



An Informational Webinar on the Open Hands Open Access (OHOA) Deaf-Blind Intervener Learning Modules: A Training Program for Teams and Individuals Serving Students with Deaf-Blindness

Presented by the Pennsylvania Deaf Blind Project

Tina Hertzog & Patti McGowan

April 30, 2018



Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

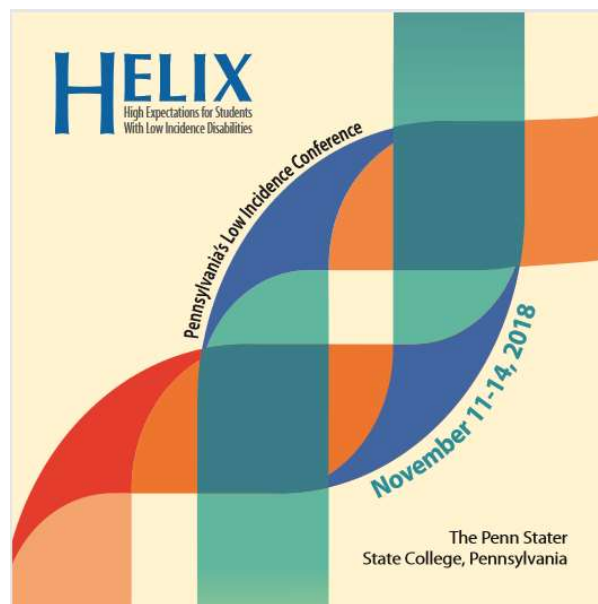
Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

FAMILY LEARNING CONFERENCE

Pennsylvania Deaf-Blind Project

Best Western Premier Hotel & Conference Center
Harrisburg, PA
June 22-23, 2018

For families who have children, birth to 21, who are deaf-blind.



Agenda

Introduction to the unique needs of children with deaf blindness.

Describe the genesis and purpose of the Open Hands Open Access (OHOA) Deaf Blind Intervener Learning Modules and their implementation in Pennsylvania.

Share information on the 2018 19 OHOA training opportunity for teams and individual participants.

Define the term "Intervener" and provide a brief history of Intervention Services.

Share information on the National Intervener Certification E Portfolio System (NICE)



Deaf blindness is a unique disability, which requires a unique approach to support and a unique system to deliver that support.”

John M. McInnes

McInnes, John M., ed. *A Guide to Planning and Support for Individuals Who Are Deafblind*. Toronto: U of Toronto, 1999. Print.



The Unique Needs of Children with Deaf-Blindness



“Children who are deafblind have unique needs. Lack of access to visual and auditory information causes extreme difficulties in all areas of development. It creates isolation and prevents connection with the world. Learning, communication, and social and emotional development are especially affected. Individuals with deaf blindness are a diverse group with a continuum of needs, which vary depending upon the age of onset of deaf blindness, degree of sensory loss, presence of concurrent disabilities, and environmental conditions.” Alsop, Blaha and Kloos, 2000

The Intervener in Early Intervention and Educational Settings for Children and Youth With Deafblindness. TSBVI, The National Technical Assistance Consortium for Children and Young Adults Who Are Deaf Blind, 1 Nov. 2000. Web.
<https://www.tsbvi.edu/attachments/334_intervener.pdf



The Unique Needs of Children with Deaf-Blindness



"Their needs include access to environmental information, communication, and social and emotional development. The process of intervention must address each of these needs."

Alsop, Blaha, and Kloos, 2000.

The Intervener in Early Intervention and Educational Settings for Children and Youth With Deafblindness. TSBVI. The National Technical Assistance Consortium for Children and Young Adults Who Are Deaf Blind, 1 Nov. 2000. Web. <https://www.tsbvi.edu/attachments/334_intervener.pdf>



The Genesis and Purpose of the Open Hands Open Access (OHOA) Deaf-Blind Intervener Learning Modules

In 2012, the U.S. Department of Education's Office of Special Education Programs (OSEP) made the recommendation to the National Center on Deaf Blindness (NCDB) to:

Collect information about current intervener services across the country

Develop recommendations for improving national, state, and local intervener services.



