district clarified each person's responsibility, William saw this concept in action. Student involvement in planning, goal setting, self-advocacy, and transition decisions when appropriate. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Nothing about me without me.

Classroom Interpreting Tip: Encourage teachers and peers to communicate directly with the student rather than with the interpreter.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. Ms. Rivera interprets the discussion accurately while the parent, student, teachers, and district representative make educational decisions.

146. Assistive Technology Service. During William's IEP meeting, Ms. Rivera connected the moment to this idea: Evaluation, selection, training, or support needed for effective use of assistive technology. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption.

Memory cue: Help using the device.

147. Behavior Intervention Plan. As the team reviewed services and legal protections, the situation illustrated the concept clearly. A written plan using positive strategies to address behavior and teach replacement skills. William identified the concept in the interaction, then described how it affected communication or learning.

Memory cue: Plan the supports, not just punishment.

148. Functional Behavior Assessment. While the family and school considered access, placement, and progress, William paused to name what was happening. A process for identifying the purpose, triggers, and consequences of a behavior. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Find why the behavior happens.

149. Manifestation Determination. As the team examined data before making an educational decision, the school-day event gave the term a practical meaning. A review deciding whether misconduct was caused by or directly related to a disability or failure to implement the IEP. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: Was the behavior disability-related?

150. Extended School Year. When the district clarified each person's responsibility, the team relied on this principle. Special-education services beyond the normal school year when required for FAPE. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption.

Memory cue: Services beyond the calendar.

Classroom Interpreting Tip: Report access barriers objectively through the educational team; do not make placement or service decisions alone.

Chapter 3 - Education, Law, and School Systems

8:30 A.M. - IEP Meeting and School Planning. The team separates accommodations that change access from modifications that change the learning target.

151. Placement Continuum. During William's IEP meeting, Ms. Rivera asked William to explain the idea back to her. A range of educational settings and supports considered to meet individual needs. William identified the concept in the interaction, then described how it affected communication or learning.

Memory cue: Many placement options.

152. Curriculum. As the team reviewed services and legal protections, the term helped organize what William was seeing and learning. The planned content, skills, materials, and learning experiences students are expected to master. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** What is taught.

153. Scope and Sequence. While the family and school considered access, placement, and progress, William saw this concept in action. The breadth of content and the order in which skills or topics are taught. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** What, and in what order.

154. Educational Assessment. As the team examined data before making an educational decision, Ms. Rivera connected the moment to this idea: Systematic collection of information about student knowledge, skills, progress, or needs. The IEP team used the concept to make an individualized decision rather than relying on convenience or assumption. **Memory cue:** Measure learning and need.

155. Standardized Test. When the district clarified each person's responsibility, the situation illustrated the concept clearly. A test administered and scored using consistent procedures and comparison rules. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Same procedure for everyone.

Classroom Interpreting Tip: Use team interpreting for long or cognitively demanding assignments when available.

Chapter 4 - English Grammar and Structure

9:40 A.M. - English Language Arts. In English class, William analyzes how words, phrases, and clauses work together to create precise meaning.

156. Noun. During ms. patel’s English lesson, William paused to name what was happening. A word naming a person, place, thing, or idea. In “The interpreter entered the classroom,” interpreter and classroom are nouns. **Memory cue:** Name word.

157. Pronoun. As William analyzed a sentence about classroom access, the school-day event gave the term a practical meaning. A word that substitutes for a noun or noun phrase. In “She opened the lesson,” she replaces the noun Ms. Patel. **Memory cue:** Replaces a noun.

158. Verb. While the class compared complete thoughts with dependent structures, the team relied on this principle. A word expressing action, occurrence, or state of being. In “William signs clearly,” signs expresses the action. **Memory cue:** Action or state word.

159. Adjective. As Ms. Rivera identified the grammar before interpreting the meaning, Ms. Rivera asked William to explain the idea back to her. A word that describes or limits a noun or pronoun. In “the clear interpretation,” clear describes interpretation. **Memory cue:** Describes a noun.

160. Adverb. During a writing exercise connected to the school-day story, the term helped organize what William was seeing and learning. A word that modifies a verb, adjective, another adverb, or an entire clause. In “Ms. Rivera interpreted carefully,” carefully describes how she interpreted. **Memory cue:** How, when, where, or degree.

Classroom Interpreting Tip: Monitor fatigue and use healthy posture, movement, and breaks to protect accuracy and physical health.

Chapter 4 - English Grammar and Structure

9:40 A.M. - English Language Arts. Ms. Patel asks the class to identify sentence parts before interpreting more complex relationships among ideas.

161. Preposition. During ms. patel’s English lesson, William saw this concept in action. A word showing a relationship of time, place, direction, or another connection. In “the tablet beside the student,” beside shows a place relationship. **Memory cue:** Relationship word.

162. Conjunction. As William analyzed a sentence about classroom access, Ms. Rivera connected the moment to this idea: A word connecting words, phrases, or clauses. In “William read and summarized,” and connects equal actions. **Memory cue:** Connector word.

163. Interjection. While the class compared complete thoughts with dependent structures, the situation illustrated the concept clearly. A word or phrase expressing sudden emotion or reaction. In “Wow! The captions are accurate,” Wow expresses sudden reaction. **Memory cue:** Emotion burst.

164. Article. As Ms. Rivera identified the grammar before interpreting the meaning, William paused to name what was happening. The words a, an, and the, used before nouns to mark definiteness. The words a, an, and the introduce nouns in phrases such as “an interpreter.” **Memory cue:** A, an, the.

165. Determiner. During a writing exercise connected to the school-day story, the school-day event gave the term a practical meaning. A word that introduces or limits a noun, such as this, some, each, or the. In “those visual supports,” those points to and limits the noun supports. **Memory cue:** Points to or limits a noun.

Classroom Interpreting Tip: Keep confidential information limited to authorized people with a legitimate educational need to know.

Chapter 4 - English Grammar and Structure

9:40 A.M. - English Language Arts. William compares noun, adjective, and adverbial clauses by asking what job each clause performs.

166. Subject. During ms. patel's English lesson, the team relied on this principle. The noun phrase that tells who or what the sentence is about. In "The student requested clarification," the student is the subject.

Memory cue: Who or what acts.

167. Predicate. As William analyzed a sentence about classroom access, Ms. Rivera asked William to explain the idea back to her. The part of a sentence that says something about the subject. In the same sentence, requested clarification is the predicate. **Memory cue:** What is said about the subject.

168. Direct Object. While the class compared complete thoughts with dependent structures, the term helped organize what William was seeing and learning. The noun phrase directly receiving the action of a transitive verb. In "William completed the assignment," assignment receives the action. **Memory cue:** Receives the action.

169. Indirect Object. As Ms. Rivera identified the grammar before interpreting the meaning, William saw this concept in action. The person or thing receiving the direct object or benefiting from the action. In "The teacher gave William feedback," William receives the direct object feedback. **Memory cue:** To or for whom.

170. Object of a Preposition. During a writing exercise connected to the school-day story, Ms. Rivera connected the moment to this idea: The noun or pronoun completing a prepositional phrase. In "with the interpreter," interpreter completes the preposition with. **Memory cue:** Comes after a preposition.

Classroom Interpreting Tip: When technology fails, alert the teacher immediately and restore access rather than relying on an after-class summary.

Chapter 4 - English Grammar and Structure

9:40 A.M. - English Language Arts. The class examines grammar not as isolated labels, but as a system that supports reading and accurate interpretation.

171. Clause. During ms. patel's English lesson, the situation illustrated the concept clearly. A group of words containing a subject and a predicate. "The bell rang" contains a subject and a predicate, so it is a clause. **Memory cue:** Subject plus verb.

172. Independent Clause. As William analyzed a sentence about classroom access, William paused to name what was happening. A clause that can stand alone as a complete sentence. "William understood the lesson" can stand alone as a complete sentence. **Memory cue:** A complete thought.

173. Dependent Clause. While the class compared complete thoughts with dependent structures, the school-day event gave the term a practical meaning. A clause that cannot stand alone and depends on another clause. "Because the interpreter paused" cannot stand alone as a complete thought. **Memory cue:** Needs another clause.

174. Phrase. As Ms. Rivera identified the grammar before interpreting the meaning, the team relied on this principle. A group of related words functioning as a unit but lacking both a subject and a finite verb. "After the lesson" is a phrase because it lacks both a complete subject and finite verb. **Memory cue:** Word group, not a full clause.

175. Noun Phrase. During a writing exercise connected to the school-day story, Ms. Rivera asked William to explain the idea back to her. A phrase centered on a noun and functioning as a noun in the sentence. "The skilled educational interpreter" is centered on the noun interpreter. **Memory cue:** Noun plus its partners.

Classroom Interpreting Tip: For group discussion, manage turn taking and identify speakers so the student can follow the discourse map.

Chapter 4 - English Grammar and Structure

9:40 A.M. - English Language Arts. A difficult paragraph challenges William to distinguish literal form, grammatical function, and intended meaning.

176. Verb Phrase. During ms. patel's English lesson, the term helped organize what William was seeing and learning. A main verb together with helping verbs and related elements. "Had been interpreting" is a complete verb phrase. **Memory cue:** The full verb unit.

