

DEAF/BLIND INTERVENOR

CLASS CONCEPT

Deaf/Blind Intervenors are independently responsible for providing one-to-one support on an ongoing basis with a child or young person who is deaf and blind. They provide the deaf blind individual access to their environment. The work performed includes assisting the deaf blind resource teacher in implementing and documenting Individual Education Plans (IEP) and residential program goals with the students; working with the student on a daily basis to teach them their daily routines and activities; using tactual sign language or one-on-one interpreter for sign language that will provide a communications link between the student and their surroundings to facilitate learning; developing communications skills as appropriate to the students; and work on a team in developing IEP and/or residential program goals. Intervenors use touch cues, object cues, assistive technology, and other modes of communication have been used in the past such as alphabet gloves and printing on palm but most deaf blind individuals rely on tactual sign or having an individual interpreter at close range. Employees are responsible for determining the best methods of implementing and carrying out student's goals. Decisions made by the Intervenor could have an adverse affect on the student (e.g. physical injury, failing to receive information, inhibiting the development of language, etc.) therefore; the intervener must receive training and have knowledge of how to work with deaf/blind individuals. Employees have contact with students and their families and with the faculty and staff (e.g. psychologists, physicians, etc.) of the school. The contact is for the purpose of providing the students information that they cannot access through their eyes or ears; to provide the families information relating to the students and to allow the families to communicate with the students while at home; and to discuss the individual students' educational plans and their specific needs.

SUPERVISORY/MANAGERIAL FUNCTIONS

This classification does not have administrative or supervisory responsibilities.

RECRUITMENT STANDARDS

Knowledge, Skills, and Abilities

Comprehensive knowledge of deaf/blindness, knowledge of Intervention theory as it relates to deaf/blind individuals, and knowledge of the various sign languages and tools needed to communicate with deaf/blind students.

Minimum Training and Experience Requirements

Completion of an associate degree in early childhood education or in a human services area and three years of deaf/blind intervention experience; or high school and five years of deaf/blind intervention experience; or an equivalent combination of training and experience.

Minimum Training and Experience for a Trainee Appointment

Completion of an associate degree in early childhood education or in a human services area; or high school and two years of experience working with the deaf/blind or deaf or blind population in an instructional or residential setting; or an equivalent combination of training and experience.

All degrees must be received from appropriately accredited institutions.

Special Note

This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions, but may not be applicable to all positions.