"Definition of Intervener Services and Interveners in Educational Settings Technical Report." *National Center on Deaf-Blindness*. National on Deaf-Blindness, 1 July 2013. Web. <http://documents.nationaldb.org/NCDB_Intervener_Services_Definition.pdf>



The Genesis and Purpose of the Open Hands Open Access (OHOA) Deaf-Blind Intervener Learning Modules

NCDB employed a multifaceted input process, which included interviews, surveys, and facilitated discussions with stakeholders representing families, teachers, administrators, higher education personnel, and interveners.

Developed 27 modules by experts in the field of deaf blindness, including state and national deaf blind project staff, parents of children with deaf blindness, higher education faculty, teachers, educational interpreters and interveners.



The Genesis and Purpose of the Open Hands Open Access (OHOA) Deaf-Blind Intervener Learning Modules

A resource for Intervener Training Programs

A resource for parents, teachers, service providers seeking to:

- Increase their awareness and understanding of deaf blindness and its unique intervention practices and principles.
- Increase their awareness of the process of intervention and the role of the intervener.
- Learn about ways to support students who are deaf blind and their interveners.



Open Hands Open Access (OHOA) Deaf-Blind Intervener Learning Modules: Organization

The organization of each module follows a structured learning path:

- Introduction
- Inquiry Challenge
- Learning Activities: Slide presentations, Readings, Assignments, Quizzes
- Revisiting the Inquiry Challenge
- Documented Accomplishments
- References/Resources



Open Hands Open Access (OHOA) Deaf-Blind Intervener Learning Modules: Organization

Each module takes approximately 6 hours to complete.

Content aligned with the Council for Exceptional Children's (CEC) *"Specialization Knowledge and Skill Set for Paraeducators Who Are Interveners for Individuals With Deaf Blindness"*.



Pennsylvania's Adoption and Utilization of the OHOA Modules

July 2014, Pennsylvania's Deaf Blind Project adopted the OHOA Modules as a training tool for educational teams and individual participants working with, or parenting a student with deaf blindness.

The Project customizes their copy of the OHOA modules to align with needs of students/educational teams/individual participants.

To date, participants have seen measurable student outcomes as a result of their engagement in, and application of, the module content.



Pennsylvania's Adoption and Utilization of the OHOA Modules

Since 2014 our participants have included: Teachers of Students with Visual Impairments, Teachers of the Deaf and Hard of Hearing, O&M Instructors, Para-Professionals in the role of the Intervener, Classroom Teachers, Interpreters, Speech Therapists, Behavior Specialists, Adaptive PE teachers, Supervisors, Parents



(OHOA) Deaf-Blind Intervener Learning Modules Training Calendar:

Module 3: The Role of the Intervener in Educational Settings October 2018

Module 1: An Overview of Deaf Blindness and Instructional Strategies November 2018

Module 2: The Sensory System, The Brain, and Learning December 2018

Module 4: Building Trusted Relationships and Positive Self Image January 2019

Module 5: Availability for Learning February 2019

Module 6: Understanding Communication Principles March 2019

Module 7: Emergent Communication April 2019

Module 8: Progressing from Non Symbolic to Symbolic Communication and Complex Language May 2019



(OHOA) Deaf-Blind Intervener Learning Modules: Optional Year 2

Module 9: Routines

Module 10: Concept Development and Active Learning

Module 11: Intervener Strategies

Module 12: Maximizing Vision and Hearing

Module 13: Calendars

Module 14: An Introduction to Orientation and Mobility for Interveners

Module 15: Orientation and Mobility in Everyday Routines

Module 16: Self Determination

Module 17: Social Skills and Peer Relationships



(OHOA) Deaf-Blind Intervener Learning Modules: Optional Year 3

Module 18: Collaborative Teaming and Family Partnerships

Module 19: Sexuality

Module 20: Assistive Technology & Access to Curriculum

Module 21: Values, Ethics & Professionalism

Module 22: Introduction to Sign Language and Braille

Module 23: Behavioral and Environmental Supports

Module 24: Transition to Adulthood and Community Living

Module 25: Touch for Connecting and Learning

Module 26: Touch for Connection and Communication



(OHOA) Deaf-Blind Intervener Learning Modules: Act 48 Credits

Six Act 48 credits will be awarded for each module completed.

To be eligible to receive Act 48 credits you must register during for each module.

