

# DeafBlind Intervener I

Salary Grade TBD

## **Nature Of Work**

An employee in this class would be responsible for providing one-on-one support to a learner who is DeafBlind. The Intervener works under the direction of the classroom teacher and participates as an educational team member in developing and implementing the learner's Individualized Education Program (IEP).\*

DeafBlindness means hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

\*This classification should not be used in lieu of an Educational Interpreter classification or a Paraprofessional classification.

## **Illustrative Examples of Work**

### **Academic and Concept Development**

- Provide one-on-one intervention to learners with DeafBlindness
- Facilitate the development of concepts
- Provide appropriate pacing to activities to allow for auditory and visual access to the educational environment
- Facilitate the learner's participation in class routines and activities
- Create activities and experiences to complement instructional program and IEP goals
- Provide assistance to staff in teaching academics, daily living, and social skills
- Facilitate and/or assist in providing direct learner experiences
- Facilitate and/or assist the individual's use of touch for learning and interaction
- Implement strategies to promote sensory integration
- Utilize strategies for travel as directed by Orientation and Mobility Specialist
- Facilitate the development of language and literacy skills

### **Access to Auditory and Visual Information**

- Provide consistent access to instruction and environmental information usually gained by students through vision and hearing

- Provide information so that the learner can anticipate what is happening before, during, and after an event
- Adapt instructional materials and learning environment for auditory and/or visual needs, as directed

### **Social and Emotional Well-Being**

- Support the development and maintenance of trusting, interactive relationships that promote social and emotional well-being
- Provide support to increase social connections and participation in activities
- Provide a bridge between the learner and their school-wide environment

### **Communication and Language**

- Assist and/or provide access in the development and use of receptive and expressive communication skills
- Support communication between the learner and others within the school environment
- Demonstrate proficiency in the assigned learner's communication methods and strategies
- Recognize and respond to the learner's attempted communicative behavior intent
- Implement strategies to enhance and expand the learner's language and communication skills

### **Educational Teaming**

- Participate and collaborate as an active member of the learner's educational team
- Attend regularly scheduled team meetings with the teacher and other service providers
- Work under the direction of the classroom teacher and other professionals responsible for the learner's IEP
- Participate in learner's IEP Team meeting to provide information about communication abilities and access needs

### **Knowledge, Skills, and Abilities**

- Participate in ongoing training related to DeafBlindness
- Skills necessary to meet unique communication needs of individual learner
- Understanding of the Council for Exceptional Children (CEC) Intervener standards
- Knowledge in DeafBlindness and the impact of a dual sensory loss on learning for learners with DeafBlindness

- Understanding of the learner’s individual communication methods and strategies
- Comfortable working in close physical proximity to learners while frequently using touch to communicate with and instruct primarily tactile learners
- Ability to work as part of the Individualized Education Program team

### **Suggested Training and Experience**

High school diploma or equivalent. Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position, such as specialized training in DeafBlindness, training in the learner’s individual communication systems, experience with and/or desire to work with learners with sensory impairments, and participation in ongoing training related to DeafBlindness. Please refer to the Exceptional Children Division page on the NC Department of Public Instruction website for a list of specialized training programs in DeafBlindness.

This specification has been designed to represent the general nature and level of work found in positions in this class. As such, it is not intended to contain all of the duties and qualifications required of an employee in a single position (job). Consequently, it is not to be perceived as a position (job) description or as identification of essential functions as required by the Americans with Disabilities Act.