177. Prepositional Phrase. As William analyzed a sentence about classroom access, William saw this concept in action. A phrase beginning with a preposition and ending with its object. "During the assembly" begins with a preposition and ends with its object. **Memory cue:** Preposition plus object.

178. Gerund. While the class compared complete thoughts with dependent structures, Ms. Rivera connected the moment to this idea: An -ing verb form functioning as a noun. In "Reading builds knowledge," Reading is an -ing form acting as a noun. **Memory cue:** Verb form acting as a noun.

179. Gerund Phrase. As Ms. Rivera identified the grammar before interpreting the meaning, the situation illustrated the concept clearly. A gerund together with its objects or modifiers, functioning as a noun. In "Reading complex texts requires focus," the entire opening group acts as the subject. **Memory cue:** An -ing noun group.

180. Participle. During a writing exercise connected to the school-day story, William paused to name what was happening. A verb form functioning as an adjective, often ending in -ing or -ed. In "the confused student," confused is a verb form describing a noun. **Memory cue:** Verb form describing a noun.

Classroom Interpreting Tip: Use transparent self-correction when an interpreting error changes meaning.

Chapter 4 - English Grammar and Structure

9:40 A.M. - English Language Arts. In English class, William analyzes how words, phrases, and clauses work together to create precise meaning.

181. Participial Phrase. During ms. patel's English lesson, the school-day event gave the term a practical meaning. A participle and its modifiers functioning together as an adjective. In "Tired after the test, William requested a break," the opening phrase describes William.

Memory cue: A describing verb phrase.

182. Infinitive. As William analyzed a sentence about classroom access, the team relied on this principle. The base form of a verb usually preceded by to. In "William wants to understand," to understand is an infinitive. **Memory cue:** To plus a verb.

183. Infinitive Phrase. While the class compared complete thoughts with dependent structures, Ms. Rivera asked William to explain the idea back to her. An infinitive with its objects or modifiers functioning as a noun, adjective, or adverb. In "To interpret the lecture accurately requires preparation," the to-verb group acts as a noun. **Memory cue:** To-verb group.

184. Simple Sentence. As Ms. Rivera identified the grammar before interpreting the meaning, the term helped organize what William was seeing and learning. A sentence containing one independent clause. "William signed." contains one independent clause. **Memory cue:** One complete clause.

185. Compound Sentence. During a writing exercise connected to the school-day story, William saw this concept in action. A sentence containing at least two independent clauses joined correctly. "William signed, and the teacher responded." contains two independent clauses.

Memory cue: Two complete clauses.

Classroom Interpreting Tip: Coordinate with the teacher on pacing, lighting, seating, and visual attention before instruction begins.

Chapter 4 - English Grammar and Structure

9:40 A.M. - English Language Arts. Ms. Patel asks the class to identify sentence parts before interpreting more complex relationships among ideas.

186. Complex Sentence. During ms. patel's English lesson, Ms. Rivera connected the moment to this idea: A sentence containing one independent clause and at least one dependent clause. "Although the room was noisy, William remained focused." has one dependent and one independent clause. **Memory cue:** One main clause plus a dependent clause.

187. Compound-Complex Sentence. As William analyzed a sentence about classroom access, the situation illustrated the concept clearly. A sentence containing at least two independent clauses and at least one dependent clause. "Although the room was noisy, William remained focused, and Ms. Rivera continued interpreting." contains two main clauses plus a dependent clause. **Memory cue:** Two main clauses plus a dependent clause.

188. Noun Clause. While the class compared complete thoughts with dependent structures, William paused to name what was happening. A dependent clause functioning as a noun, often answering what or who. In "The teacher explained why the schedule changed," the clause answers what the teacher explained. **Memory cue:** A whole clause acting as a noun.

189. Adjective Clause. As Ms. Rivera identified the grammar before interpreting the meaning, the school-day event gave the term a practical meaning. A dependent clause describing a noun or pronoun, often beginning with who, which, or that. In "The student who presented first used the device," the clause describes student. **Memory cue:** A clause that describes a noun.

190. Adverbial Clause. During a writing exercise connected to the school-day story, the team relied on this principle. A dependent clause modifying a verb, adjective, or adverb by showing time, cause, condition, contrast, or purpose. In "Because the video froze, the teacher paused," the clause explains why the teacher paused. **Memory cue:** A clause showing when, why, or under what condition.

Classroom Interpreting Tip: Avoid unnecessary simplification; render concepts accurately in natural target-language structure.

Chapter 4 - English Grammar and Structure

9:40 A.M. - English Language Arts. William compares noun, adjective, and adverbial clauses by asking what job each clause performs.

191. Coordinating Conjunction. During ms. patel’s English lesson, Ms. Rivera asked William to explain the idea back to her. One of the connectors for, and, nor, but, or, yet, so used to join equal grammatical units. FANBOYS — for, and, nor, but, or, yet, so—joins equal grammatical units. **Memory cue:** FANBOYS joins equals.

192. Subordinating Conjunction. As William analyzed a sentence about classroom access, the term helped organize what William was seeing and learning. A word such as because, although, if, when, or while that introduces a dependent clause. Words such as because, although, if, when, unless, and while introduce dependent clauses. **Memory cue:** Shows the relationship between ideas.

193. Subject-Verb Agreement. While the class compared complete thoughts with dependent structures, William saw this concept in action. The rule that a subject and verb must match in number and person. “The student signs,” but “The students sign”; the subject and verb match. **Memory cue:** Subject and verb must match.

194. Pronoun-Antecedent Agreement. As Ms. Rivera identified the grammar before interpreting the meaning, Ms. Rivera connected the moment to this idea: The rule that a pronoun must match the noun it replaces in number and appropriate reference. In “The students opened their books,” their matches the plural antecedent students. **Memory cue:** Pronoun matches its noun.

195. Active Voice. During a writing exercise connected to the school-day story, the situation illustrated the concept clearly. A sentence pattern in which the subject performs the action. “The interpreter clarified the message” places the doer first. **Memory cue:** The doer comes first.

Classroom Interpreting Tip: Document objective observations, not diagnoses, motives, or unsupported conclusions.

Chapter 4 - English Grammar and Structure

9:40 A.M. - English Language Arts. The class examines grammar not as isolated labels, but as a system that supports reading and accurate interpretation.

196. Passive Voice. During ms. patel's English lesson, William paused to name what was happening. A sentence pattern in which the subject receives the action. "The message was clarified by the interpreter" places the receiver first. **Memory cue:** The receiver comes first.

197. Parallel Structure. As William analyzed a sentence about classroom access, the school-day event gave the term a practical meaning. Using the same grammatical form for items of equal importance. "William enjoys reading, signing, and writing" uses matching grammatical forms. **Memory cue:** Match the grammar pattern.

198. Figurative Language. While the class compared complete thoughts with dependent structures, the team relied on this principle. Language that communicates beyond literal meaning, including metaphor, simile, personification, and hyperbole. When the teacher said "The classroom was a beehive," the words communicated beyond literal meaning. **Memory cue:** Meaning beyond the literal words.

199. Idiom. As Ms. Rivera identified the grammar before interpreting the meaning, Ms. Rivera asked William to explain the idea back to her. A fixed expression whose meaning cannot be predicted from the individual words. "Keep an eye on the clock" means monitor the time, not physically place an eye on it. **Memory cue:** The phrase means something different.

200. Ambiguity. During a writing exercise connected to the school-day story, the term helped organize what William was seeing and learning. Language that reasonably allows more than one interpretation. "The teacher told the interpreter that she was late" allows more than one possible referent for she. **Memory cue:** More than one possible meaning.

Classroom Interpreting Tip: Respect student autonomy by allowing the student to ask questions, make choices, and communicate independently.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. During science, Ms. Rivera listens for the complete source message before reformulating it naturally in ASL.

201. Interpretation. During the fast science lecture, William saw this concept in action. Transferring meaning between languages while preserving content, intent, register, and effect. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Meaning across languages.

202. Transliteration. As Ms. Rivera analyzed the teacher's message before producing ASL, Ms. Rivera connected the moment to this idea: Representing the same language in a different mode or code, such as spoken English into an English-based signing system. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Same language, different form.

203. Educational Interpreting. When several students spoke and the discussion changed direction, the situation illustrated the concept clearly. Interpreting within K-12 educational settings while supporting access and maintaining professional role boundaries. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Classroom communication access.

204. Source Language. While William shifted attention between the interpreter and the demonstration, William paused to name what was happening. The language in which the original message is produced. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** The message starts here.

205. Target Language. As the interpreter monitored accuracy, intent, register, and effect, the school-day event gave the term a practical meaning. The language into which the message is interpreted. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** The message ends here.

Classroom Interpreting Tip: Obtain lesson materials and vocabulary early; preparation improves accuracy and reduces cognitive overload.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. A fast discussion requires careful lag time, speaker identification, monitoring, and transparent repair strategies.

206. Source Message. During the fast science lecture, the team relied on this principle. The original complete communication, including words, context, intent, affect, and nonverbal information. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** The full original message.

207. Target Message. As Ms. Rivera analyzed the teacher's message before producing ASL, Ms. Rivera asked William to explain the idea back to her. The interpreted communication produced for the receiver. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** The rendered message.

