TEXAS DEAFBLIND PROJECT

Intervener Job Description Example

JOB TITLE:
Deafblind Intervener

REPORTS TO:
Coordinator Special Ed

WAGE:
Nonexempt

PAY GRADE:
Para 3

PRIMARY PURPOSE:
The Intervener assists a student who has the eligibility of deafblind to actively participate in activities and provides a supportive and effective environment in which the student can learn. The intervener provides this service within the guidelines of the school, as set forth in its policies and procedures. The intervener works under the direction and supervision of the classroom teacher, and participates as a full education team member in supporting the development and implementation of the student's IEP.

QUALIFICATIONS:

Required:

- High School graduate or GED from an accredited institution
- Willingness to complete credentialing in the area of intervener for deafblind

Preferred:

- 60+ hours (or higher) from an accredited college or university
- One+ year experience with children with complex access needs
- Credentialling as an intervener for individuals who are deafblind

SPECIAL KNOWLEDGE/SKILLS:

- Ability to work well with children
- Ability to communicate effectively
- Ability to correspond (written and oral) in English and their home language

MAJOR RESPONSIBILITIES:

- Primary responsibility is to assist in providing support to a student with deafblindness during all or part of a school day as part of an educational team, and as indicated in the student's IEP
- Assist the teacher in the implementation of the student's IEP and the modifications and instructional techniques recommended by instructional and related service staff
- Becomes proficient in students' individual communication methods and strategies
- Assist students with physical needs and personal care including feeding, bathroom needs, and personal hygiene
- Assist students with physical disabilities according to their needs, including transferring to and from wheelchairs, lifting or positioning
- Assist the teacher in the preparation of instructional materials as needed
- Assist the teacher in supporting the student during community-based instruction
- Assist the teacher in visiting or providing instruction in the student's home as deemed appropriate by the IEP committee
- Assist the teacher in maintaining communication between home and school, and keeps a daily log of information about the student and his/her activities
- Participates in IEP meetings and student-staff meetings as needed
- Assists in the assessment of the student and in the preparation of IEPs, progress reports, behavior plans, data collection, and other documentation for program monitoring including records and reports required by Federal, State, or local laws/regulations
- Participates in site-based, regional, and statewide training in the area of deafblindness as well as training sessions related to the education of students with disabilities
- Collaborates in a team model on issues related to deafblindness
- Bill services to Medicaid and SHARS as necessary

- Maintain strict confidentiality regarding special education student information
- Perform all other duties as assigned

WORKING CONDITIONS:
The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

This position is funded by Federal/and or State grants, you understand that your employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable, your employment is subject to termination or nonrenewal, or reassignment as applicable.

Tools and Equipment Used: Standard office equipment including computer and peripherals; standard instructional equipment; other specialized and adaptive equipment used by students

Posture: Frequent standing; kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking and reaching

Lifting: Frequent light lifting and carrying (less than 15 pounds); Occasional heavy lifting (45 pounds or over) and positioning or students with physical disabilities, controlling behavior through physical restraint, assisting nonambulatory students, and lifting and moving adaptive and other classroom equipment

Environment: Work inside and outside (exposure to sun, heat, cold, and inclement weather); exposure to noise; exposure to biological hazards (bacteria, communicable diseases); occasional district-wide and statewide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

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