

Intervener

Michigan Job Description

Position: Intervener for Student who is DeafBlind

Summary: DeafBlindness is primarily a disability of access. Many students who are DeafBlind require extensive and novel modifications to an existing educational model. The child must have continual access to information that is otherwise not available, in order to provide equal access. The services of an intervener are used to individualize the process. An intervener serves as a bridge to the world for a child who is DeafBlind, which allows the student to develop a sense of trust and security that will enable her/him to learn.

Qualifications: Have a High School Diploma or GED. Be proficient in the mode(s) of communication or language used by the student. Have experience with and/or desire to work with students who are DeafBlind. Be willing to participate in ongoing, approved training processes in the area of deafblindness. Must believe in and respect the capabilities of people who are DeafBlind. The interveners skills and competencies must match the needs of the student (e.g. a student who signs may need an interpreter who is specially trained as an intervener).

Reports to: Classroom teacher, special education supervisor, or appropriate administrative staff. [*Varies by district].

Supervises: None

Responsibilities: The Intervener will be knowledgeable in a variety of techniques to be used to support a student with combined vision and hearing losses to make progress in the general curriculum as much as possible. Additionally, the Intervener will provide the student with appropriate communication strategies to foster self-expression and independence.

Specific Duties: The Intervener's specific duties will be individualized according to the needs of the student and the profile of the current educational placement. Typically, duties may include:

- Developing a sense of trust and security.
- Facilitating interaction, communication and the transmission of information per the student's needs, as identified by the Individualized Education Plan (IEP) Team, requiring a proficiency in the mode(s) or communication or language used by the student.
- Working as part of a transdisciplinary team to implement the student's IEP.
- Following the student's IEP and the modifications and instructional techniques recommended by related service staff.
- Creating, modifying, or obtaining instructional, experiential learning, or Assistive Technology (AT) materials, as needed.
- Accompanying and supporting the student across all environments for all school-sponsored activities.
- Fostering independence and internal motivation.
- Fostering social interactions and peer relationships.

- Meeting the physical needs of the student, including tactile sign language, sighted guide, assistance with toileting, dressing, feeding, etc., based on the individual needs of the student.
- Working with the teacher to maintain communication between home and school, as needed and determined by the team.
- Participating in IEP meetings and student staffing meetings, as needed.
- Participating in the assessment of the student and in the preparation of IEPs, progress reports, behavior plans, data collection, and other documentation for program monitoring
- Participating in site-based, regional, statewide, or national training in the area of deafblindness, as available.
- Working to attain proficiency in all items listed on the "Competencies for Training Interveners to Work with Children and Students with Deafblindness" (Alsop, 2004).
- Strive for national intervener certification/credential.
- Serving as a resource to other staff on issues related to deafblindness.
- Visiting or providing instruction in the student's home, as deemed appropriate by the IEP/IFSP Team.
- Other duties, as assigned/determined by the IEP/IFSP Team, or members thereof.

The Intervener Should:

- Be able to work in close physical proximity to students while frequently using touch to communicate with and instruct students who are primarily tactile learners.
- Follow the Intervener Code of Ethics (See Interveners in the Classroom Guidelines for Teams Working with Students Who Are Deafblind, pp. 31-34.).
- Demonstrate emotional maturity, stability, frustration tolerance, and the ability to perform under stress.
- Show ability to exercise good judgment, cooperation, tact, and discretion in dealing with the student, family, and others.
- Show interest in developing additional knowledge and skills.
- Follow team decisions, established policies and procedures, and designated lines of communication and authority.
- Work under the direction of the teacher.

1/13/12

This document was developed by Beth Kennedy (DeafBlind Central: Michigan's Training and Resource Project), John Miller (Gratiot Isabella RESD), Nancy Mosher (Michigan Department of Education Low Incidence Outreach), Deb Belavek (Bloomfield Hills Deaf and Hard of Hearing Program), Dragan Jaksic (Communication Access Center), and Cecilia Winkler (Michigan School for the Deaf). It is based on materials published by the Texas School for the Blind and Visually Impaired. It has been reviewed by Linda Alsop (SKI HI, Utah State University), Carolyn Monaco (George Brown University), and Barbara McLetchie (international consultant).