

A learner with DeafBlindness may require support from a multitude of professionals throughout his or her school environment. Decisions regarding student support needs are an IEP team decision; however, a clear understanding of these roles for those working with students with DeafBlindness is critical in ensuring a child’s unique communication, social, learning, and relational needs are met. The document below provides the various roles and responsibilities of some of the professionals who may support students with DeafBlindness.

	<b>DeafBlind Intervener</b>	<b>Educational Interpreter</b>	<b>Spoken Language Facilitator</b>
At a Glance	<p>Interveners provide access to environmental information and communication that the student cannot access through hearing and vision, and facilitate the development of social and emotional well-being for learners who are DeafBlind.</p> <p>In academic and functional environments, an intervener provides consistent one-to-one support to a learner who is DeafBlind throughout the instructional day.</p>	<p>Educational interpreters provide communication access to learners who are deaf or hard of hearing by faithfully and accurately representing the classroom instruction, teacher/student dialogue, and relevant sound information in the mode of communication used by the student (<i>Boys Town National Resource Hospital</i>). An educational interpreter provides access in academic and functional environments for all of the student’s school day.</p> <p>An educational interpreter translates information from one or more language/modality to another (spoken language to sign language, and vice versa).</p> <p>An educational interpreter facilitates learning and the development of skills (receptive and expressive communication, interactive behavior).</p>	<p>A spoken language facilitator fosters spoken language development and facilitates communication with learners who are deaf or hard of hearing who use listening and spoken language as their primary communication modality.</p> <p>In academic and functional environments, a spoken language facilitator provides communication support services and spoken language enhancement/ enrichment for all or part of the student’s school day.</p>



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Clarification of Role / Responsibility	<p>While working under the guidance and direction of a learner’s classroom teacher or another individual responsible for ensuring the implementation of the learner’s IEP, an intervener’s primary roles are to:</p> <ul style="list-style-type: none"> <li>• Provide consistent access to instruction and environmental information that is usually gained by typical students through vision and hearing, but that is unavailable or incomplete to an individual who is DeafBlind;</li> <li>• Understand the student’s vision, hearing, functional levels, likes, dislikes and impact of additional disabilities (if present);</li> <li>• Provide access to and/or assist in the development and use of receptive and expressive communication skills;</li> <li>• Facilitate the development and maintenance of trusting, interactive relationships that promote social and emotional well-being;</li> <li>• Collect data and monitor progress as directed</li> </ul>	<p>While working under the guidance and direction of a learner’s classroom teacher or another individual responsible for ensuring the implementation of the learner’s IEP, an interpreter’s primary roles are to:</p> <ul style="list-style-type: none"> <li>• Provide communication access for the student with teachers, staff, and peers within the school environment including after school events/activities;</li> <li>• Work with, but not replace, the teacher concerning classroom instruction;</li> <li>• Independently maintain certification through professional development annually;</li> <li>• Maintain a professional distance in regard to parent/student relationships &amp; communication. <ul style="list-style-type: none"> <li>○ An <a href="#">interpreter’s role</a> may change based on a student’s age and grade.</li> </ul> </li> </ul>	<p>While working under the guidance and direction of a learner’s classroom teacher or another individual responsible for ensuring the implementation of the learner’s IEP, a spoken language facilitator’s primary roles are to:</p> <ul style="list-style-type: none"> <li>• Collaborate with the Teacher of the Deaf and other school staff to ensure needs of the learner are met;</li> <li>• Promote positive and cooperative relationships with both student(s) and adults;</li> <li>• Attend workshops offered in order to continue professional learning and knowledge building;</li> <li>• Collect data and monitor progress as directed;</li> <li>• Maintain an educational (teacher-student type) relationship.</li> </ul> <p>The role of the spoken language facilitator is to facilitate the learner’s spoken language development such that the learner would eventually no longer require this level of classroom support. As the learner continues to close the gap</p>



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Clarification of Role / Responsibility	<ul style="list-style-type: none"><li>• Demonstrate an understanding of the difference between concept development and skill development and the effect of deafblindness on each</li></ul> and <ul style="list-style-type: none"><li>• Provide support to help a learner form relationships with others and increase social connections and participation in activities;</li><li>• Use the IEP as a roadmap for learning;</li><li>• Work with, but not replace, the teacher;</li><li>• Attend workshops offered in order to continue professional learning and knowledge building;</li><li>• Maintain an educational (teacher-student type) relationship with mutual trust to develop a consistent atmosphere that is safe, secure and accepting with the individual.</li></ul>		in listening and spoken language development (and therefore becomes more able to access academic language and content independently), the IEP team should consider tapering the amount of support provided by the spoken language facilitator.



