



# CANNON VALLEY Special Education Cooperative

## Intervener 2 POSITION DESCRIPTION

### SECTION I: GENERAL INFORMATION

**Position Title:**  
Intervener 2

**Immediate Supervisor's Position Title:**  
Program Supervisor

**Job Summary:** An intervener is a staff position designated to provide direct support to a student with DeafBlindness under the supervision of a certificated Special Education teacher for all or part of the instructional day as determined by the student's Individual Educational Plan (IEP). The decision to designate an intervener is based on the level of support needed by a student to participate effectively in his/her/their instructional environment(s) as described by the IEP. The intervener works collaboratively with a variety of direct service providers and consultants including: teachers of children with hearing impairments, visual impairments, or severe disabilities; speech therapists; occupational and physical therapists; orientation and mobility instructors; and other professionals and Educational Assistants. The intervener is not a replacement for a certificated Special Education teacher, and must always be working under the guidance and supervision of a student's certificated Special Education teacher.

Responsibilities may include preparing educational materials and adapting them to facilitate learning; accompanying students and providing communication support; checking assistive equipment to ensure proper functioning; and providing various daily care.

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility No:</b>	<b>1</b>	<b>Statement of duty/responsibility:</b> The Intervener's specific duties will be individualized according to the needs of the child and the profile of the current educational placement.
<b>Percent of Time:</b>	<b>90</b>	

#### Tasks involved in fulfilling above duty/responsibility:

- Becoming proficient in students' individual communication methods and strategies.
- Accompanying and supporting students during community-based instruction and leisure activities during the school day.
- Assisting teachers by determining applicable instructional approaches to use to engage students in independent work; and customizing the communication of the materials to the DeafBlind students to optimize the learning opportunity.
- Providing personal care support (including toileting and feed support) to students as needed.
- Maintaining documentation about the students for meeting and record keeping; participating in planning and feedback meetings.
- Coordinating with the teacher in the monitoring of supplies and equipment for DeafBlind students.
- Assisting the teacher in preparing instructional and supplementary materials for the DeafBlind student.
- 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.

- Attending building and department staff meetings and in-service workshops as requested.
- Providing visual and auditory information to DeafBlind students that are unable to access this information due to dual sensory impairment. Assess communication needs of the parties to determine the appropriate methods of sign language to bridge the gap between students and educational staff.
- Guiding the student through activities and hands on exploration of materials as appropriate. Providing access to information, environments and materials for students who may otherwise be unable to access or understand due to sensory impairments. Modifying lessons as needed for students and as specified in the IEP under the direction of licensed staff.
- Reporting to teacher any significant behavioral or academic concerns, including physical environment. Monitor students' grades, understanding of interpretations, behavior and report to teacher.
- Maintaining a daily log of student assignments and behavior.
- Preparing for intervening by reviewing and researching classroom materials, texts, videos, etc. Assistng teacher in planning accessible activities.
- Monitoring the use and upkeep of assistive technology.

<b>Duty/Responsibility No:</b>	<b>2</b>	<b>Statement of duty/responsibility:</b>  The Intervener performs related duties consistent with the scope of the position.
<b>Percent of Time:</b>	<b>10</b>	

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

**EDUCATION/KNOWLEDGE REQUIREMENT:** Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

<b>REQUIRED EDUCATION/TRAINING</b> (choose one)	<b>DEGREE INFORMATION:</b>  Associate's degree in sign language, interpreting or transliterating, or equivalent education and experience. 6-12 months experience working with DeafBlind individuals, preferred.  The completion of an intervener's training program and an additional year of qualifying work experience may substitute for the Associate's degree requirement.  Must be fluent in ASL.
<b>Less than high school diploma</b>	
<b>X High school diploma or GED</b>	<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Fluent in ASL.</li> <li>• Knowledge of working with DeafBlind students; general knowledge of a variety of classroom subjects and ability to adapt to a variety of</li> </ul>
<b>1 year of college</b>	