Must complete the module by the deadline and complete a module survey.



2018-19 OHOA Training for Team and Individual Participants

One day mandatory “Kick Off” on Thursday, September 19, 2018 at all three PaTTAN sites (East, Harrisburg, Pittsburgh)



2018-19 OHOA Training: “Kick Off” September 19, 2018 Tentative Training Agenda

Pre Module Assessment

Training on Collaborative Teaming

Complete the Welcome and Orientation Module

Overview of OHOA Modules

Participate in a Deaf Blind simulation and reflection



2018-19 OHOA Training Participation TEAMS

Teams must be made up of at least two IFSP/IEP team members serving a child with deaf blindness, birth to 21.

Parent(s) are HIGHLY RECOMMENDED to be part of the team.

Para professional/interpreter serving in the role of the Intervener is HIGHLY RECOMMENDED to be part of the team.

Other team members can include: Classroom Teacher, TVI, Teacher of the DHH, O&M Instructor, OT, Speech Therapist



2018-19 OHOA Training: Registration

Check PaTTAN Training Calendar-
Registration opening soon

Teams: After registering, please contact Sue Ann Houser to provide team member names so we know you are coming as a team.



What is an Intervener?

An Intervener is a paraeducator, interpreter or communication facilitator, who has ***received specialized training*** in deaf-blindness and the process of intervention.

An Intervener provides consistent one-on-one support to a student who is deaf-blind (age 3 through 21) throughout the instructional day.



What is an Intervener?



Interveners, through the provision of intervention services, provide **access to visual and auditory information** about people and things in the environment, **access to communication**, and **facilitate the development of social and emotional well-being** for children who are deaf blind in an educational environment.

(Definition of Intervener Services and Interveners in Educational Settings Technical Report. *National Center on Deaf Blindness*. National Consortium on Deaf Blindness, 1 July 2013. Web. <http://documents.nationaldb.org/NCDB_Intervener_Services_Definition.pdf>.



The Role of the Intervener

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 deaf blind.

Provide access to and/or assist in the development and use of receptive and expressive communication skills.

Facilitate the development and maintenance of trusting, interactive relationships that promote social and emotional well being.

Provide support to help a student form relationships with others and increase social connections and participation in activities.

Comparison of Interveners and Paraprofessionals

Intervener	Paraprofessional
Works under the direction of the classroom teacher and abides by district/agency policies	Works under the direction of the classroom teacher and abides by district/agency policy
Assigned to work one-to-one to facilitate the process of intervention	Usually works with groups of students but can work one-to-one when assigned by the teacher
Must have comprehensive specialized training in deaf-blindness	Typically does not receive disability specific training
Not assigned classroom maintenance because of the continuous one-to-one time required by the student with deaf-blindness	Responsible for classroom maintenance as assigned by the teacher
An active member of the student's team; attends team and IEP meetings to contribute valuable day-to-day knowledge of the student	Generally does not attend team or IEP meetings
Not assigned additional school duties because of one-to-one time required by the student	May be assigned to additional school duties such as lunchroom, bus, playground, etc.

Alsop, L., Robinson, C., Goehl, K., Lace, J., Belote, M., & Rodriguez-Gil, G. (2007). *Interveners in the classroom: Guidelines for teams working with students who are deafblind*. Logan, UT: SKI-HI Institute.

Comparison of Intervener, Interpreter, and Support Service Provider (SSP)

Intervener	Interpreter	Support Service Provider (SSP)
Has received specialized training in deaf-blindness	May have received professional training in an interpreter-training program, most must be licensed or certified	Is encouraged to receive basic training in deaf-blindness, including communication strategies, sighted-guide techniques, and cultural issues
Works with deaf-blind children and young adults in an educational setting.	Works with deaf-blind people of all ages	Provides services to deaf-blind youth and adults who are able to make independent decisions
Intercedes between a child and the environment, allowing access to information usually gained through vision and hearing	Translates information from one mode or language to another (spoken language to sign language and vice versa)	Provides support that enhances independence (e.g., facilitating communication, sighted guide)
Facilitates learning and the development of skills Morgan, Susanne. "What's My Role?" A Comparison of the Responsibilities of Interpreters, Interveners, and Support Service Providers. Publication. 1st ed. Vol. 9. 2001. <i>Deaf-Blind Perspectives</i> . Web.	Acts as a conduit (does not "teach" and is not responsible for ensuring that the deaf-blind individual learns what is being shared)	Does not teach but does provide access to the environment to empower the deaf-blind person



History of Intervention Services

Arose in Canada in the early 1970s as a result of the rubella epidemic (Intervenor)

Developed in US over several decades predominately in Texas, Minnesota, Michigan, Utah

Parents of began advocating to include Intervener Services as a Related Service under IDEA.

