



Intervenor Services

The future is in your hands

GLOSSARY OF TERMS

Adapted ASLⁱ

ASL can be adapted to meet the specific visual needs of individuals who are deafblind. Adapted ASL generally requires a restricted signing space, which may affect sign location and movement. Information is usually signed with one dominant hand, and may include tactile signs and fingerspelling. Adapted ASL also requires an awareness of potential visual limitations in the environment. For example, when the lighting changes in a room, the individual who is deafblind may no longer be able to see signs in a restricted sign space and prefer to receive tactile ASL.

Adapted Interactive Tactual Sign Language (AITSL)ⁱⁱ

“The hand over hand sign language most often used with congenitally deafblind individuals.”

American Sign Language (ASL)ⁱⁱⁱ

A visual language with its own grammar and syntax... used by Deaf people primarily in Anglophone Canada and the United States. Meaning is conveyed through signs that are comprised of specific movements and shapes of the hand and arms, eyes, face, head, and body posture.

American Sign Language (ASL) – English Interpreters^{iv,v}

ASL – English Interpreters facilitate communication between Deaf and hearing people.

American Sign Language (ASL) – Tactile^{vi,vii}

The person who is deaf-blind receives communication with his/her hands resting on another individual's hand while the message is being signed.

Applicant^{viii}

An individual who is in the process of applying for MCSS-funded intervenor services as of January 1, 2015.

Braille^{ix}

Braille is a tactile system of raised dots representing letters or a combination of letters of the alphabet that is felt with the fingertips. Braille is used primarily by people who are blind and deafblind. Braille is produced using Braille transcription software.

Communicator^x

“A Communicator provides sign language, interpreting, and/or communicator services, where required, for Deaf adults who have a developmental delay, mental health issues and/or low language skills. The communication will match the language level of the individual.”

Competencies

A competency is any skill, knowledge, behaviour or other personal characteristic that is essential to perform the job and that differentiates outstanding from typical performers. Competencies are what outstanding performers do more often, in more situations, and with better results than typical performers. There are two types of competencies: behavioural and technical. Technical competencies are necessary to perform the job role; however, they are not the differentiating factors of performance. While each is important, it is the behavioural competencies that truly differentiate superior from average performers.

- Behavioural competencies^{xi}
Behavioural competencies are the behaviours a person demonstrates in applying their knowledge and skills on the job.
- Technical competence^{xii}
An intervenor demonstrates technical competence by consistently using the necessary skills, knowledge and experiences to provide intervenor services to individuals who are deafblind.

Consumer^{xiii}

An individual who is in receipt of MCSS-funded intervenor services

Consumer Groups^{xiv}

An organization that campaigns for the rights of consumers

- Examples: DBAT (Toronto), CNSDB (National), ODBA, DBVA, peer groups, advocacy club, etc.

Deafblindness^{xv,xvi}

Deafblindness is a distinct disability. Deafblindness is a combined loss of hearing and vision to such an extent that neither the hearing nor vision can be used as a means of accessing information to participate and be included in the community.

- Acquired Deafblindness^{xvii,xviii}
Acquired deafblindness is a description applied to people who experience both vision and hearing loss later in life. Losses may occur at separate times or may occur simultaneously. They may also be progressive.
- Congenital Deafblindness^{xix,xx}
Congenital deafblindness is a description applied to people who are born with both hearing and visual loss or who became deafblind before developing symbolic language.

Deaf Interpreter (DI)^{xxi}

A Deaf interpreter uses American Sign Language, gesture, and/or other communication strategies to facilitate communication between a Deaf consumer, a hearing consumer, and a hearing interpreter. A Deaf interpreter is a Deaf individual who has native or near-native fluency in American Sign Language, who has interpreting experience, and who has taken specialized training.

A Deaf interpreter will function as a member of the interpreting team. A Deaf interpreter may be needed if a Deaf person uses signs that are: particular to a region or age group, has minimal or limited communication skills, has had their communication hindered or altered because of sickness or injury, or uses non-standard ASL or gestures.

Education^{xxii}

The process of acquiring a certificate, diploma, or degree, through a college and/or university program.

Existing Consumer^{xxiii}

An individual who is in receipt of MCSS-funded intervenor services as of December 1, 2015

InterRAI^{xxiv}

A collaborative network of researchers in over thirty countries committed to improving care for persons who are disabled or medically complex. Together they have developed a core health assessment; the Community Health Assessment and several supplemental assessments including the Deafblind Supplement

- Community Health Assessment (CHA)^{xxv}
The Community Health Assessment is the core assessment based on individual responses certain supplements will be triggered. This instrument is designed to incorporate the person's needs, strengths and preferences when assessing the key domains of function, mental and physical health, social support and service use.
- Deafblind Supplement^{xxvi}
The Deafblind Supplement (CHA-Db) is a standardized set of items that evaluate the strengths, preferences, and needs of persons with dual sensory loss.

Intervenor^{xxvii}

An intervenor¹ facilitates the interaction of the person who is deafblind with other people and the environment. The intervenor provides information about the environment and what is happening (using receptive language), assists the individual who is deafblind to communicate (using expressive language), provides or develops concepts where necessary, confirms actions, assists with life skills and most importantly, assists the individual to achieve as much independence as possible within their situation. The intervenor takes direction from the individual who is deafblind.