208. Message Equivalence. When several students spoke and the discussion changed direction, the term helped organize what William was seeing and learning. A target message that conveys substantially the same meaning, intent, register, and effect as the source. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Same message value.

209. Dynamic Equivalence. While William shifted attention between the interpreter and the demonstration, William saw this concept in action. Prioritizing the natural effect and meaning of the message in the target language rather than matching surface form. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Same effect, natural target language.

210. Form-Based Rendering. As the interpreter monitored accuracy, intent, register, and effect, Ms. Rivera connected the moment to this idea: A target production that follows the wording or structure of the source closely, sometimes at the expense of naturalness. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Follow the form.

Classroom Interpreting Tip: Position near the speaker and visual materials without blocking either one.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. William watches the interpreter, visual demonstration, and classmates, so the teacher sequences information for visual access.

211. Meaning-Based Rendering. During the fast science lecture, the situation illustrated the concept clearly. A target production organized around the intended meaning using natural target-language structure. William identified the concept in the interaction, then described how it affected communication or learning.

Memory cue: Follow the meaning.

212. Processing Time. As Ms. Rivera analyzed the teacher's message before producing ASL, William paused to name what was happening. The mental time needed to comprehend, analyze, reformulate, and produce an interpretation. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Time to think and render.

213. Lag Time. When several students spoke and the discussion changed direction, the school-day event gave the term a practical meaning. The delay between the source message and the interpreter's target-language production. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Space behind the speaker.

214. Consecutive Interpreting. While William shifted attention between the interpreter and the demonstration, the team relied on this principle. Interpreting after the speaker or signer pauses at the end of a segment. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible.

Memory cue: Listen, pause, interpret.

215. Simultaneous Interpreting. As the interpreter monitored accuracy, intent, register, and effect, Ms. Rivera asked William to explain the idea back to her. Interpreting while the source message continues, with a short processing delay. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Interpret while the message continues.

Classroom Interpreting Tip: Ask the teacher to pause between spoken explanation and visual demonstration so the student can see both.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. The interpreter preserves register, affect, tone, and communicative intent rather than merely matching individual words.

216. Sight Translation. During the fast science lecture, the term helped organize what William was seeing and learning. Rendering written text orally or into signed language without extensive advance preparation. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Read it, then render it.

217. Comprehension. As Ms. Rivera analyzed the teacher's message before producing ASL, William saw this concept in action. Accurately understanding the source language, concepts, relationships, and intent. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Understand before producing.

218. Message Analysis. When several students spoke and the discussion changed direction, Ms. Rivera connected the moment to this idea: Identifying meaning, purpose, structure, audience, register, and key relationships in the source. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Take the message apart.

219. Deverbalization. While William shifted attention between the interpreter and the demonstration, the situation illustrated the concept clearly. Holding the underlying meaning rather than clinging to the exact source words before reformulating. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Release the words, keep the meaning.

220. Reformulation. As the interpreter monitored accuracy, intent, register, and effect, William paused to name what was happening. Expressing analyzed meaning naturally and accurately in the target language. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Rebuild the message.

Classroom Interpreting Tip: Preserve speaker identity, tone, affect, register, and intent - not only the words.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. When overlapping speech makes accuracy impossible, Ms. Rivera requests repetition instead of inventing or silently omitting meaning.

221. Monitoring. During the fast science lecture, the school-day event gave the term a practical meaning. Continuously checking accuracy, clarity, completeness, and audience response during interpreting. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Watch your own work.

222. Self-Correction. As Ms. Rivera analyzed the teacher's message before producing ASL, the team relied on this principle. Repairing an error transparently after recognizing it. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Correct the message.

223. Repair Strategy. When several students spoke and the discussion changed direction, Ms. Rivera asked William to explain the idea back to her. A planned action used to resolve a breakdown, such as clarification, repetition, correction, or restructuring. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Fix the communication problem.

224. Clarification. While William shifted attention between the interpreter and the demonstration, the term helped organize what William was seeing and learning. Requesting or providing information needed to remove uncertainty without changing the speaker's intent. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Make the meaning clear.

225. Expansion. As the interpreter monitored accuracy, intent, register, and effect, William saw this concept in action. Adding target-language information required to make implicit source meaning accessible, without adding new content. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Make implicit meaning explicit.

Classroom Interpreting Tip: Use enough processing time to understand the message before producing the interpretation.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. During science, Ms. Rivera listens for the complete source message before reformulating it naturally in ASL.

226. Compression. During the fast science lecture, Ms. Rivera connected the moment to this idea: Condensing repeated or structurally different source material while preserving essential meaning and intent. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Shorter, same message.

227. Omission. As Ms. Rivera analyzed the teacher's message before producing ASL, the situation illustrated the concept clearly. Leaving out source information; it may be strategic and justified or an error that reduces equivalence. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Something was left out.

228. Addition. When several students spoke and the discussion changed direction, William paused to name what was happening. Including information not supported by the source message or context. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible.

Memory cue: Something extra was inserted.

229. Substitution. While William shifted attention between the interpreter and the demonstration, the school-day event gave the term a practical meaning. Replacing source content with different target content. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** One meaning replaced another.

230. Distortion. As the interpreter monitored accuracy, intent, register, and effect, the team relied on this principle. Changing the relationships, emphasis, intent, or meaning of the source message. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible.

Memory cue: The message was bent.

Classroom Interpreting Tip: Request clarification or repetition when ambiguity would create a materially inaccurate message.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. A fast discussion requires careful lag time, speaker identification, monitoring, and transparent repair strategies.

231. Mistranslation. During the fast science lecture, Ms. Rivera asked William to explain the idea back to her. An incorrect rendering that communicates a meaning not present in the source. William identified the concept in the interaction, then described how it affected communication or learning.

Memory cue: Wrong meaning produced.

232. Register. As Ms. Rivera analyzed the teacher's message before producing ASL, the term helped organize what William was seeing and learning. The language style selected for a particular audience, relationship, purpose, and setting. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Language fits the situation.

233. Formal Register. When several students spoke and the discussion changed direction, William saw this concept in action. Carefully structured language used in official, academic, or ceremonial settings. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Official and planned.

234. Consultative Register. While William shifted attention between the interpreter and the demonstration, Ms. Rivera connected the moment to this idea: Professional two-way language used when participants have different expertise or roles. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Professional interaction.

235. Casual Register. As the interpreter monitored accuracy, intent, register, and effect, the situation illustrated the concept clearly. Informal language used among peers or familiar participants. William identified the concept in the interaction, then described how it affected communication or learning.

Memory cue: Everyday peer talk.

Classroom Interpreting Tip: Do not answer for the student, complete the assignment, or quietly change instructional content.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. William watches the interpreter, visual demonstration, and classmates, so the teacher sequences information for visual access.

236. Intimate Register. During the fast science lecture, William paused to name what was happening. Highly personal language shared by people with close relationships and common background. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Private shared language.

237. Frozen Register. As Ms. Rivera analyzed the teacher's message before producing ASL, the school-day event gave the term a practical meaning. Fixed language that changes little, such as oaths, pledges, prayers, or legal formulas. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Words stay fixed.

238. Discourse. When several students spoke and the discussion changed direction, the team relied on this principle. Connected language extending beyond a single sentence or utterance. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Ideas connected over time.

239. Discourse Mapping. While William shifted attention between the interpreter and the demonstration, Ms. Rivera asked William to explain the idea back to her. Organizing speakers, topics, time, locations, and relationships visually or conceptually across a message. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Map who, where, and what.

240. Cohesive Device. As the interpreter monitored accuracy, intent, register, and effect, the term helped organize what William was seeing and learning. A linguistic feature linking parts of a message, such as pronouns, repetition, conjunctions, or transitions. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Language glue.

Classroom Interpreting Tip: During tests, follow the exact approved accommodations and protect the construct being measured.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. The interpreter preserves register, affect, tone, and communicative intent rather than merely matching individual words.

241. Reference. During the fast science lecture, William saw this concept in action. Using a noun, pronoun, pointing sign, or established locus to identify an entity across discourse. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: Point back to the referent.

242. Ellipsis. As Ms. Rivera analyzed the teacher's message before producing ASL, Ms. Rivera connected the moment to this idea: Omission of words that listeners or viewers can recover from context. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Missing words understood from context.

243. Lexical Cohesion. When several students spoke and the discussion changed direction, the situation illustrated the concept clearly. Connections created through repeated, related, or contrasting vocabulary. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Word choices tie ideas together.

244. Topic Maintenance. While William shifted attention between the interpreter and the demonstration, William paused to name what was happening. Keeping the discourse centered on an established subject until a clear shift occurs. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Stay with the topic.

245. Coherence Management. As the interpreter monitored accuracy, intent, register, and effect, the school-day event gave the term a practical meaning. Preserving the overall logic and understandable flow of the message. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Keep the whole message making sense.

Classroom Interpreting Tip: Encourage teachers and peers to communicate directly with the student rather than with the interpreter.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. When overlapping speech makes accuracy impossible, Ms. Rivera requests repetition instead of inventing or silently omitting meaning.

246. Cohesion. During the fast science lecture, the team relied on this principle. Linguistic links connecting parts of a text, such as pronouns, repetition, and transitions. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** The glue in the wording.

