



JOB DESCRIPTION

Salary Grade: 7

Job Title: Deaf/Blind Intervenor	Division: Field Operations
Supervisor's Title: Administratively to School Principal Professionally to Program Coordinator, Special Education, Deaf & Hard of Hearing	Superintendency: Field Operations
Union Status: CUPE 1328 (SBSS)	Department/Location: Elementary & Secondary Schools

PRIMARY FUNCTION:

The primary function of this job is to provide one to one support to the deaf/blind student: through sign-language; modification of class programs; liaison with the community, resource staff and the student's family; and coop supervision.

MAIN RESPONSIBILITIES:

1. Provides one to one support to the Elementary and/or Secondary school deaf/blind student, by:
 - orientating the student to the School and the neighbourhood, by accompanying the student and providing information
 - informing the student of the parameters of the environment e.g. classroom has desks in a row; steps coming up, three of them going down
 - accompanying the student through the day eg: to class, school assembly etc. and providing information related to the course content and environment
 - remaining aware of the student's needs and informing student of physical hazards eg: when crossing street etc.
 - providing assistance to the student by using sign language, if he/she misses parts of the class lesson or doesn't comprehend and during seat work, in subjects where there is a Teacher of the deaf and/or blind
 - standing next to teacher or sitting next to student and providing information through sign-language i.e. highlights of teacher's comments, in class where there is a regular teacher
 - interpreting the student's sign language communications into oral English for staff and students
 - promoting independence of student and only intervening when necessary i.e. "if you need me I am here".
 - encouraging the teacher and student to use the FM system (head phones for student and microphone for teacher), as necessary

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2. Modifies class work/assignments and provides other intervention to facilitate the student's learning and development by:
 - following the suggested strategies as outlined in the student's individual plan as developed by W.R. MacDonald Resource Services staff and/or Teacher of the Deaf/Blind and regular class teacher
 - obtaining the lesson plan a day before, from the teacher, and modifying it for the deaf and blind student e.g: bigger writing, simplified English, enlarge pictures on photocopier, drawing pictures, outlining and coloring etc.
 - communicating with teacher in cases where student is experiencing difficulties in understanding a particular concept and/or is falling behind in class etc.
 - modifying exams and tests for the student under the teacher's direction
 - ensuring that the student is properly positioned/seated for classes, school assemblies e.g. near the front etc.
 - advising teacher/supply teacher and other staff, of the student's needs, as necessary
 - instructing student on appropriate social behaviour e.g: thank you; please; don't hug teachers etc. as determined by the educational team.
3. Functions as the deaf/blind secondary school student's coop supervisor, as required, by:
 - providing one to one TTC training i.e. accompanying the student on the TTC, to and from work, as required
 - accompanying the student and the coop teacher to the student's job/placement interview and providing sign language interpretation
 - interpreting instructions of work supervisor for the student
 - remaining on work premises (students work part days e.g: 3 days/week - 12:00 - 2:30) to provide interpretation, as required.
4. Liaises with student's family, W.R. MacDonald Resource Services and community services by:
 - maintaining regular phone contact and occasional personal contact with the student's family to apprise them of the student's needs/progress and to provide instructions e.g: homework the student should be doing etc.
 - acting as interpreter when student meets with social service organizations etc.
 - discussing implementation of student's programmes as designed by staff.
5. Performs other related duties as assigned or required.

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Skill:

- . 2 year college diploma "Intervenor of deaf/blind persons" or equivalent. Fluency in American Sign Language and in English.
- . 1 - 2 years of related experience.

Effort:

- . Complexity of the job is in being the 'eyes and ears' of the deaf/blind student 100% of the pupil's school day. Complexity in effectively utilizing communication techniques to convey message, concepts, instructions to student e.g: sign language, assignment modifications etc. Complexity in maintaining an awareness of the student's language level and level of comprehension. Complexity in preparation of materials to ensure knowledge of content and vocabulary.
- . Use of body, hands and fingers when using sign language as a repetitive motion. Visual concentration and eye contact necessary when reading the signs of the deaf/blind student or staff. Physical concentration necessary when walking with student, to advise of hazards etc.

Responsibility:

- . Independence of action when modifying lessons for student at his/her language level. Accountable for providing effective 'communication intervention' for the student to enable the total participation in school programs. Accountable for providing information to student on physical environment.
- . Ineffective "intervening" would hamper the progress of the student and may put the student in physical danger.
- . Contacts with students, teachers, other school staff, family of student, social service agencies, coop. employers etc.

Working conditions:

- . Classroom and school environment. Exposure to students. In cases where coop. work placements are involved, the Intervenor is also exposed to the student's work environment.

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Stress from working with deaf/blind student. Stress and pressure of being the 'eyes and ears' of the student especially under difficult conditions e.g. poor lighting etc. Stress from working cross culturally with Deaf/Blind student and their culture and hearing and sighted people.

Management Approval

Bmeagh

Date

Nov 9/94

Management Approval

Mary E. Lamont

Date

Nov 9/94

Reviewed by Management

Date

Alvisea 8 Nov '94

11/94

Reviewed by Union

Date

V. J. Chavannes Dec 2/94