



Developing Intervener Services Competencies Using OHOA Module Content *Outcomes Associated with OHOA Modules*

Group One: Impact of Deafblindness on Learning (1, 2, 4, 5, 10, 25)

Module 1: An Overview of Deafblindness and Instructional Strategies (6 hours)

Participants will be able to:

- Explain what “deafblindness” means
- Understand the purpose of the annual count of children who are deafblind
- Describe how extensive the impact of being deafblind is on a child and his/her family
- Describe how lack of access, or limited access, impacts all aspects of learning
- Develop an understanding of key instructional strategies for helping children who are deafblind learn and progress

Module 2: The Sensory System, the Brain and Learning (8 hours)

Participants will be able to:

- Understand the combined impact of all seven senses when educating a child
- Connect the senses to brain and nervous system activity, and the impact on learning
- Draw a “Box of Deafblindness” to express sensory input and output for a child
- Use simulation to experience and explain the phenomenon of deafblindness
- Find appropriate resources when necessary

Module 4: Building Trusted Relationships and Positive Self-Image (8 hours)

Participants will be able to:

- Explain why trust is a critical factor in relating to others, communicating and learning
- Emphasize reciprocity as a foundation for engaging a child
- Allow for processing time and appropriate pauses to maximize a child’s participation
- Recognize and encourage positive emotional expressions by the child
- Establish joint attention, including joint tactile attention, with a child

Module 5: Availability for Learning (9 hours)

Participants will be able to:

- Consider the internal and external factors that affect a child’s learning
- Document a child’s likes and dislikes – and use this for program planning
- Understand the “states of arousal” and recognize when a child is most receptive
- Recognize the signs of stress and determine what will help to calm the child
- Determine the most effective sensory channels for a child’s education

Module 10: Concept Development and Responsive Environments (8 hours)

Participants will be able to:

- Differentiate between skill development and concept development
- Combine the teaching of concepts with a focus on incidental learning
- Relate concept development to communication and language development
- Focus on active learning methods that emphasize what is functional
- Encourage the use of touch in concept development

Module 25: Touch for Connecting and Learning (8 hours)

Participants will be able to:

- Understand the importance of touch – from a personal perspective
- Use appropriate techniques to assist children who are deafblind to use their hands more frequently and willingly
- Understand why touch is an essential access point for children who are deafblind even when they have residual vision and hearing
- Use non-intrusive touch and specific techniques to ensure touch is respectful and meaningful
- How touch enhances communication for children who are deafblind

Group Two: Communication (6, 7, 8, 22, 26)

Module 6: Understanding Communication Principles (8 hours)

Participants will be able to:

- Observe and document a child's communicative form, mode, and function
- Follow a child's lead in communicative exchanges and know why this is important
- Understand and use Authentic Assessment methods that are functional for a child
- Gather and document information on a child's Expressive and Receptive communication
- Acknowledge and build on "communication from a deafblind perspective"

Module 7: Emergent Communication (9 hours)

Participants will be able to:

- Recognize pre-intentional communicative behaviors as precursors to intentional communication
- Differentiate between concrete and abstract forms/modes of communication
- Understand the critical need to move one step at a time from concrete clues to abstract modes
- Co-create meaning and memories that are established as "bodily-emotional traces" for a child
- Create meaningful and mode-appropriate shared experiences with a child who is deafblind

Module 8: Progressing from Non-Symbolic to Symbolic Communication and Complex Language (8 hours)

Participants will be able to:

- Understand and use the Communication Matrix tool for assessing communication levels
- Use techniques to move a child from one level to a higher level, concrete to abstract
- Use a consistent prompt hierarchy in the process of moving between levels
- Create opportunities, access, and motivation to communicate
- Recognize there is a range of modes from concrete objects to complex technology

Module 22: An Introduction to Sign Language and Braille (9 hours)

Participants will be able to:

- Understand, in outline, what “culture” means for the Deaf, Blind/VI, and Deafblind
- Know how to modify tactual or visual sign language for persons who are deafblind
- Have a basic understanding of approximated sign, and ProTactile and Haptic methods
- Understand that Braille is a major access point for literacy and how to encourage its use
- Recognize the hierarchy of braille tools and how to select appropriately for a child

Module 26: Touch for Connection and Communication (6 hours)

Participants will be able to:

- Relate to touch from their own viewpoint, and that of a child who is deafblind
- Understand and use mutual tactile attention, tactile modeling, and joint tactile attention
- Understand why touch is critical for a child who is deafblind learning to communicate
- Choose tactile symbols that are functional and meaningful for a child who is deafblind
- Demonstrate techniques for promoting access to environmental information

Group Three: Promoting Learning (9, 11, 12, 13, 14, 19, 23)

Module 9: Routines for Participation and Learning (11 hours)

Participants will be able to:

- Understand that optimal learning for children who are deafblind is routine-based
- Use routines as a framework for assessing and planning for a child
- Create functional routines that incorporate both tasks and communication
- Discuss the role of routines in providing better access and opportunities
- Explain how routines are critical for learning new skills with minimal stress

Module 11: Intervener Strategies (9 hours)

Participants will be able to:

- Observe a child critically in order to determine the strategy to use
- Enable a child to become more independent by doing tasks WITH not FOR
- Determine when they are being a BRIDGE or a BARRIER to a child’s learning
- Explain when and how to use Hand UNDER hand
- Pace themselves to allow processing time when teaching a child who is deafblind