247. Coherence. As Ms. Rivera analyzed the teacher's message before producing ASL, Ms. Rivera asked William to explain the idea back to her. The overall logical unity and understandable flow of a message. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** The message makes sense as a whole.

248. Transition Marker. When several students spoke and the discussion changed direction, the term helped organize what William was seeing and learning. A word, sign, pause, or nonmanual signal showing a shift or connection between ideas. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Signal the next relationship.

249. Relational Term. While William shifted attention between the interpreter and the demonstration, William saw this concept in action. A word or sign expressing relationships such as cause, contrast, sequence, or comparison. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Show how ideas connect.

250. Prosodic Equivalence. As the interpreter monitored accuracy, intent, register, and effect, Ms. Rivera connected the moment to this idea: Preserving rhythm, stress, pausing, emphasis, and emotional contour in the target message. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Match the message's flow and emphasis.

Classroom Interpreting Tip: Report access barriers objectively through the educational team; do not make placement or service decisions alone.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. During science, Ms. Rivera listens for the complete source message before reformulating it naturally in ASL.

251. Affect. During the fast science lecture, the situation illustrated the concept clearly. The emotional quality conveyed through voice, face, body, and language choices. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Show the feeling.

252. Tone. As Ms. Rivera analyzed the teacher's message before producing ASL, William paused to name what was happening. The speaker's or signer's attitude toward the topic or audience. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Attitude in the message.

253. Communicative Intent. When several students spoke and the discussion changed direction, the school-day event gave the term a practical meaning. The function of an utterance, such as requesting, teasing, warning, informing, or persuading. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** What the message is doing.

254. Turn Taking. While William shifted attention between the interpreter and the demonstration, the team relied on this principle. The rules and signals used to manage who communicates and when. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Manage the conversational floor.

255. Overlapping Speech. As the interpreter monitored accuracy, intent, register, and effect, Ms. Rivera asked William to explain the idea back to her. Two or more people speaking or signing at the same time, creating access and processing demands. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Messages collide.

Classroom Interpreting Tip: Use team interpreting for long or cognitively demanding assignments when available.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. A fast discussion requires careful lag time, speaker identification, monitoring, and transparent repair strategies.

256. Fingerspelling Reception. During the fast science lecture, the term helped organize what William was seeing and learning. Accurately recognizing and understanding fingerspelled words in context. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Read the fingerspelled word.

257. Sign-to-Voice Interpreting. As Ms. Rivera analyzed the teacher's message before producing ASL, William saw this concept in action. Interpreting a signed source message into spoken English. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Signs become voice.

258. Voice-to-Sign Interpreting. When several students spoke and the discussion changed direction, Ms. Rivera connected the moment to this idea: Interpreting a spoken English source message into signed language. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Voice becomes signs.

259. Receptive Interpreting Skill. While William shifted attention between the interpreter and the demonstration, the situation illustrated the concept clearly. The ability to understand signed language accurately, including varied signers and styles. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Understand incoming sign.

260. Expressive Interpreting Skill. As the interpreter monitored accuracy, intent, register, and effect, William paused to name what was happening. The ability to produce clear, accurate, natural target-language signing or speech. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** Produce the target message.

Classroom Interpreting Tip: Monitor fatigue and use healthy posture, movement, and breaks to protect accuracy and physical health.

Chapter 5 - Interpreting Process and Message

10:35 A.M. - Science Lecture and Classroom Discussion. William watches the interpreter, visual demonstration, and classmates, so the teacher sequences information for visual access.

261. Team Interpreting. During the fast science lecture, the school-day event gave the term a practical meaning. Two interpreters coordinating active and support roles for quality, stamina, and accuracy. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Two interpreters, one service.

262. Feed. As Ms. Rivera analyzed the teacher's message before producing ASL, the team relied on this principle. Information discreetly supplied by the support interpreter to help the active interpreter. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** A quiet correction or prompt.

263. Support Interpreter. When several students spoke and the discussion changed direction, Ms. Rivera asked William to explain the idea back to her. The team member who monitors, provides feeds, manages materials, and prepares to switch. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Back up the active interpreter.

264. Active Interpreter. While William shifted attention between the interpreter and the demonstration, the term helped organize what William was seeing and learning. The team member currently producing the interpretation. Ms. Rivera used the concept to preserve meaning while keeping the interaction visible and accessible. **Memory cue:** The interpreter on message.

265. Interpreter Positioning. As the interpreter monitored accuracy, intent, register, and effect, William saw this concept in action. Placement that supports sightlines, lighting, access to the speaker, and visual materials. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Stand where access works.

Classroom Interpreting Tip: Keep confidential information limited to authorized people with a legitimate educational need to know.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. At ASL Club, William maps people and ideas in signing space and maintains those references across a story.

266. Language. During ASL club at lunch, Ms. Rivera connected the moment to this idea: A shared, rule-governed symbol system capable of expressing unlimited meanings. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Rules plus shared symbols.

267. Communication. As William mapped people and objects in signing space, the situation illustrated the concept clearly. The exchange of information through language, gesture, behavior, images, or other signals. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Information exchange.

268. Form. While the students compared ASL forms and English-based signing systems, William paused to name what was happening. The grammatical and structural shape of language. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** How language is built.

269. Function. As Mr. James demonstrated how visual grammar carries meaning, the school-day event gave the term a practical meaning. The communicative purpose served by a language form. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** What the language does.

270. Use. During a signed story involving dialogue, action, and classifiers, the team relied on this principle. The socially and contextually appropriate application of language. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** How language works with people.

Classroom Interpreting Tip: When technology fails, alert the teacher immediately and restore access rather than relying on an after-class summary.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. Mr. James demonstrates how handshape, movement, location, orientation, and nonmanual signals work together.

271. Linguistics. During ASL club at lunch, Ms. Rivera asked William to explain the idea back to her. The scientific study of language structure, meaning, use, acquisition, and change. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Study language systematically.

272. Phonology. As William mapped people and objects in signing space, the term helped organize what William was seeing and learning. The rule-governed system of the smallest contrastive units in a language; in ASL this includes handshape, location, movement, orientation, and nonmanual features. William produced the feature in signing space and then explained what grammatical or discourse work it performed.

Memory cue: Parts and patterns of signs.

273. Phoneme. While the students compared ASL forms and English-based signing systems, William saw this concept in action. A smallest contrastive sound unit in spoken language; the analogous ASL concept is a contrastive sign parameter feature. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A unit that can change meaning.

274. Minimal Pair. As Mr. James demonstrated how visual grammar carries meaning, Ms. Rivera connected the moment to this idea: Two words or signs differing in only one phonological feature and having different meanings. William produced the feature in signing space and then explained what grammatical or discourse work it performed.

Memory cue: One small difference, new meaning.

275. ASL Parameters. During a signed story involving dialogue, action, and classifiers, the situation illustrated the concept clearly. The major formational features of signs: handshape, location, movement, palm orientation, and nonmanual signals. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Five parts of a sign.

Classroom Interpreting Tip: For group discussion, manage turn taking and identify speakers so the student can follow the discourse map.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. Students compare natural ASL with contact signing, manually coded English systems, and other visual communication approaches.

276. Handshape. During ASL club at lunch, William paused to name what was happening. The configuration of the fingers and hand used in producing a sign. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** What the hand looks like.

277. Location. As William mapped people and objects in signing space, the school-day event gave the term a practical meaning. The place on or near the body or in signing space where a sign is produced. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Where the sign happens.

278. Movement. While the students compared ASL forms and English-based signing systems, the team relied on this principle. The path, direction, repetition, or internal motion used in a sign. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** How the sign moves.

279. Palm Orientation. As Mr. James demonstrated how visual grammar carries meaning, Ms. Rivera asked William to explain the idea back to her. The direction the palm and fingers face during a sign. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Which way the hand faces.

280. Nonmanual Signal. During a signed story involving dialogue, action, and classifiers, the term helped organize what William was seeing and learning. Facial, head, mouth, shoulder, or body behavior that carries grammatical, discourse, or affective information. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Grammar on the face and body.

Classroom Interpreting Tip: Use transparent self-correction when an interpreting error changes meaning.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. A storytelling activity uses role shift, constructed action, classifiers, eye gaze, and prosody to make relationships visible.

281. Phonological Assimilation. During ASL club at lunch, William saw this concept in action. A feature of one sign or sound becomes more like a neighboring feature. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: Nearby forms become similar.

282. Metathesis. As William mapped people and objects in signing space, Ms. Rivera connected the moment to this idea: Two segments or features switch order in pronunciation or sign production. William produced the feature in signing space and then explained what grammatical or discourse work it performed.

Memory cue: Parts trade places.

283. Epenthesis. While the students compared ASL forms and English-based signing systems, the situation illustrated the concept clearly. A movement or sound is inserted between forms to make production easier. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** A connector is inserted.

284. Hold Deletion. As Mr. James demonstrated how visual grammar carries meaning, William paused to name what was happening. A hold portion of a sign is reduced or removed in connected signing. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** The pause in a sign disappears.

285. Morphology. During a signed story involving dialogue, action, and classifiers, the school-day event gave the term a practical meaning. The study of meaningful units and how forms change to express grammatical meaning. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Meaningful parts and changes.

Classroom Interpreting Tip: Coordinate with the teacher on pacing, lighting, seating, and visual attention before instruction begins.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. William learns that linguistic form, meaning, and social use must all work together for a message to be clear.

