



Texas School for the Blind and Visually Impaired Outreach Programs

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The Intervener's Role - Facilitation Questions for the Proficient Communicator

1. How do you effectively detect, gather, and/or prioritize information from communication partners and the surrounding environment?
 - a. When people talk, they are naturally making facial expressions that convey different emotions; surprise, confusion, questioning, annoyance, etc. Do you notice those facial expressions or is it helpful for someone to describe them to you?
 - b. How close do you prefer to stand next to the people that you are communicating with in order to have a conversation?
 - c. Is it helpful when someone points out things in the environment to direct your attention to? What are some of the things you like pointed out to you?
 - d. Is it helpful when classroom content is presented with the main points highlighted? Does this mean physically highlighted? A conversation in the hallway?

2. How do you reliably gather information that is presented at a distance?
 - a. Do you find it helpful when the classroom layout is described to you; including if peers are having a conversation, when someone enters a room, etc?
 - b. When the teacher points to something in the classroom and says, "Look at THIS", is it helpful for someone to describe what the "THIS" is?
 - c. At what distance do you usually stand to get visual information?

3. How do you follow discussions in a group instructional setting?
 - a. Do you prefer to take your own notes during class discussions, follow along with pre-written notes, or listen and have notes shared with you at a later time?
 - b. Are you comfortable asking the teacher to pause instruction if you are needing clarification?
 - c. When multiple students are calling out answers or contributing to a class discussion, is it helpful for someone to point out who is talking?
 - d. Do you prefer smaller group discussions and do you have a preference of where to sit to most successfully follow a discussion?

4. What equipment do you use and how do you (use it to) keep up with the pace of instruction?
 - a. Do you need to switch between your devices during instruction?
 - b. Do you use different devices for different classes?
 - c. Where do your devices get stored and who helps troubleshoot issues when the devices break or act crazy?

5. How do you orient yourself and/or travel to different learning environments?
 - a. Do you find it helpful to preview a new space and have multiple opportunities to explore it before navigating on your own?

6. What type of individual intervention is helpful to support your learning?
 - a. How will you signal your intervener when there is classroom content you would like clarification or more information on?
 - b. What positioning is best for this? Where would you prefer the intervener to be positioned in relation to you in order to alert to this request?
 - c. When should this clarification and/or additional information be provided?

7. What types of strategies are helpful in supporting your time management, stress management, and overall feelings of success?
 - a. Do you ever feel stressed out by the demands of school work? How do you handle that?
 - b. Do you request more time, if needed, to complete work?
 - c. How do you indicate when you want a break?

8. Describe your social connections with peers. How does this differ when forming new relationships? How can the intervener help support your relationship building with both peers and staff?
 - a. Do you participate in clubs on campus?
 - b. Are you in extracurricular activities? If not, would you like to?

9. Do you find that there are some concepts that sighted/hearing peers gain incidentally, where you have needed more direct teaching to have access to? How can the intervener help identify those concepts?

- a. If there are activities occurring outside of your visual/hearing range, would you find it beneficial to get a basic description of what is happening?
 - b. A lot of social cues are learned by watching how other people interact in public. Would it be helpful to get a description of those cues (e.g. facial expressions, body proximity and movements, etc.)?
10. Is there anything else you would like to share that we did not cover in the previous questions? Or is there anything that needs to be added to ensure equity of access for you?