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Communication	<p>Learns the highly individualized communication system of the student and works to facilitate both receptive and expressive communication development</p> <p>If the student's unique needs have been determined that sign language is necessary, the intervener may use sign language as a communication modality but does not provide translation or interpretation of content (unless meeting the <a href="#">New Educational Interpreter/Transliterater EIPA Score Requirement</a>)</p>	<p>For students with DeafBlindness: Interprets visual and spoken information using sign language and other specialized forms of interpreting such as haptics when required to meet the student's unique needs (ex: visual, low vision, tactile, PTASL, etc.) and vice versa</p>	<p>Facilitates spoken language communication across school settings by monitoring student comprehension, reinforcing instruction, and providing general classroom assistance to a student with hearing loss</p> <p>Assists in the daily monitoring and use of assistive listening devices</p>
Training / Certification	<p>May or may not have received specific training (training is highly recommended)</p> <p>Varying educational and vocational experiences</p> <p>Both national certification and credentialing are available, but not required</p> <p>Ongoing professional development requirements are determined by the local education agency / job classification</p>	<p>A degree from an Interpreter Training Program or related field</p> <p>National certification from RID (CT/CT/NIC) or state licensure from the NCITLB</p> <p>Minimum EIPA scores</p> <ul style="list-style-type: none"> <li>• EIPA score 3.3 is an entry level requirement and the professional has 3 years to reach the new minimum standard</li> <li>• EIPA score 3.5 is the new minimum standard</li> <li>• For more specific details regarding score requirements, reference the <a href="#">New Educational</a></li> </ul>	<p>May or may not have received specific training (training is recommended and <a href="#">provided by NC DPI</a>)</p> <p>Varying educational and vocational experiences</p> <p>Ongoing professional development requirements are determined by the local education agency / job classification</p>



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Training / Certification		<a href="#">Interpreter/Transliterater EIPA Score Requirement</a>  Annually, 20 hours of continuing education related to the field of interpreting is required	
Morals / Ethics	Acts in a manner that is governed by the local education agency and the federal education laws	Abides by a <a href="#">code of professional conduct</a> from the national interpreting professional organization, Registry of Interpreters for the Deaf (RID)  Follows all policies set by the local education agency and the federal education laws	Acts in a manner that is governed by the local education agency and the federal education laws
Teaming	An intervener does not work in isolation. Instead, he or she: <ul style="list-style-type: none"> <li>• participates as an active member of the student's educational team,</li> <li>• attends and participates in IEP meetings,</li> <li>• attends regularly scheduled planning and feedback meetings with the teacher and other team members,</li> <li>• is actively supervised and supported by the classroom teacher and other professionals responsible for the child's IEP,</li> <li>• receives ongoing support from professional educators with expertise in DeafBlindness, and</li> </ul>	An interpreter does not work in isolation. Instead, he or she: <ul style="list-style-type: none"> <li>• participates as an active member of the student's educational team,</li> <li>• attends and participates in IEP meetings,</li> <li>• attends regularly scheduled planning and feedback meetings with the teacher and other team members,</li> <li>• is actively supervised and supported by either the classroom teacher and/or other professionals responsible for the child's IEP, and</li> <li>• receives ongoing support from</li> </ul>	A spoken language facilitator does not work in isolation. Instead, he or she: <ul style="list-style-type: none"> <li>• participates as an active member of the student's educational team,</li> <li>• attends and participates in IEP meetings,</li> <li>• attends regularly scheduled planning and feedback meetings with the teacher and other team members,</li> <li>• is actively supervised and supported by the teacher and other professionals responsible for the child's IEP, and</li> <li>• receives ongoing support from professional educators with expertise in individual student</li> </ul>



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Teaming	<ul style="list-style-type: none"><li>works closely with all team members (ex: OT, PT, SLP, TOD, TVI, etc.) to implement IEP goals on a daily basis and provide feedback on student performance.</li></ul>	professional educators with expertise in hearing loss.	needs.
Characteristics of Students who Might Benefit	<p>Learner has a combined vision and hearing loss that requires specialized one-on-one support to participate in/provide access to activities, instructional and non-instructional</p> <p>Children and young adults who are DeafBlind</p> <p>Resource: <a href="#">“Are Intervener Services Appropriate for Your Student with DeafBlindness: An IEP Team Discussion Guide”</a></p>	<p>Learners whose unique needs related to hearing loss require translation of information from one language/modality to another</p> <p>The learner may be able to process interpreted information and determine key points without extensive support; however, for students needing more support in processing or sign language development, an educational interpreter can be considered a Related Service</p>	Learner who is deaf or hard of hearing using listening and spoken language as their primary mode of communication

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