Intervenor Services^{xxviii}

Intervenor Services² provide the person who is deafblind with accurate information in an appropriate manner to enable them to make choices, plan future actions, communicate successfully, navigate their environment and achieve as much independence as possible. Intervenor services are responsive to the changing needs of the person who is deafblind.

Langue des signes québécoise (LSQ)^{xxix}

LSQ is a visual language with its own grammar and syntax used by Deaf people primarily in Quebec and other Francophone communities. Meaning is conveyed through signs that are comprised of specific movements and shapes of the hand and arms, eyes, face, head, and body posture.

Large Print^{xxx}

This helps people who have low vision. Large print materials should be prepared with a font (print) size that is 16 to 20 points or larger.

¹ Follows Canadian Press style spelling protocols for capitalization, The Canadian Press Style Guide, 18th edition, September 2017

² Spelling protocol for capitalization follows the Ministry of Community and Social Services - Integrated Intervenor Services Framework, 2017/2018

Medically Fragile^{xxx1}

[Individuals] with medically fragile conditions may have profound disabilities resulting in dependency on long-term care, respiratory support, increased usage of medical supports and services and intensive caregiver supports. Among [individuals] with special healthcare needs are a smaller number of individuals who are medically complex, or medically fragile, including those with intense medical needs that result from multisystem disease states, technology dependence, or complex medication regimens.

Methods of Communication^{xxxii}

- Adapted American Sign Language (AASL)
- American Sign Language (ASL)
- Braille
- Fingerspelling
- Gestures
- Langue des Signes Québécoise (LSQ)
- Large print notes
- Oral
- Other, as determined by the individual who is deafblind
- Print on Palm
- Signing Exact English (SEE)
- Tangible Symbols, including object cues and picture cues
- Two-hand Manual
- Others, as determined by the individual consumer^{xxxiii}

Oral Communication^{xxxiv}

Repeating a source language messages with visually accessible mouthing and/or loud or amplified voice

Print on Palm^{xxxv}

Using the palm as a writing surface, the speaker's index finger is used like a pencil to print each capital letter successively, and in the same palm location, to form a word. This system demands print literacy.

Professional Development^{xxxvi}

An ongoing investment to obtain the skills, knowledge, and experience to perform effectively in a role. Ideally, these activities should be self-chosen^{xxxvii} and initiated by the professional.

Proprioception^{xxxviii}

The ability to sense stimuli arising within the body regarding position, motion, and equilibrium.

Service agency^{xxxix}

A corporation that receives funding from MCSS to provide intervenor services

Signed English^{xi}

A system of manual communication that strives to be a representation of spoken English i.e. English vocabulary and grammar

Telephone Devices for the Deaf (TDD)/Telephone Devices for the DeafBlind (TDDb)/Teletypewriter (TTY)^{xii}

“A small keyboard device with a modem for telephone and visual display is used to send the message by code over the telephone to a similar machine.”

Training^{xlii}

The process of learning what you need to in order to perform your job duties^{xliii}

Training includes “courses/topics...that are ‘required’ and ‘optional’”^{xliv}

This knowledge may be “required for the job by the employer or other agency”^{xlv}

Training programs may be “offered on a *regular* basis in [Intervenor] service agencies across the province”^{xlvi}

Total Communication Approach (TCA)^{xlvii}

“To use as many methods of communication as needed to facilitate the exchange of information.”

Two-handed manual fingerspelling^{xlviii}

Letters of the English alphabet are formed by a speaker’s hand positions which are placed upon a recipient’s open relaxed palm. Each letter of each word is spelled.

ⁱ Reid, Julie (n/a). George Brown College.

ⁱⁱ OASIS (June 28, 2012). Retrieved from: <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

ⁱⁱⁱ Ministry of Community and Social Services.

^{iv} OASIS (June 28, 2012). Retrieved from: <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

^v Ministry of Community and Social Services

^{vi} Rotary Cheshire Homes (2004-2012). Resources: Communication Methods. Retrieved from:

http://www.rotarycheshirehomes.org/com_methods.htm

^{vii} Ministry of Community and Social Services

^{viii} Ministry of Community and Social Services (MCSS)

^{ix} Ministry of Community and Social Services

^x OASIS (June 28, 2012). Retrieved from: <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

^{xi} Hay Group (2015). Competency Backgrounder. Retrieved from

http://intervenorservices.com/images/Competency_Backgrounder.pdf

^{xii} ISHRS Education and Training Sub-Committee. (personal communication, June 23 2016).

^{xiii} Ministry of Community and Social Services

^{xiv} Collins Dictionary. Retrieved on February 16, 2017 from: <https://www.collinsdictionary.com/dictionary/english/consumer-group>

^{xv} Deafblind International – Guidelines on Best Practice for Service Development for Deafblind People, page 13,

<http://www.deafblindinternational.org/PDF/Guidelines%20for%20Best%20Practice%20for%20Service%20Provision%20to%20Deafblind%20People.pdf>

^{xvi} Ministry of Community and Social Services

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