Utah State University developed two year program leading to National Intervener Credential

The Alice Cogswell Macy Act: H. R. 1120

To promote and ensure delivery of high quality special education and related services to students with visual disabilities or who are deaf or hard of hearing or deaf blind through instructional methodologies meeting their unique learning needs; to enhance accountability for the provision of such services, and for other purposes.

Sec. 3 (8) Children who are deaf-blind should receive one-to-one services from interveners, who have training and specialized skills in deaf-blindness. Intervenors play a critical role in the provision of a Free and Appropriate Public Education, because they provide access to the information these children need in order to learn and develop concepts, to facilitate their communication development and interactions in their preferred mode of communication, and to promote their social and emotional well-being.

<http://www.afb.org/info/get-connected/take-action/complete-text-of-macy-act/125>



Fall 2018..In the works: The development of a Training Program Specifically for those serving in the role of the Intervenor through PaTTAN's Deaf-Blind Initiative

Opportunity to develop proficiency in knowledge and skills related to the Counsel for Exceptional Children (CEC) Competencies for Intervenors

Currently working, or will be working with a student with deaf blindness for the 2018 19 school year.

Prepare Intervenors for NICE National Certification if they choose to pursue.



nice NATIONAL INTERVENER CERTIFICATION E-PORTFOLIO

If you are a *para-professional, interpreter or communication facilitator in the role of the intervener serving a deaf-blind student* **AND** *interested in participating in specialized intervener training*, the NICE process provides an opportunity for you to demonstrate attainment of knowledge and skills outlined in the Council on Exceptional Children's (CEC) knowledge and skill competencies for interveners.



Using the NICE process, candidates develop and organize evidence from their own training and practice that address the 79 CEC competencies and submit it for independent review. Successful candidates are awarded a national intervener certificate.



nice NATIONAL INTERVENER CERTIFICATION E-PORTFOLIO

The Intervener collects artifacts or evidence of their increasing body of skills and knowledge. This evidence, which consists of digital documentation such as video samples, described pictures, and other documents from the intervener's training and practice, is evaluated by expert reviewers in the field of deaf blindness.



Portfolios are scored by at least two trained reviewers. All certification determinations are made by the Paraprofessional Resource and Research Center, which manages portfolio submissions, the NICE Review Board, and scoring.



For Additional Information Please Contact:

Sue Ann Houser, *PA Deaf Blind Project Lead*
shouser@pattankop.net

Kristi Simpson, *Support Staff PA Deaf Blind Project*
ksimpson@pattankop.net

Tina Hertzog, *Independent Deaf Blind Consultant, OHOA Module Co Host*
tin.hertzog@gmail.com

Patti McGowan, *Family Consultant PA Deaf Blind Project, OHOA Module Co Host*
pmcgowan@pattan.net

Questions?

Contact Information

www.pattan.net

Family Engagement Consultants

Patti McGowan
pmcgowan@pattan.net
724-864-2553

Molly Black
mblack@pattan.net
724-863-1283

Early Intervention Consultant

Mary Anketell
manketell@pattan.net
Toll Free in PA only:
800-360-7282

Lead Educational Consultants

Sue Ann Houser, Initiative Lead
shouser@pattan.net
Toll Free in PA only:
800-441-3215

Jennifer Edgar, East
jedgar@pattan.net
Toll Free in PA only:
800-441-3215

Jane Freeman, Harrisburg
jfreeman@pattan.net
Toll Free in PA only:
800-360-7282

Lynn Fox, Pittsburgh
lfox@pattan.net
Toll Free in PA only:
800-446-5607

Initiative Support Person

Kristi Simpson
ksimpson@pattan.net
Toll Free in PA only:
800-441-3215



Commonwealth of Pennsylvania
Tom Wolf
Governor