



# **BEST PRACTICE FOR SPECIAL NEEDS!**

**DEAF  
STUDENTS**

## **IMPORTANT**

**-KNOWING MORE ABOUT THE  
DISABILITY.**

**-ROLE OF  
INTERPRETER:FACILITATE  
COMMUNICATION**

**-INTERNSHIP IN COMPANY:**



**\*SIGN LANGUAGE FROM  
SENDING COUNTRY**

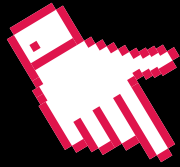


**\*LANGUAGE FROM HOSTING  
COUNTRY**



**\*TECHNICAL VOCABULARY  
FROM AREA**

**INTERPRETERS  
COMPETENCES**



## **IMPORTANT**

**-NOT TO DEPEND ON OTHER PEOPLE.**

**-ROLE OF INTERPRETER DURING WORK TIME**

**-ROLE OF INTERPRETER DURING FREE TIME**

**STUDENTS  
AUTONOMY**

**-WHILE WRITING THE PROJECT.**

**-WHILE PROJECT DISSEMINATION**

**-SELECTION OF PARTICIPANTS AND INTERVIEWS**

**-PREDEPARTURE AND ON ARRIVAL TRAININGS**

**-OLS: LINGUISTIC SUPPORT AND LANGUAGE CLASSES**

**-FINAL REPORTS**

**PARTICIPATION**

**-NUMBER OF INTERPRETERS PER GROUP: 6 FOR 25 STUDENTS**

**-NUMBER OF INTERPRETERS WHO SPEAK ENGLISH: 2 OUT OF 6**

**-NUMBER OF INTERPRETERS WHO SPEAKS SPANISH: 0**

**-25 STUDENTS TOTAL: COCHLEAR IMPLANT (NOT WORKING FOR MOST) AND 2 WITH MENTAL DISABILITY.**

**EXPECTATIONS  
VS.  
REALITY**





**-INCLUSION: IN AND WITH OTHER COUNTRY**

**-ROLE OF INTERPRETER: IS A TUTOR? IS A SUPERNANNY? IS A SUPERHERO?**

**-OVERCOME BARRIERS.**



**MAIN OBJECTIVE**