	<b>2 years of college</b>	<p>learning settings is necessary. Understands impact dual sensory impairment on child's education. Strong communication skills.</p> <ul style="list-style-type: none"> <li>● America Sign Language, English and tactile language skills.</li> <li>● Knowledge of adaptive techniques such as tactile, raised print, picture symbols, braille.</li> <li>● Knowledge of applicable tools, specialized equipment, techniques, methods and materials.</li> <li>● Understanding of DeafBlind and the culture awareness needed to support those students.</li> <li>● Ability to keep accurate records.</li> </ul>
	<b>3 years of college</b>	
	<b>4 years of college</b>	
	<b>1st year graduate level</b>	
	<b>2nd year graduate level</b>	
	<b>Doctorate level</b>	

**Required Work Experience in Addition to Formal Education/Training:**

**Required Experience:** One (1) year of related work experience with students with sensory impairments.

<b>LICENSE/ CERTIFICATION</b>	<p><b>Identify licenses/certification required upon hiring:</b>  Certification by the Registry of Interpreters for the Deaf, Inc., and/or National Association of the Deaf Certification is desirable, but not required.</p>
-----------------------------------	--

<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>	<p><b>Skilled in:</b></p> <ul style="list-style-type: none"> <li>● Functional knowledge of subject matter.</li> <li>● Must be able to relate effectively with students, parents, district staff, and the public in a multicultural community.</li> <li>● Ability to maintain confidentiality of information and records.</li> <li>● Communicate effectively orally and in writing.</li> <li>● Maintain composure in stressful situations; be flexible; recognize and adjust to different cultural backgrounds.</li> <li>● Be comfortable working in close physical proximity to students while frequently using touch to communicate with and instruct students who are primarily tactile learners.</li> <li>● Show ability to exercise good judgment, cooperation, tact, and discretion in dealing with the student, family, and others.</li> <li>● Show interest in developing additional knowledge and skills.</li> <li>● Follow team decisions, established policies and procedures, and designated lines of communication and authority.</li> <li>● Ability is required to test hearing aids, FM equipment.</li> <li>● Ability to operate a text telephone, closed captioned equipment, and assistive listening technology.</li> </ul>
--	---

<b>HAZARDOUS WORKING CONDITIONS:</b> The essential duties of the work are performed under various physical hazards or environmental conditions noted.	Required to work in a school setting, including: participation in community activities; working with a wide range of student performance and behavior, dependent upon each student's level of academic and communication skills. Required to lift, sit, stand, walk, reach, bend, and squat to work with, move, and/or reposition students. Potentially exposed to ordinary infectious diseases carried by students. May occasionally or regularly deal with distraught or difficult students. May be required to change soiled clothing, and may be exposed to student bodily fluids and serious infectious diseases carried by students. Must be willing to participate in ongoing training in the area of DeafBlindness.
--	---

<b>PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities</b>				
<b>Employee is required to:</b>	<b>Never</b>	<b>1-33% Occasionally</b>	<b>34 - 66% Frequently</b>	<b>66 - 100% Continuously</b>
<b>Stand</b>			<b>X</b>	
<b>Walk</b>			<b>X</b>	
<b>Sit</b>			<b>X</b>	
<b>Use hands dexterously</b>				<b>X</b>
<b>Reach with hands and arms</b>				<b>X</b>
<b>climb or balance</b>		<b>X</b>		
<b>Stoop/kneel/crouch or crawl</b>		<b>X</b>		
<b>Talk or hear</b>				<b>X</b>
<b>Taste or smell</b>		<b>X</b>		
<b>Lift &amp; Carry-up to 10 pounds</b>			<b>X</b>	
<b>Lift &amp; Carry-up to 25 pounds</b>			<b>X</b>	
<b>Lift &amp; Carry-up to 50 pounds</b>	<b>X</b>			
<b>Lift &amp; Carry-up to 75 pounds</b>	<b>X</b>			
<b>Lift &amp; Carry-up to 100 pounds</b>	<b>X</b>			
<b>Lift &amp; Carry &gt; 100 pounds</b>	<b>X</b>			

The above statements are intended to describe the general nature and work being performed by the employee assigned to the position. They are not construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

The Cannon Valley Special Education Cooperative is an equal opportunity employer. In compliance with the Americans with Disabilities Act (ADA), the Cooperative will provide reasonable accommodations to qualify individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the Cooperative when necessary.