286. Morpheme. During ASL club at lunch, the team relied on this principle. The smallest unit of language that carries meaning or grammatical function. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Smallest meaningful unit.

287. Free Morpheme. As William mapped people and objects in signing space, Ms. Rivera asked William to explain the idea back to her. A morpheme that can stand alone as a word or sign. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Meaning that stands alone.

288. Bound Morpheme. While the students compared ASL forms and English-based signing systems, the term helped organize what William was seeing and learning. A meaningful unit that must attach to another form, such as English -ed or an ASL aspectual movement. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Meaning that must attach.

289. Inflection. As Mr. James demonstrated how visual grammar carries meaning, William saw this concept in action. A grammatical change that marks features such as tense, number, person, or aspect without creating a new basic word. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Grammar changes the form.

290. Derivation. During a signed story involving dialogue, action, and classifiers, Ms. Rivera connected the moment to this idea: A morphological process that creates a new word or changes word class or meaning. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Build a new word or sign.

Classroom Interpreting Tip: Avoid unnecessary simplification; render concepts accurately in natural target-language structure.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. At ASL Club, William maps people and ideas in signing space and maintains those references across a story.

291. Reduplication. During ASL club at lunch, the situation illustrated the concept clearly. Repeating all or part of a form to mark grammatical or lexical meaning. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Repeat to change meaning.

292. Aspect. As William mapped people and objects in signing space, William paused to name what was happening. The way a language shows how an action unfolds over time, such as repeatedly, continuously, or habitually. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Shape of the action over time.

293. Temporal Aspect. While the students compared ASL forms and English-based signing systems, the school-day event gave the term a practical meaning. Grammatical marking that shows the internal timing or repetition of an event rather than simply when it occurred. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: How the event unfolds.

294. Number Incorporation. As mr. james demonstrated how visual grammar carries meaning, the team relied on this principle. Combining a number with another sign into one form, such as THREE-WEEKS. William produced the feature in signing space and then explained what grammatical or discourse work it performed.

Memory cue: Number becomes part of the sign.

295. Noun-Verb Pair. During a signed story involving dialogue, action, and classifiers, Ms. Rivera asked William to explain the idea back to her. Related ASL signs in which movement pattern distinguishes a noun from a verb, such as CHAIR and SIT. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Movement separates thing and action.

Classroom Interpreting Tip: Document objective observations, not diagnoses, motives, or unsupported conclusions.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. Mr. James demonstrates how handshape, movement, location, orientation, and nonmanual signals work together.

296. Syntax. During ASL club at lunch, the term helped organize what William was seeing and learning. The rules governing how words or signs combine into phrases and sentences. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Sentence structure.

297. Word Order. As William mapped people and objects in signing space, William saw this concept in action. The sequence in which major sentence elements are arranged. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: Who comes first in the sentence.

298. Topic-Comment. While the students compared ASL forms and English-based signing systems, Ms. Rivera connected the moment to this idea: A structure in which the topic is established first and then information is stated about it. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Name the topic, then comment.

299. Subject-Verb-Object. As Mr. James demonstrated how visual grammar carries meaning, the situation illustrated the concept clearly. A common English order in which the subject precedes the verb and object. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** English default order.

300. Subject-Object-Verb. During a signed story involving dialogue, action, and classifiers, William paused to name what was happening. An order often possible in ASL, especially when spatial or topical structure supports it. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Subject, object, then action.

Classroom Interpreting Tip: Respect student autonomy by allowing the student to ask questions, make choices, and communicate independently.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. Students compare natural ASL with contact signing, manually coded English systems, and other visual communication approaches.

301. Topicalization. During ASL club at lunch, the school-day event gave the term a practical meaning. Moving a constituent to the beginning as the topic and marking it with appropriate nonmanual signals. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: Front the topic.

302. Rhetorical Question. As William mapped people and objects in signing space, the team relied on this principle. A question form used by the signer and immediately answered by the same signer to organize discourse. William produced the feature in signing space and then explained what grammatical or discourse work it performed.

Memory cue: Ask, then answer yourself.

303. Yes-No Question. While the students compared ASL forms and English-based signing systems, Ms. Rivera asked William to explain the idea back to her. A question seeking confirmation or denial, typically marked in ASL with raised eyebrows and other nonmanual signals. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Eyebrows up for yes or no.

304. WH-Question. As Mr. James demonstrated how visual grammar carries meaning, the term helped organize what William was seeing and learning. A question asking who, what, when, where, why, or how, commonly marked with furrowed eyebrows. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Brows down for information.

305. Conditional Clause. During a signed story involving dialogue, action, and classifiers, William saw this concept in action. A clause stating a condition, commonly marked in ASL with raised eyebrows and a head position over the condition. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** If this, then that.

Classroom Interpreting Tip: Obtain lesson materials and vocabulary early; preparation improves accuracy and reduces cognitive overload.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. A storytelling activity uses role shift, constructed action, classifiers, eye gaze, and prosody to make relationships visible.

306. Negation. During ASL club at lunch, Ms. Rivera connected the moment to this idea: Grammatical marking that denies, rejects, or reverses a proposition. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Make the message not true.

307. Referential Indexing. As William mapped people and objects in signing space, the situation illustrated the concept clearly. Pointing toward a person, object, or established locus to identify or refer back to it. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Point and refer.

308. Spatial Mapping. While the students compared ASL forms and English-based signing systems, William paused to name what was happening. Assigning people, places, times, or ideas to locations in signing space and maintaining those relationships. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Build a map in space.

309. Locus. As Mr. James demonstrated how visual grammar carries meaning, the school-day event gave the term a practical meaning. An established point in signing space representing a referent. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A place stands for someone or something.

310. Agreement Verb. During a signed story involving dialogue, action, and classifiers, the team relied on this principle. A verb whose movement changes to show grammatical relationships between subject and object loci. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Verb shows who did what to whom.

Classroom Interpreting Tip: Position near the speaker and visual materials without blocking either one.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. William learns that linguistic form, meaning, and social use must all work together for a message to be clear.

311. Directional Verb. During ASL club at lunch, Ms. Rivera asked William to explain the idea back to her. A verb whose path can move from one referent's location toward another to express direction or agreement. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Direction carries grammar.

312. Plain Verb. As William mapped people and objects in signing space, the term helped organize what William was seeing and learning. A verb that does not normally change direction to mark subject and object agreement. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** The verb does not travel between people.

313. Spatial Verb. While the students compared ASL forms and English-based signing systems, William saw this concept in action. A verb whose movement represents actual locations, paths, or spatial relationships. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Movement maps real space.

314. Role Shift. As Mr. James demonstrated how visual grammar carries meaning, Ms. Rivera connected the moment to this idea: A change in body position, gaze, or signing perspective to represent another participant. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Shift to another person's viewpoint.

315. Constructed Action. During a signed story involving dialogue, action, and classifiers, the situation illustrated the concept clearly. Using the body, face, and movement to depict a participant's actions, reactions, or manner. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Show the action through the body.

Classroom Interpreting Tip: Ask the teacher to pause between spoken explanation and visual demonstration so the student can see both.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. At ASL Club, William maps people and ideas in signing space and maintains those references across a story.

316. Constructed Dialogue. During ASL club at lunch, William paused to name what was happening. Representing what a person said or signed through role shift and direct portrayal. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Show the person's words.

317. Classifier. As William mapped people and objects in signing space, the school-day event gave the term a practical meaning. A conventional handshape used in depicting constructions to represent a category, shape, handling method, or movement. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A handshape stands for a class.

318. Entity Classifier. While the students compared ASL forms and English-based signing systems, the team relied on this principle. A classifier representing an entire person, animal, vehicle, or object as an entity. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** The hand is the whole object.

319. Handle Classifier. As Mr. James demonstrated how visual grammar carries meaning, Ms. Rivera asked William to explain the idea back to her. A classifier showing how an object is held, operated, or manipulated. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** The hand shows handling.

320. Descriptive Classifier. During a signed story involving dialogue, action, and classifiers, the term helped organize what William was seeing and learning. A classifier or depicting form showing size, shape, texture, arrangement, or appearance. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Describe what it looks like.

Classroom Interpreting Tip: Preserve speaker identity, tone, affect, register, and intent - not only the words.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. Mr. James demonstrates how handshape, movement, location, orientation, and nonmanual signals work together.

321. Body-Part Classifier. During ASL club at lunch, William saw this concept in action. A form in which part of the signer's body represents the corresponding body part of a referent. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Body represents body.

322. Instrument Classifier. As William mapped people and objects in signing space, Ms. Rivera connected the moment to this idea: A handshape representing a tool or instrument being used. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** The hand becomes the tool.

323. Semantic Classifier. While the students compared ASL forms and English-based signing systems, the situation illustrated the concept clearly. A conventional handshape representing a broad semantic class, such as vehicles or upright persons. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** One handshape for a meaning class.

324. Element Classifier. As Mr. James demonstrated how visual grammar carries meaning, William paused to name what was happening. A depicting form representing elements such as water, smoke, fire, air, or light. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Show a natural element.

325. Locative Classifier. During a signed story involving dialogue, action, and classifiers, the school-day event gave the term a practical meaning. A classifier construction emphasizing where objects are placed in relation to one another. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Show where things are.

