



POSITION MANAGEMENT GUIDE

<i>Title:</i>	Intervener	<i>Division Approval:</i>	11/30/2023
<i>Department:</i>	Student Services	<i>HR Approval:</i>	11/30/2023
<i>Reports to:</i>	Program Supervisor	<i>Board Approval:</i>	6/25/2024
		<i>Revised Date:</i>	2/18/2025

SUMMARY OF PURPOSE

The intervener plays a vital role in ensuring the educational success of deafblind students, serving as a crucial bridge for them to engage with the world. Functioning as a connector, the intervener facilitates the student's interactions by elucidating and exemplifying their unique communication system. Leveraging specialized training, interveners implement extensive modifications to communication methods and environmental access, fostering a secure and encouraging atmosphere for successful interactions. Collaboration with service providers, consultants, and parents is key to the intervener's role. Their mission is to support and cultivate effective learning environments tailored to the educational needs of deafblind students, aiding teachers in addressing communication, academic, social, and emotional requirements in both regular and special education settings.

ESSENTIAL REQUIREMENTS

- High school diploma or equivalent
- Associate degree in a related field preferred
- Minimum of one (1) year of experience working with children with sensory impairments, particularly vision or hearing loss preferred
- First Aide/CPR Certification, recommended
- Must have or obtain certification in LIU-approved crisis prevention program
- Must obtain highly qualified status within one year from date of hire
- Knowledge of assistive technologies and communication methods used in deaf-blind education
- Strong interpersonal and communication skills
- Patience, empathy, and a commitment to fostering an inclusive learning environment
- Ability to collaborate effectively with a multi-disciplinary team
- Must complete the LIU Intervener Certification Program
- Required to enroll in a LIU-recognized Intervener training program, module, or cohort upon hiring. Completion of the LIU-recognized Intervener training program, module, or cohort (e.g., Open Hands Open Access) with the submission and acceptance of the portfolio is expected within two years of the Intervener hire date.

ESSENTIAL FUNCTIONS

- Enroll in a LIU-recognized Intervener training program upon hiring and complete it within two years, including submitting and acceptance of portfolio.
- Collaborate with teachers, educational staff, and parents to support students with sensory impairments, particularly deaf-blindness.
- Facilitate independence and interdependence for students in performing tasks, solving problems, and advocating for themselves, using deaf-blind strategies in all settings.

*Title: Intervener
(Continued)*

- Adapt the environment (school, community-based, or instruction in the home) to allow students to participate in all or part of a school day as directed by the student IEP.
- Implement student IEP, deaf-blind instructional strategies, and environmental modifications recommended by service staff/IEP Team.
- Understand and address students' learning needs and communication methods.
- Work in close proximity to students, frequently using touch to communicate with and instruct primarily tactile learners.
- Create and modify instructional materials as recommended by the IEP Team.
- Consult, advise, and provide feedback to instructional staff on student needs, instructional strategies, and necessary modifications.
- Participate in IEPs, progress reports, behavior plans, data collection, medical assistance forms, school-based ACCESS billing, and other daily program/student monitoring documentation.
- Participate in ongoing training in the area of deaf-blindness.
- Serve as a resource to others on issues related to deaf-blindness.
- Supply appropriate prompting and reinforcement to support students' activities of daily living (e.g., toileting, grooming, eating/feeding, ambulation) and assist when needed.
- Monitor the incidence and prevalence of designated health problems or medical conditions (e.g., seizure precautions or extreme lethargy).
- Participate in regular staff meetings, if appropriate.
- Follow the direction of the classroom teacher and program supervisor.

DEPARTMENT/ORGANIZATION

- Keeps current with related technology and developments that impact the department and the organization.
- Makes decisions consistent with the LIU vision, mission and core values, establishes and maintains effective communication and positive relationships within the LIU, and fosters professional development of LIU staff.
- Contributes to the effective team management of all issues and opportunities within the LIU by modeling the qualities of an LIU Team member (being versatile, ethical, transparent, team-oriented, innovative, transformative, and collaborative; valuing each team member; and understanding the importance of customer service.)
- Understands organizational development and change principles and applies these principles to promote improvement within the Department.
- Performs other functions as assigned.

SCOPE AND IMPACT

This position works independently with all employees within the LIU and individuals and organizations outside the LIU.

Title: Intervener
(Continued)

ESSENTIAL PHYSICAL/MENTAL/ENVIRONMENTAL REQUIREMENTS

By checking any of the below boxes, the LIU is indicating its reasonable belief that the identified physical/mental/environmental requirements are job-related for this position and consistent with business necessity for the performance of the essential job functions. Notwithstanding, the LIU may not rely solely on these qualifications. Instead, the LIU must consider whether reasonable accommodations are available that will enable an otherwise qualified individual to perform the essential job functions.

1. Following Directions

- Full Understanding of Both Written and Verbal Instructions Required
 Understanding of Verbal Instructions Only Required
 Understanding of Written Instructions Only Required

2. Communication - English

- Excellent Verbal Communication Skills Necessary
 Basic Verbal Communication Skills Necessary
 Limited or No Verbal Communication Skills Necessary

3. Functional Reading - English

- Fluent Reading
 Recognition of Signs/Symbols
 Simple Reading
 No Reading Skills Required

4. Hearing

- Ability to Hear Required
 Limited Hearing
 Hearing Not Required

5. Seeing

- 20/20 Vision with Corrective Eyewear
 Limited Vision
 Vision Not Required

6. Functional Math

- Complex Computational Skills (Accounting and Financial Skills)
 Simple Computational Skills (Addition, Subtraction, Multiplication, Division, Percentages)
 Simple Counting Skills
 No Mathematical Skills Needed

7. Time

- Must Tell Time to the Minute
 Must Recognize Specific Times (Arrival, Departure, Breaks, Lunch)

8. Orientation (Familiarity with Surroundings)

- Several Blocks from Building
 Building Only
 Work Area
 Room Only

9. Mobility Skills

- Mobility Within the Building
 Mobility Within a Four-Block Radius

Title: Intervener
(Continued)

Driving Required

10. Sitting

- 75% - 100%
 50% - 75%
 25% - 50%
 Less than 25%

11. Standing

- 75% - 100%
 50% - 75%
 25% - 50%
 Less than 25%

12. Bending

- Knees and Waist
 Waist Only
 Knees Only
 No Bending Required

13. Lifting

- Greater than 30 lbs.
 10 - 30 lbs.
 Less than 10 lbs.
 No Lifting Required

14. Reaching

- Greater than 6 Feet
 2 - 6 Feet
 Less than 2 Feet
 Reaching Required

The above job description is intended to describe the general nature and level of the work being performed by employees assigned to this job title. This is not an exhaustive or comprehensive list of all duties, tasks and responsibilities. Employees will be expected to perform duties that do not appear on the job description. Management reserves the right to amend and change responsibilities to meet operational and organizational needs as necessary.

Adopted by LIU Board of Directors: 6/25/2024