Module 12: Maximizing Vision and Hearing (9 hours)

Participants will be able to:

- Recognize and discuss the importance of using residual vision and/or hearing
- Discuss some of the medical and assistive devices available to enhance vision/hearing
- Adapt or modify materials and services as needed – to maximize vision and/or hearing
- As directed, know how to use and maintain important hearing and vision devices
- Understand the role of the intervener in the process

Module 13: Calendars (11 hours)

Participants will be able to:

- Describe how calendar systems relate to a child's concept development about time
- Understand that a child's calendar is individualized, not a generic classroom schedule
- Recognize and describe a range of calendars from concrete to abstract
- Describe how a child's calendar system assists a child's communication
- Connect memory of past events via the calendar system

Module 14: Introduction to Orientation and Mobility for Interveners (9 hours)

Participants will be able to:

- Understand the roles of the O&M instructor, the OT and the PT on the educational team
- Articulate how an intervener and the team could support the efforts of the O&M instructor, the OT and PT
- Describe the five levels of the Spatiotemporal Developmental Framework and how this relates to children who are deafblind
- Recognize and know the purpose of basic O&M tools
- Supervise children practicing O&M techniques that have been taught to them

Module 19: Accessing the Curriculum and the Environment (9 hours)

Participants will be able to:

- Discuss why access is challenging for children who are deafblind
- Recognize there are ways to provide physical and intellectual access to children who need this
- Explain how access to people, places/things, knowledge affects all facets of a child's life
- Describe a range of technology to assist a child's communication and access to others
- Explain the importance of home-school collaboration to achieve optimum results

Module 23: Behavior and Environmental Supports (6 hours)

Participants will be able to:

- Recognize there is communicative intent to behaviors
- Discriminate between behaviors that need to be changed, eliminated, or redirected
- Create and fill out an "ABC" chart to document behaviors
- Understand how behaviors are influenced by expectations
- Create environmental modifications to control behavior

Group Four: Preparing for Adult Life (3, 15, 16, 17, 21, 24)

Module 3: The Role of Interveners in Educational Settings (7 hours)

Participants will be able to:

- Explain the role of an intervener as it relates to the child who is deafblind
- List and explain the “Principles of Intervention”
- Recognize and describe “intervention” as a team process
- Explain the role of an intervener on an educational team
- Explain the role of the teacher on this team as she relates to the intervener

Module 15: Orientation and Mobility in Everyday Routines (6 hours)

Participants will be able to:

- Understand the 10 principles of effective travel routines and their application
- Discuss how environmental cues and clues help a child learn about space and distance
- Discuss how a series of environmental features, in sequence, can help orientation
- Promote inclusive practices through functional and effective O&M routines
- Discuss safety, efficiency and independence in terms of O&M routines

Module 16: Self Determination (7 hours)

Participants will be able to:

- Explain the model: Four Components of Self-determination as it relates to deafblindness
- Support a student who is deafblind by using the Skills, Attitudes and Knowledge scale
- Understand the necessity for creating opportunities for functional choice-making
- Understand the terms Self-concept, Self-Esteem, and Self-Confidence
- Estimate how to balance the need for access with the level of risk

Module 17: Social Skills and Peer Relationships (8 hours)

Participants will be able to:

- Understand the importance and impact of social skills throughout a child’s life-span
- Understand how the loss of incidental learning and opportunities impact social skills
- Describe the elements to consider when fostering friendships
- Describe how to support social interactions in family, community and school
- Explain the “Circle of Friends” process and how to use it

Module 21: Sexuality (7 hours)

Participants will be able to:

- Discuss sexuality as a natural and healthy part of the human experience across the life-span
- Navigate the laws and policies for sexuality education content for one’s state
- Distinguish between sexuality myths and facts and the importance of doing so
- Explain the significance of privacy, modesty and respect in intimate relationships
- Understand it is critical to be proactive and positive with sexuality education

Module 24: Transition to Adulthood and Community Life (6 hours)

Participants will be able to:

- Understand that transition is a life-long process
- Explain the 4 areas (Vision, Voice, Vocation/Community, Vitality) to consider
- Use the “Support your student” form to address needs at home, school, community
- Explain the critical components of transition – mandates, values/assumptions, practices
- Discuss the usefulness of a transition portfolio

Group Five: Professionalism (3, 18, 20)

Module 3: The Role of Interveners in Educational Settings (7 hours) (also in Group 4)

Participants will be able to:

- Explain the role of an intervener as it relates to the child who is deafblind
- List and explain the “Principles of Intervention”
- Recognize and describe “intervention” as a team process
- Explain the role of an intervener on an educational team
- Explain the role of the teacher on this team as she relates to the intervener

Module 18: Collaborative Teaming and Family Partnerships (9 hours)

Participants will be able to:

- Describe techniques that support good communication among all team members
- Explore the diverse roles of team members and how they each connect to an intervener
- Explain how coaching can be valuable within a team
- Explain “role release” and why it is critical for a team to practice this
- Understand why conflict management is critical for a team

Module 20: Value, Ethics, and Professionalism (5 hours)

Participants will be able to:

- Apply culturally-appropriate and ethical skills when making decisions
- Recognize the value of ongoing professional development to match student needs
- Know how to apply active, unbiased listening skills to interactions and feedback
- Recognize the need for self-reflection and self-care, especially in stressful situations
- List and explain the Intervener Code of Ethics