Classroom Interpreting Tip: Use enough processing time to understand the message before producing the interpretation.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. Students compare natural ASL with contact signing, manually coded English systems, and other visual communication approaches.

326. Depicting Sign. During ASL club at lunch, the team relied on this principle. A context-dependent sign construction showing movement, location, shape, handling, or manner visually. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Draw the event in space.

327. Size-and-Shape Specifier. As William mapped people and objects in signing space, Ms. Rivera asked William to explain the idea back to her. A handshape and movement pattern describing an object's dimensions, outline, surface, or arrangement. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Show size and shape.

328. Fingerspelling. While the students compared ASL forms and English-based signing systems, the term helped organize what William was seeing and learning. Representing written letters with manual alphabet handshapes. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Spell with the hands.

329. Lexicalized Fingerspelling. As Mr. James demonstrated how visual grammar carries meaning, William saw this concept in action. A fingerspelled form that has become sign-like through changes in movement, rhythm, or handshape. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Spelling becomes a sign.

330. Loan Sign. During a signed story involving dialogue, action, and classifiers, Ms. Rivera connected the moment to this idea: A sign borrowed from fingerspelling or another language and adapted to ASL form. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Borrowed form becomes ASL-like.

Classroom Interpreting Tip: Request clarification or repetition when ambiguity would create a materially inaccurate message.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. A storytelling activity uses role shift, constructed action, classifiers, eye gaze, and prosody to make relationships visible.

331. Initialized Sign. During ASL club at lunch, the situation illustrated the concept clearly. A sign using a handshape associated with the first letter of an English word. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** English initial in the handshape.

332. Mouth Morpheme. As William mapped people and objects in signing space, William paused to name what was happening. A conventional mouth movement carrying grammatical or descriptive meaning in ASL. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** The mouth adds meaning.

333. Eye Gaze Grammar. While the students compared ASL forms and English-based signing systems, the school-day event gave the term a practical meaning. The grammatical use of gaze to mark reference, role shift, agreement, or spatial relationships. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Eyes point grammatically.

334. Prosody. As Mr. James demonstrated how visual grammar carries meaning, the team relied on this principle. Rhythm, timing, stress, pausing, and boundary marking across signed or spoken language. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** The flow and beat of language.

335. Sign Space. During a signed story involving dialogue, action, and classifiers, Ms. Rivera asked William to explain the idea back to her. The three-dimensional area in which signs, referents, and spatial relationships are produced. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** The grammar area around the signer.

Classroom Interpreting Tip: Do not answer for the student, complete the assignment, or quietly change instructional content.

Chapter 6 - Linguistics, ASL, and Sign Systems

12:00 P.M. - Lunch, ASL Club, and Visual Language. William learns that linguistic form, meaning, and social use must all work together for a message to be clear.

336. Contact Signing or PSE. During ASL club at lunch, the term helped organize what William was seeing and learning. A variable contact variety combining features of ASL and English, often using English-influenced order with ASL signs. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** ASL and English meet.

337. ASL. As William mapped people and objects in signing space, William saw this concept in action. American Sign Language, a complete natural visual language with its own grammar and community. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A language, not coded English.

338. SEE. While the students compared ASL forms and English-based signing systems, Ms. Rivera connected the moment to this idea: Signing Exact English, a manually coded English system representing English word order and grammatical morphemes. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Sign every English part.

339. CASE. As Mr. James demonstrated how visual grammar carries meaning, the situation illustrated the concept clearly. Conceptually Accurate Signed English, using conceptually accurate signs in English order without representing every English morpheme. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** English order, conceptual signs.

340. Cued Speech. During a signed story involving dialogue, action, and classifiers, William paused to name what was happening. A visual system using handshapes and placements near the mouth to distinguish spoken-language phonemes; it is not a sign language. William produced the feature in signing space and then explained what grammatical or discourse work it performed. **Memory cue:** Make speech sounds visible.

Classroom Interpreting Tip: During tests, follow the exact approved accommodations and protect the construct being measured.

Chapter 7 - Literacy and Tutoring

1:10 P.M. - Reading Workshop and Guided Practice. In reading workshop, William connects print, vocabulary, background knowledge, and text structure to build comprehension.

341. Emergent Literacy. During the afternoon reading workshop, the school-day event gave the term a practical meaning. Early knowledge, behaviors, and experiences that develop before conventional reading and writing. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Literacy begins before formal reading.

342. Print Awareness. As William worked through a difficult informational passage, the team relied on this principle. Understanding how print works, including directionality, words, spaces, books, and punctuation. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Know how print is organized.

343. Phonological Awareness. While the reading specialist connected new text to prior knowledge, Ms. Rivera asked William to explain the idea back to her. Awareness of the sound structure of spoken language, including words, syllables, rhymes, and phonemes. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Hear and work with sound units.

344. Phonemic Awareness. As support was gradually reduced and William worked more independently, the term helped organize what William was seeing and learning. The ability to identify and manipulate individual phonemes in spoken words. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Work with single sounds.

345. Phonics. During a tutoring task aligned with the teacher's instructional goal, William saw this concept in action. Instruction connecting letters and spelling patterns with speech sounds. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Letters linked to sounds.

Classroom Interpreting Tip: Encourage teachers and peers to communicate directly with the student rather than with the interpreter.

Chapter 7 - Literacy and Tutoring

1:10 P.M. - Reading Workshop and Guided Practice. Mr. Brooks models a strategy, guides William through practice, and then fades support as independence increases.

346. Decoding. During the afternoon reading workshop, Ms. Rivera connected the moment to this idea: Using language and print knowledge to recognize written words. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Turn print into words.

347. Encoding. As William worked through a difficult informational passage, the situation illustrated the concept clearly. Representing language in written form through spelling and composition. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Turn language into print.

348. Reading Fluency. While the reading specialist connected new text to prior knowledge, William paused to name what was happening. Accurate, appropriately paced reading with phrasing and expression. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Read smoothly and accurately.

349. Vocabulary. As support was gradually reduced and William worked more independently, the school-day event gave the term a practical meaning. Knowledge of word meanings, forms, relationships, and appropriate uses. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** The words you know.

350. Reading Comprehension. During a tutoring task aligned with the teacher's instructional goal, the team relied on this principle. Constructing meaning from written text using language, knowledge, and strategies. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Understand what is read.

Classroom Interpreting Tip: Report access barriers objectively through the educational team; do not make placement or service decisions alone.

Chapter 7 - Literacy and Tutoring

1:10 P.M. - Reading Workshop and Guided Practice. The lesson moves from decoding individual words to inference, main idea, supporting detail, and summarizing.

351. Background Knowledge. During the afternoon reading workshop, Ms. Rivera asked William to explain the idea back to her. Prior information and experience used to understand new material. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** What the learner already knows.

352. Schema Activation. As William worked through a difficult informational passage, the term helped organize what William was seeing and learning. Bringing relevant prior knowledge to mind before or during learning. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Open the right mental folder.

353. Academic Language. While the reading specialist connected new text to prior knowledge, William saw this concept in action. Complex vocabulary, grammar, and discourse used for instruction and school subjects. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** The language of school learning.

354. Conversational Language. As support was gradually reduced and William worked more independently, Ms. Rivera connected the moment to this idea: Everyday interactive language supported by shared context, turn-taking, and repair opportunities. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Language of daily talk.

355. Text Structure. During a tutoring task aligned with the teacher's instructional goal, the situation illustrated the concept clearly. The way a written or signed text organizes ideas, such as sequence, cause-effect, or comparison. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** How the text is built.

Classroom Interpreting Tip: Use team interpreting for long or cognitively demanding assignments when available.

Chapter 7 - Literacy and Tutoring

1:10 P.M. - Reading Workshop and Guided Practice. Ms. Rivera maintains the interpreter role while tutoring occurs only under the teacher-directed instructional plan.

356. Narrative Text. During the afternoon reading workshop, William paused to name what was happening. A text organized around characters, setting, events, problem, and resolution. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** A story structure.

357. Expository Text. As William worked through a difficult informational passage, the school-day event gave the term a practical meaning. A text designed to explain, describe, or inform about a topic. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A teaching or information text.

358. Argumentative Text. While the reading specialist connected new text to prior knowledge, the team relied on this principle. A text presenting a claim supported by reasons and evidence. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Claim plus evidence.

359. Main Idea. As support was gradually reduced and William worked more independently, Ms. Rivera asked William to explain the idea back to her. The central point or most important message of a passage. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** What the text is mostly about.

360. Supporting Detail. During a tutoring task aligned with the teacher's instructional goal, the term helped organize what William was seeing and learning. Information that explains, proves, or develops the main idea. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Evidence under the main idea.

Classroom Interpreting Tip: Monitor fatigue and use healthy posture, movement, and breaks to protect accuracy and physical health.

Chapter 7 - Literacy and Tutoring

1:10 P.M. - Reading Workshop and Guided Practice. William applies the new strategy to an unfamiliar passage, demonstrating generalization rather than simple memorization.

361. Inference. During the afternoon reading workshop, William saw this concept in action. A conclusion drawn from text evidence combined with background knowledge. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words.

Memory cue: Read between the lines.

