

SPED, Student Support Services  
Interpreting Services Techniques

Technique	Definition	Examples
Contrasting	Provides two opposite ideas or juxtaposing.	Example: inside recess or outside recess, lunch options, or idioms- when it rains, it pours.
Couching	Add background or contextual information to clarify a concept.	Example: The flower turned green because of food coloring, you are the line leader so you stand in the front, the dog barked because he was hungry, she is happy because she finished her classwork, the line is long because of all the good snacks at the concessions stand ...etc.
Describe, Then Do	Take on the role of enacting or report the action.	Example: the teacher asks the students to use the blue pen; I will then also take out a blue pen and describe what I am doing to reinforce the language.
Echo Talk	Attaching words to the student's gestures.	Example: the flag is waving in the wind, the man is tall, let us go talk to the teacher, ok I will sit down, thank you for being so helpful.
Expansion	Adding words to the student's statement to form a complete sentence.	Example: I need a Kleenex, Can I go to that group, I have a new pet.
Explain by Example	Provide a list of examples (use representatives to convey a category).	Example: Food Nouns- apple, cheese, bread, meat, etc.

Faceting	Use several different words sequentially (manual or verbal) to express a single concept.	Example: Adjectives and/or adverbs- red car, quickly ran, loud room.
Filling In	Leave out/ omit key words for the student to fill in. Effective when used with sing song prosody	Example: This is where we [sit], the elephant is [laughing], the math problem is in [expanded] form.
Input/ Output	Ongoing monitoring.	Example: The teacher, smart board, mics, speakers, sightline, student comprehension, etc.
Obstacles	Be “purposefully obstructive” to activate and check for listening comprehension.	Example, it is rainy- when it is sunny. It is hot- when it is cold. I like that color red- when it is blue. I am standing- when we are supposed to be sitting. I am writing the number 9- when it is supposed to be the number 6. Response time should be quick and exaggerated- Ohhh... it's ____.
Parallel Talk	Describing what the student is doing while they are in action (manual or verbal).	Example: It is time to stand and say the pledge, Writing, Walking, Counting, Listening, Answering.
Parameters	Monitoring accuracy with use of Linguistic Parameters:	Example: Handshape, Palm Orientation, Location, Movement, Non-Manuals, Fluency, Prosody, and/or Pronunciation.
Recasting	Adding or correcting information in conversational style.	Example: [I am excited to go] camp, [It is time to go to the] library.
Reiterating	Vocabulary or phrases (manual or verbal) repeated exactly the same way they were initially stated.	Example: emphasize, clarify, heighten, and specify concepts.
Repetition	Repeating a mispronounced word or phrase in the correct way	Example: Manual- any new signed vocabulary and beginner signs books, family, people, more, sleep, etc... Verbal-

	(manual or verbal) *without requiring the student to repeat.	Amblance (ambulance), Aminal (animal), Babbit (rabbit), Pasgetti (spaghetti), etc.
Restatement	Restating information from the speaker during downtime.	Example: directions, key vocab, events, announcements, transitions, names.
Self/ Info Talk	Describing what you are doing and thinking aloud.	Example: I need a pencil, I forgot my ID, I am walking to my spot, Add 2 plus 2 it equals 4.
Spot Checking	Monitoring and deciphering which technique to utilize.	Example: sight line access, sound access, comprehension, connections, language processing, etc.
3D Space	Utilizing space to support discourse.	Example: Referential Space, Topographical Space, Spatial Mapping, Descriptive Discourse.
<b>Last updated: April 2020</b>		