

Class Concept

Employees are responsible for one-to-one support to a student with deaf-blindness and facilitates a student's acclimation to his/his environment. The work performed is guided by the student's Individualized Education Plan (IEP) and residential program goals. Work includes assisting the teacher in implementing and documenting the IEP and residential program goals; teaching students their daily routine and activities; acclimating student to his/her surroundings; and utilizing the student's individual communication methods and strategies (sign language, tactile sign language, braille communicator, assistive technology devices and aides, among others). 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 effect on the student (e.g. physical injury, failing to receive information, inhibiting the development of language, etc.). Employees have contact with students and their families and with the faculty and staff (e.g. psychologists, physicians, etc.) of the school.

Recruitment Standards

Knowledge, Skills, and Abilities

- Working knowledge of intervention theory as it relates to deaf-blind individuals.
- Comprehensive knowledge of deaf-blindness.
- Skill in methods and strategies of communication specific to the needs of the student.
- Ability to use and maintain a variety of assistive technology.

Minimum Education and Experience

Associate's degree in early childhood education or a human services area from an appropriately accredited institution and three years of experience that provides the necessary skills to perform the job; or

High school or General Educational Development (GED) diploma and five years of related experience that provides the necessary skills to perform the job; or an equivalent combination of education and experience.