362. Context Clue. As William worked through a difficult informational passage, Ms. Rivera connected the moment to this idea: Information around an unfamiliar word or idea that helps determine meaning. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Nearby information gives the answer.

363. Summarizing. While the reading specialist connected new text to prior knowledge, the situation illustrated the concept clearly. Stating the main ideas and essential details in a shorter form. William identified the concept in the interaction, then described how it affected communication or learning.

Memory cue: Shorten to the essentials.

364. Paraphrasing. As support was gradually reduced and William worked more independently, William paused to name what was happening. Restating information in new wording while preserving the meaning. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Same meaning, new words.

365. Tutoring. During a tutoring task aligned with the teacher's instructional goal, the school-day event gave the term a practical meaning. Targeted instructional support that reinforces teacher-directed goals and content. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Teach under the teacher's direction.

Classroom Interpreting Tip: Keep confidential information limited to authorized people with a legitimate educational need to know.

Chapter 7 - Literacy and Tutoring

1:10 P.M. - Reading Workshop and Guided Practice. In reading workshop, William connects print, vocabulary, background knowledge, and text structure to build comprehension.

366. Remediation Sequence. During the afternoon reading workshop, the team relied on this principle. A planned progression for identifying a gap, reteaching, practicing, checking, and generalizing. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Find, teach, practice, check.

367. Modeling. As William worked through a difficult informational passage, Ms. Rivera asked William to explain the idea back to her. Demonstrating a skill or thinking process for the learner to observe. William identified the concept in the interaction, then described how it affected communication or learning.

Memory cue: Show how.

368. Guided Practice. While the reading specialist connected new text to prior knowledge, the term helped organize what William was seeing and learning. Learner practice completed with prompts, feedback, or support. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Practice with help.

369. Independent Practice. As support was gradually reduced and William worked more independently, William saw this concept in action. Learner practice completed without immediate assistance to build mastery. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Practice alone.

370. Generalization. During a tutoring task aligned with the teacher's instructional goal, Ms. Rivera connected the moment to this idea: Applying a learned concept or skill in new settings, tasks, or examples. The reading specialist used the concept to move William from supported practice toward independent comprehension. **Memory cue:** Use it somewhere new.

Classroom Interpreting Tip: When technology fails, alert the teacher immediately and restore access rather than relying on an after-class summary.

Chapter 8 - Professionalism, Ethics, and Roles

2:05 P.M. - Professional Decisions and Teamwork. Later in the day, Ms. Rivera faces decisions involving confidentiality, impartiality, role boundaries, and access advocacy.

371. Confidentiality. During Ms. Rivera's professional decision-making late in the day, the situation illustrated the concept clearly. Protecting private information and sharing it only with authorized people for legitimate educational purposes. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Private information stays protected.

372. Accuracy. When a staff request tested the limits of the interpreter's role, William paused to name what was happening. Conveying messages completely and correctly without unjustified additions, omissions, or distortions. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Get the message right.

373. Impartiality. As Ms. Rivera protected trust and accurate communication, the school-day event gave the term a practical meaning. Avoiding personal bias, favoritism, or taking sides while performing the professional role. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Do not become a participant.

374. Role Boundary. During a consultation with the educational team, the team relied on this principle. The limit separating interpreting responsibilities from teaching, counseling, discipline, friendship, or decision-making. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Know where the role stops.

375. Professional Conduct. As the interpreter reflected on competence, health, and continued growth, Ms. Rivera asked William to explain the idea back to her. Behavior consistent with ethical standards, school policy, competence, respect, and responsibility. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Act like a trusted professional.

Classroom Interpreting Tip: For group discussion, manage turn taking and identify speakers so the student can follow the discourse map.

Chapter 8 - Professionalism, Ethics, and Roles

2:05 P.M. - Professional Decisions and Teamwork. She documents objective facts, consults appropriate staff, and avoids becoming the teacher, counselor, or disciplinarian.

376. Ethical Decision-Making. During Ms. Rivera's professional decision-making late in the day, the term helped organize what William was seeing and learning. Using standards, context, consequences, consultation, and professional judgment to choose an appropriate action. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries.

Memory cue: Think before acting ethically.

377. Respect. When a staff request tested the limits of the interpreter's role, William saw this concept in action. Treating students, families, colleagues, languages, and cultures with dignity. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Honor every participant.

378. Consumer Autonomy. As Ms. Rivera protected trust and accurate communication, Ms. Rivera connected the moment to this idea: Respecting the right of Deaf and hearing participants to make their own decisions and communicate directly. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Do not take over.

379. Cultural Mediation. During a consultation with the educational team, the situation illustrated the concept clearly. Providing limited clarification of cultural or linguistic differences when necessary for communication, without becoming an advocate or decision-maker. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Bridge culture carefully.

380. Advocacy for Access. As the interpreter reflected on competence, health, and continued growth, William paused to name what was happening. Addressing barriers to effective communication while remaining within the interpreter's role. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Support access, not personal outcomes.

Classroom Interpreting Tip: Use transparent self-correction when an interpreting error changes meaning.

Chapter 8 - Professionalism, Ethics, and Roles

2:05 P.M. - Professional Decisions and Teamwork. Professional preparation and collegial teamwork help the interpreter respond before a communication breakdown becomes a crisis.

381. Conflict of Interest. During Ms. Rivera's professional decision-making late in the day, the school-day event gave the term a practical meaning. A personal, financial, relational, or professional interest that could compromise objectivity or trust. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Outside interest threatens neutrality.

382. Scope of Practice. When a staff request tested the limits of the interpreter's role, the team relied on this principle. The duties and decisions a professional is trained, authorized, and expected to perform. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Work within your role.

383. Professional Discretion. As Ms. Rivera protected trust and accurate communication, Ms. Rivera asked William to explain the idea back to her. Context-sensitive judgment used to make responsible choices within ethical and policy limits. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Use judgment inside the rules.

384. Qualification. During a consultation with the educational team, the term helped organize what William was seeing and learning. Meeting established education, skill, assessment, or credential requirements for a role. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Meets the required standard.

385. Certification. As the interpreter reflected on competence, health, and continued growth, William saw this concept in action. A credential awarded by an organization after verifying defined knowledge or skill standards. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Organization verifies competence.

Classroom Interpreting Tip: Coordinate with the teacher on pacing, lighting, seating, and visual attention before instruction begins.

Chapter 8 - Professionalism, Ethics, and Roles

2:05 P.M. - Professional Decisions and Teamwork. Ms. Rivera monitors fatigue, positioning, lighting, and repetitive motion so that professional performance remains sustainable.

386. Licensure. During Ms. Rivera's professional decision-making late in the day, Ms. Rivera connected the moment to this idea: Legal permission from a government authority to practice under stated requirements. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Government permission to practice.

387. Credential. When a staff request tested the limits of the interpreter's role, the situation illustrated the concept clearly. A documented qualification such as certification, license, degree, or assessment score. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Proof of qualification.

388. Continuing Education. As Ms. Rivera protected trust and accurate communication, William paused to name what was happening. Ongoing formal learning used to maintain and expand professional knowledge and skill. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Keep learning after training.

389. Professional Development Plan. During a consultation with the educational team, the school-day event gave the term a practical meaning. A written plan identifying goals, learning activities, resources, and timelines for growth. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A roadmap for improvement.

390. Preparation Time. As the interpreter reflected on competence, health, and continued growth, the team relied on this principle. Scheduled time for reviewing lessons, vocabulary, materials, goals, and logistics before interpreting. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Prepare before the message arrives.

Classroom Interpreting Tip: Avoid unnecessary simplification; render concepts accurately in natural target-language structure.

Chapter 8 - Professionalism, Ethics, and Roles

2:05 P.M. - Professional Decisions and Teamwork. When concern for student safety arises, ethical duties and school reporting procedures guide the response.

391. In-Service Training. During Ms. Rivera's professional decision-making late in the day, Ms. Rivera asked William to explain the idea back to her. Training provided to school staff about interpreting, access, roles, or Deaf education needs. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Teach the team how access works.

392. Supervision. When a staff request tested the limits of the interpreter's role, the term helped organize what William was seeing and learning. Professional oversight, guidance, evaluation, and support from an appropriate supervisor. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Guidance from responsible leadership.

393. Mentorship. As Ms. Rivera protected trust and accurate communication, William saw this concept in action. A developmental relationship in which an experienced practitioner supports another's growth. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Learn with an experienced guide.

394. Collegiality. During a consultation with the educational team, Ms. Rivera connected the moment to this idea: Respectful cooperation, communication, and shared problem-solving among professional peers. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Work well with colleagues.

395. Self-Care. As the interpreter reflected on competence, health, and continued growth, the situation illustrated the concept clearly. Practices that protect physical, cognitive, and psychological health and sustain professional performance. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Protect the interpreter's capacity.

Classroom Interpreting Tip: Document objective observations, not diagnoses, motives, or unsupported conclusions.

Chapter 8 - Professionalism, Ethics, and Roles

2:05 P.M. - Professional Decisions and Teamwork. Later in the day, Ms. Rivera faces decisions involving confidentiality, impartiality, role boundaries, and access advocacy.

396. Repetitive Motion Injury. During Ms. Rivera's professional decision-making late in the day, William paused to name what was happening. Musculoskeletal injury caused or worsened by repeated movement, posture, or overuse. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Repeated motion can injure.

