

Job Description

Ellis Center
www.elliscenter.org



Job Title: Intervener

Reports To: Classroom Teacher

Position Summary:

An Intervener is a one-to-one service provider with specialized training and skills in deafblindness. The intervener helps students with deafblindness and/or other disabilities gather information, learn concepts & skills, develop communication & language, and establish relationships that lead to greater independence. At Ellis Center, Interveners work with children with and without deafblindness, and may include work with students with other complex communication needs.

Essential Duties:

- Provide consistent support & facilitate access to environmental information to a student with deafblindness and/or multiple disabilities for all or part of the instructional day, as determined by the student's Individualized Education Plan (IEP).
- To work cooperatively and collaboratively with Parents and a variety of direct service providers and consultants that may include: Classroom and/or Special Education Teacher(s), Educational Specialists such as Teachers of the Hearing Impaired, Visually Impaired, and Orientation & Mobility Instructors, Assistive Technology specialists, and Therapists such as Speech Language Pathologists, Physical Therapists, Occupational Therapists, Music Therapists, Art Therapists and other Professionals.
- Facilitate the development and/or use of the student's receptive and expressive communication skills.
- Develop and maintain an interactive relationship built upon a bond of trust & respect with the student promoting the student's self-esteem, self-determination skills while promoting social and emotional development and well-being on an ongoing basis.
- Have a clear understand and knowledge of the student's overall unique abilities, challenges, diagnoses, and personal preferences.

Additional Responsibilities:

- Follows the student's IEP & the modifications and instructional techniques recommended by Classroom Teacher and/or Related service staff including but not limited to appropriate prompting techniques, incorporation of communication into all activities, maximizing direct/experiential learning opportunities, sensory-integration techniques, pacing/wait-time needed, etc.
- Become proficient in student's individual communication methods and strategies, including but not limited to ASL/modified tactile sign language, edit/modify/manage Student's speech generating device(s) or other AAC system, use of multiple communication modalities simultaneously, etc.
- Create & develop instructional materials as needed & maintain an appropriate level of technical knowledge in areas including but not limited to: evolving technology based educational software/applications, calendar systems, braille, etc.
- Accompany & support the student during community-based instruction/enrichment programming & promote social interactions with peers.
- Visits or provides instruction in the Student's home as deemed appropriate by the IEP team.
- Maintains communication between home and school, & maintains daily log/information about the student and his/her activities or other information as needed.
- Participates in IEP meetings and student staffings.
- Participates in the assessment of the student and the preparation of IEPs, progress reports, data collection and other documentation for program monitoring.
- Participates in site-based, regional, and statewide training in the area of deafblindness.
- Attains proficiency in all items listed on the "Primary Competencies for Interveners" (Attached, Appendix D). Previously Credentialed Interveners are required to be proficient within a (90) day period of initial employment, as evaluated by the Ellis School Educational Specialist in Deafblindness. Interveners that are concurrently seeking the Intervener Credential must be proficient with the Child-specific Competencies within a (90) day period of initial employment and the Core Competencies within (17) months of initial employment, as evaluated by the Ellis School Educational Specialist in Deafblindness.
- Serves as a resource to other staff on issues related to deafblindness/communication dysfunction & knowledge of local/national resources available.

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Other Responsibilities:

- Assists with classroom needs/cleaning (when student is not available/present), as needed.
- Administrative duties associated with Student (taking meeting notes, organize documentation, maintain electronic files/photos, etc.)
- Develop & maintain Student "Personal Passport" regarding the Student's routines, preferences, and communication.
- Facilitate continuum of care for Student including but not limited to proper use & integration of Student's assistive devices, frequent & regular communication with Classroom Teacher and Parents, sensory needs, etc.
- Prepare/clean up meals for Student & implement any nutritional support outlined by IEP team.
- Devote a reasonable amount of out-of-class time to curriculum development, sponsoring student activities, and to other duties assigned by the Classroom Teacher or Administrator. This may also include participation in school-wide activities, general school functions, and/or activities for the promotion of the school in local and national forums.

Minimum Qualifications:

Education: Bachelor's Degree preferred. High School Diploma/GED required.

Certification/Licensure: National Intervener Credential (or be actively enrolled in program to obtain proper credential(s) & qualifications necessary to meet the National Intervener Credential requirements).

Knowledge/Skills/Abilities:

- Excellent communication skills both written and verbal
- Good Organizational & Time Management skills
- Classroom experience and/or proven ability to work with children preferred.
- CPR certified (must be current) & knowledge of basic first aid methods, techniques for positioning and moving physically challenged students
- Feels comfortable working in close physical proximity to students while frequently using touch to communicate with & instruct students who are primarily tactile learners.
- Shows interest in developing additional knowledge & skills.
- Ability to understand and follow directions, established policies & procedures, designated lines of communication & authority.
- Demonstrates frustration tolerance, emotional maturity, stability & ability to perform under stress.
- Shows ability to exercise good judgment, cooperation, tact & discretion in dealing with the Student, family & others.

Working Conditions:

- Classroom environment
- Community based instruction/enrichment programming

Physical Demands:

- Ability to lift and carry 30-50 pounds with assistance
- Ability to push or pull a maximum of 50 pounds
- May require stooping, crouching, and/or sitting on the floor
- May have to diaper, catheterize, lift, position, tube feed, and assist with eating and toileting.

This document provides descriptive information about the above Ellis School of Atlanta position. Work actually performed by incumbents in this position may vary. Although this document may be used for recruiting, staffing or career planning, the information contained herein should only be used as a guideline or recommendation for the content of and qualification for this position. An individual's ability to meet the qualifications and capabilities described in this document is not a guarantee of employment or promotion. Ellis School of Atlanta reserves the right to make changes to this document as deemed necessary without providing advance written notice.

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