



CAJON VALLEY UNION SCHOOL DISTRICT PERSONNEL COMMISSION

Job Class Description

<u>DEAFBLIND INTERVENER</u>			
DEPARTMENT/SITE:	District Department or School Site	SALARY SCHEDULE:	Classified Bargaining Unit
		SALARY RANGE:	29 per 2023-2024 Schedule
		WORK YEAR:	11 Months (206 Days)
REPORTS TO:	Job Class Title of Supervisor	FLSA:	Non-Exempt

BASIC FUNCTION:

Under general direction, provide direct support to a student with deafblindness for all or part of the instructional day as determined by the student’s Individual Educational Plan (IEP). Work cooperatively with parents and a variety of direct service providers and consultants. The incumbents in this classification assist in providing students with deafblind students with interventions which directly supports student learning.

DISTINGUISHING CHARACTERISTICS:

An intervener serves as a bridge to the world for a child who has deafblindness. The intervener assists a student with deafblindness 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 in implementing the student’s IEP.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

While specific duties will be individualized according to the needs of the child and the profile of the current educational placement, typically, duties may include having primary responsibility to provide direct support to a student with deafblindness during all or part of a school day.

Implement the student’s IEP and the modifications and instructional techniques recommended by related service staff (classroom teachers; teachers of children with hearing impairments, visual impairments, or severe disabilities; speech therapists; occupational and physical therapists; orientation and mobility instructors, etc.).

Assist in creating instructional materials as needed. Report student progress toward the accomplishment of performance contract objectives.

Assist in the shaping of appropriate social behaviors. Accompany and support the student during community-based instruction. Visit or provide instruction in the student’s home as deemed appropriate by the IEP Team. Maintain communication between home and school and keep a daily log of information about the student and his/her activities.

Participate in IEP meetings as required. Participate in site-based, regional, and statewide training in the area of deafblindness. Serve as a resource to other staff on issues related to deafblindness.

May be required to perform CPR or First Aid.

Perform other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Basic concepts of child growth and development, including developmental behavior characteristics of the deafblind.

Student behavior management strategies and techniques.

Appropriate English usage, punctuation, spelling, and grammar.

Manual communication language appropriate to the assignment.

Adaptive techniques, specialized materials and equipment.

ABILITY TO:

Work comfortably in close physical proximity to students while frequently using touch to communicate with and instruct students who are primarily tactile learners.

Demonstrate ability to exercise good judgment, cooperation, tact, and discretion in dealing with the student, family, and others.

Follow team decisions, established policies and procedures, and designated lines of communication and authority.

Communicate effectively in oral and written form, and using American Sign Language.

Understand and carry out oral and written directions.

Plan and organize work to meet schedules and timelines.

Utilize a variety of appropriate instructional materials and procedures in the enhancement of a positive educational environment.

Maintain accurate records.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: high school graduation or equivalent, supplemented by training/experience working with students with sensory impairments.

LICENSES AND OTHER REQUIREMENTS:

Must possess a valid California driver's license and the ability to maintain qualification for district vehicle insurance coverage. Possession of a current certificate in infant, child, and adult cardiopulmonary resuscitation (CPR), and a First Aid Card is required. Online certificates are not accepted. Maintain up-to-date certificates in CPR and First Aid. American Sign Language preferred.

WORKING CONDITIONS:

ENVIRONMENT:

Transportation to drive to various locations throughout the district and city to perform job responsibilities.

PHYSICAL DEMANDS:

Standing, walking, using hands to finger, handle, or feel objects, tools, or controls regularly.

Talking or hearing regularly.

Reaching with hands and arms occasionally.

Climbing or balancing occasionally

Stooping, kneeling, crouching, or crawling occasionally.

Regularly exert 10 to 20 pounds of force to lift, carry, push, pull, or otherwise move objects.

Perceiving the nature of sound.

Near and far visual acuity, depth perception.

Providing oral information.

Possessing manual dexterity to operate related equipment, various materials, objects, etc.

CLEARANCES:

Pre-placement Physical and Drug Screen

JOB CLASS HISTORY

Approved: GB: 03/30/2004 PC: 03/25/2004 (New)

Revised (EH&A / MGT Consulting) PC: 02/24 GB: 03/24