

**SAMPLE JOB DESCRIPTION**  
**Braille Specialist/Intervener**

Code Reference §18A-4-8 and WVDE Board Policy 2419

West Virginia Reform Act established the class title of "braille specialist" to provide braille transcribing and other special needs for blind and visually impaired students.

WV Board Policy 2419 recognizes interveners as a specially trained person who works consistently one-to-one with a student who is deafblind. The intervener facilitates access to the environmental information that is usually gained through vision and hearing but which is incomplete to the child who is deafblind. The intervener helps the student gather information, learn concepts and skills and develop communication and language.

**JOB DESCRIPTION SUMMARY:**

Be familiar with the Unified English Braille System and rules of braille transcribing and be familiar with the Nemeth Code of Braille Mathematics and Scientific Notation.

Since deafblindness is primarily a disability of access, the student will require extensive and novel modifications to the existing educational model. The student must have continual access to information that is otherwise not available, in order to provide equal access. The intervener serves as a bridge to the world for student who is deafblind, which allows the student to develop a sense of trust and security that will enable them to learn.

**ROLES AND RESPONSIBILITIES:**

- Work under the direction and supervision of the teacher of the visually impaired or teacher of the hearing impaired as a professional who is assigned in accordance with county and school policies/procedures
- Be assigned as a one-to-one for a student who is deafblind
- Provide braille and tactile instruction during the school day in academic and non-academic settings.
- Serve as a liaison between the student, sighted peers, and staff to promote ease of interaction with all persons
- Provide, as necessary, general orientation and mobility skills during other activities (e.g. lunch, recess) to foster integration
- Demonstrate self-improvement in braille ability, use of specialized equipment and technology
- Confer with other team members including regular classroom teacher and other appropriate staff to better plan for needed modifications and services
- Demonstrate professionalism in all interactions with individuals unfamiliar with the educational setting.
- Attend student's IEP Team meeting in order to provide information about the student's communication abilities and needs.
- Serve as a member of the educational team to provide direct support to students with deafblindness as indicated in the students' Individualized Educational Plan
- Work effectively in close physical proximity to students who are primarily visual and tactile learners.
- Become proficient in the assigned student's communication methods and strategies.
- Assist staff in teaching academics, daily living and social skills
- Create activities and experiences to complement instructional program and IEP goals

**QUALIFICATIONS:**

- Applicant must have a high school diploma or general education development (GED) certificate and meet the requirements for a WVDE Paraprofessional Certificate: be familiar with the Unified English Braille System and rules of braille mathematics and scientific notation
- Applicant must have knowledge of blindness and visual impairments and their effect on the individual's development,
- Applicant must complete in-service training program determined by the WV State Department of Education to be the equivalent of three hours of college credit.
- Applicant must be willing to participate and complete ongoing, approved training in the area of deafblindness. Support for the training may be provided by WV SenseAbilities Project. The intervener must be knowledgeable in a variety of techniques to be used to support a student with combined vision and hearing losses to make progress in the general curriculum as much as possible.

**EXPECTATIONS:**

It is recommended that the Braille Specialist/Intervener:

Be assigned ONLY to the student with deafblindness

Refer the student's problems to the teacher (do not assume the teacher's role)

Encourage the student to achieve to their highest potential

Establish a procedure for seeking the professional input of team members of varying disciplines

**ETHICS:**

It is recommended that the Braille Specialist/Intervener:

Maintain confidentiality with all students

Function in a manner appropriate to the situation

Strive to further knowledge and skills