397. Cognitive Fatigue. When a staff request tested the limits of the interpreter's role, the school-day event gave the term a practical meaning. Reduced attention, processing, and decision quality after prolonged mental effort. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** The interpreting brain gets tired.

398. Mandated Reporter. As Ms. Rivera protected trust and accurate communication, the team relied on this principle. A professional legally required to report reasonable suspicion of child abuse or neglect through required channels. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Suspect abuse: report properly.

399. Documentation. During a consultation with the educational team, Ms. Rivera asked William to explain the idea back to her. Accurate, objective records of professional activities or relevant observations within policy and role limits. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Write facts, not opinions.

400. Professional Visibility. As the interpreter reflected on competence, health, and continued growth, the term helped organize what William was seeing and learning. Clothing, contrast, lighting, and presentation choices that make signing clear and appropriate. Ms. Rivera used the concept to protect accuracy, dignity, trust, and appropriate professional boundaries. **Memory cue:** Look professional and visually readable.

Classroom Interpreting Tip: Respect student autonomy by allowing the student to ask questions, make choices, and communicate independently.

Chapter 9 - Technology and Medical Aspects of Deafness

2:40 P.M. - Technology Lab and Emergency Drill. In the technology lab, William compares hearing devices, captioning systems, relay options, and visual alerting technology.

401. Audiogram. During the technology laboratory, William saw this concept in action. A graph showing hearing thresholds across frequencies for each ear. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A picture of hearing levels.

402. Decibel. As William compared devices and communication systems, Ms. Rivera connected the moment to this idea: A unit used to describe sound intensity or hearing level. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** How loud.

403. Hertz. While the audiologist explained hearing and access, the situation illustrated the concept clearly. A unit measuring sound frequency in cycles per second. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** How high or low the pitch.

404. Conductive Hearing Loss. When the class tested communication in noise and at a distance, William paused to name what was happening. Hearing loss caused by problems in the outer or middle ear that reduce sound transmission. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Sound is blocked before the inner ear.

405. Sensorineural Hearing Loss. During the emergency drill at the end of the day, the school-day event gave the term a practical meaning. Hearing loss involving the inner ear or auditory nerve, often affecting clarity as well as loudness. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Inner ear or nerve involvement.

Classroom Interpreting Tip: Obtain lesson materials and vocabulary early; preparation improves accuracy and reduces cognitive overload.

Chapter 9 - Technology and Medical Aspects of Deafness

2:40 P.M. - Technology Lab and Emergency Drill. The team remembers that a device is useful only when it provides effective access in the actual environment.

406. Mixed Hearing Loss. During the technology laboratory, the team relied on this principle. A combination of conductive and sensorineural hearing loss. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Two types together.

407. Unilateral Hearing Loss. As William compared devices and communication systems, Ms. Rivera asked William to explain the idea back to her. Hearing loss affecting one ear. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** One ear.

408. Bilateral Hearing Loss. While the audiologist explained hearing and access, the term helped organize what William was seeing and learning. Hearing loss affecting both ears. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier.

Memory cue: Both ears.

409. Hearing Aid. When the class tested communication in noise and at a distance, William saw this concept in action. A device that amplifies and processes sound but does not restore normal hearing. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Amplifies usable sound.

410. Cochlear Implant. During the emergency drill at the end of the day, Ms. Rivera connected the moment to this idea: An implanted electronic system that directly stimulates the auditory nerve after processing sound. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Electrical access to sound.

Classroom Interpreting Tip: Position near the speaker and visual materials without blocking either one.

Chapter 9 - Technology and Medical Aspects of Deafness

2:40 P.M. - Technology Lab and Emergency Drill. A group discussion shows why microphone placement, speaker changes, noise, and sightlines matter as much as equipment settings.

411. Bone-Anchored Hearing System. During the technology laboratory, the situation illustrated the concept clearly. A device transmitting sound through bone conduction to the inner ear. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Sound travels through bone.

412. Assistive Listening Device. As William compared devices and communication systems, William paused to name what was happening. Technology that improves access to a desired sound by reducing distance, noise, or reverberation. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Bring the sound closer.

413. FM or DM System. While the audiologist explained hearing and access, the school-day event gave the term a practical meaning. A wireless system sending a speaker's microphone signal directly to the listener's receiver or hearing device. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Teacher's voice goes directly to the student.

414. Remote Microphone. When the class tested communication in noise and at a distance, the team relied on this principle. A microphone placed near the speaker that transmits the voice to a hearing device or receiver. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Move the microphone to the talker.

415. Sound-Field System. During the emergency drill at the end of the day, Ms. Rivera asked William to explain the idea back to her. A classroom amplification system distributing the teacher's voice through speakers for the room. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Amplify for the whole classroom.

Classroom Interpreting Tip: Ask the teacher to pause between spoken explanation and visual demonstration so the student can see both.

Chapter 9 - Technology and Medical Aspects of Deafness

2:40 P.M. - Technology Lab and Emergency Drill. During an emergency drill, visual alarms and clear interpreter positioning provide independent and immediate access.

416. CART. During the technology laboratory, the term helped organize what William was seeing and learning. Communication Access Realtime Translation, producing near-verbatim real-time text from spoken language. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Live near-verbatim captions.

417. C-Print. As William compared devices and communication systems, William saw this concept in action. A meaning-based speech-to-text service producing edited real-time notes and text. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Meaning-based classroom text.

418. TypeWell. While the audiologist explained hearing and access, Ms. Rivera connected the moment to this idea: A meaning-for-meaning real-time transcription system using specialized software and training. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Condensed real-time transcription.

419. VRS. When the class tested communication in noise and at a distance, the situation illustrated the concept clearly. Video Relay Service, allowing a sign-language user and telephone user in different locations to communicate through a remote interpreter. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Video call through an interpreter.

420. VRI. During the emergency drill at the end of the day, William paused to name what was happening. Video Remote Interpreting, using a remote interpreter by video when participants are typically at the same site. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Remote interpreter for the room.

Classroom Interpreting Tip: Preserve speaker identity, tone, affect, register, and intent - not only the words.

Chapter 9 - Technology and Medical Aspects of Deafness

2:40 P.M. - Technology Lab and Emergency Drill. William finishes the day by choosing technology according to the task, his communication preferences, and the setting.

421. Relay Service. During the technology laboratory, the school-day event gave the term a practical meaning. A telecommunications service connecting people who use different telephone communication modes. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** A bridge between telephone modes.

422. TTY. As William compared devices and communication systems, the team relied on this principle. A text telephone device used to type messages over a telephone connection. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Typed telephone communication.

423. Voice Carryover. While the audiologist explained hearing and access, Ms. Rivera asked William to explain the idea back to her. A relay option allowing a Deaf or hard-of-hearing person to speak directly and read the other person's response. William identified the concept in the interaction, then described how it affected communication or learning. **Memory cue:** Use your voice, read the reply.

424. Alerting Device. When the class tested communication in noise and at a distance, the term helped organize what William was seeing and learning. A device using light, vibration, or other signals for alarms, doorbells, phones, or environmental sounds. The team connected the concept to William's real access rather than assuming that a device automatically solved every barrier. **Memory cue:** Sound becomes light or vibration.

425. Flashing Fire Alarm. During the emergency drill at the end of the day, William saw this concept in action. A visual emergency alarm providing independent access to fire warnings. The moment gave William a concrete school-based example, and Ms. Rivera checked that he could explain it in his own words. **Memory cue:** Emergency warning by light.

Classroom Interpreting Tip: Use enough processing time to understand the message before producing the interpretation.

EIPA

KNOWLEDGE BASE

EDUCATIONAL INTERPRETING STUDY GUIDE



KNOWLEDGE



DEAF CULTURE



LAW



ENGLISH



INTERPRETING



LINGUISTICS



LITERACY



TECHNOLOGY



PROFESSIONALISM

425 TERMS • DEAF CULTURE • LAW • ENGLISH • INTERPRETING •
LINGUISTICS • LITERACY • PROFESSIONALISM • TECHNOLOGY

WILLIAM CRUZ

YOUR COMPLETE RESOURCE FOR EIPA SUCCESS

The EIPA Knowledge Base is your all-in-one study guide designed to help you master the knowledge, concepts, and skills required to excel on the EIPA Written Exam and in the classroom.

- ✓ 425 carefully defined terms
- ✓ Deaf culture, laws, ethics, and professionalism
- ✓ Interpreting strategies and classroom scenarios
- ✓ ASL linguistics, English grammar, and literacy
- ✓ Study tips, memory tools, and real-world application

KNOWLEDGE. SKILLS. ETHICS.
PROFESSIONAL EXCELLENCE.



ASLonZoom.com

EIPA KNOWLEDGE BASE

WILLIAM CRUZ

ABOUT THE AUTHOR



William Cruz is a seasoned Educational Interpreter with nearly 30 years of experience serving Deaf and Hard of Hearing students in K-12 education.

He is EIPA Performance Certified (3.8), a RID member, and the owner of William Cruz LLC, ASL on Zoom, and Somar Interpreting.

William is passionate about education, access, and empowering interpreters to deliver excellence in every setting.

“

Education is the bridge to opportunity.
Interpreting is the key to access.
Excellence is the standard we deliver.

”

