



Intervenor Services

The future is in your hands

Technical Competencies Training Resource Guide
Intervenor Services Human Resource Strategy
Education and Training Sub-Committee



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Introduction

The purpose of the technical competency framework is to identify, for all Intervenor Service providers, a consistent standard of knowledge and skills necessary for intervenors working with individuals who are deafblind, in alignment with the goals of the Intervenor Services Human Resource Strategy (ISHRS).

- This *Technical Competencies Training Resource Guide* has been developed as a supplementary document to the *Technical Competencies for Intervenor*. This guide provides information on materials, training programs and courses that can be used in the teachings of each technical competency.

This *Technical Competencies Training Resource Guide* was designed for the following stakeholders:

- Trainers and educators to use as a resource tool for training and professional development programs for intervenors; and
- Employers of intervenors to:
 - Assess program delivery;
 - Guide hiring practices; and
 - Adequately assess the knowledge and skills of an intervenor as part of a performance appraisal process.
- Intervenor to evaluate their own knowledge and skills.

The *Technical Competencies Training Resource Guide* is meant to be a living document that will be reviewed and updated as new training opportunities and resource materials become available.

Technical Competency #1: Understanding Deafblindness

To provide effective Intervenor Services, an intervenor must have a comprehensive understanding of theories and practices related to deafblindness.

Please note: This technical competency is intended to be a high level overview.

1.1 [The intervenor should have the knowledge of:] Definition of Deafblindness

Content/Outcome(s):

- Understand the definitions of deafblindness;
- Differentiate between the various definitions;
- Define how deafblindness is a distinct disability; and
- Understand the eligibility criteria for receiving Intervenor Services as an adult in Ontario.

Example(s):

- The definition used by the Ministry of Community and Social Services (MCSS) in the Intervenor Services Policy Framework has been adopted by most Intervenor Services agencies;
- A study of other definitions of deafblindness – Canadian Deafblind Association Ontario Chapter (CDBA ON), Canadian Deafblind Association National, Canadian National Institute for The Blind (CNIB) Deafblind Services, Sense, Nordic countries, and Senses Australia – will demonstrate the common elements that define deafblindness; and
- The eligibility criteria for receiving Intervenor Services can be found in the MCSS Intervenor Services Policy Framework.

Education/Credit Course(s):

- George Brown College. (2017-2018). Congenital Deafblindness and Intervening 1 (C108: INTV1005). Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- DeafBlind Ontario Services. (2017). TOUCH™ (*Training, Ongoing, Unique, Committed, Holistic*) 1 training program [*In-class*]. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services. (2017). TOUCH™ (*Training, Ongoing, Unique, Committed, Holistic*) 2 training program [*In-class*]. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Deafblind International. (2014). About Deafblindness. Retrieved from <http://www.deafblindinternational.org/about-us/about-deafblindness/>

Book(s)

- Bulmer, C. & Newberry, J. (1996). *Wings: A Model for an Integrated Lifestyle*. Owen Sound: The Canadian Deafblind Rubella Association Publishers.
- Goransson, L. (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.
- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Publisher: Monmouth: Teaching Research Institute.
- McInnes, J. M. (1990). *A guide to planning and support for individuals who are deafblind*. Toronto: University Toronto Press.
- McInnes, J. M., & Treffry, J. A. (2015). *Deaf-blind infants and children: A developmental guide*. Toronto: University Toronto Press.
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

Reference(s)

- Canadian Deafblind Association Ontario Chapter. (n.d.). *About Deafblindness*. Retrieved from http://www.cdbaontario.com/about/deafblindness_e.php
- Canadian Deafblind Association National (n.d.). *Did you know?* Retrieved from http://www.cdbanational.com/did_you_know/
- CNIB (n.d.). *Deafblind Services*. Retrieved from <http://www.cnib.ca/en/ontario/programs-services/Deafblind-Services/Pages/default.aspx>
- Intervenor Services Human Resource Strategy. (n.d.). *Glossary of Terms*. Retrieved from <http://intervensorservices.com/index.php/what-we-do/glossary-of-terms>
- Ministry of Community and Social Services. (2017-2018). Introduction to Population Served. *Integrated Framework for Intervenor Services*, pp. 4. Toronto: Government of Ontario.
- Nordic Welfare (n.d.). *Nordic Definition of Deafblindness*. Retrieved from <http://www.nordicwelfare.org/PageFiles/992/nordic-definition-of-deafblindness.pdf>
- Sense. (n.d.). *Definitions of deafblindness*. Retrieved from <https://www.sense.org.uk/content/definitions-deafblindness>
- Senses Australia (2017). *What is Deafblindness? Deafblind Information*. Retrieved from <http://www.deafblindinformation.org.au/about-deafblindness/what-is-deafblindness/>

Training Manual(s)

- CNIB. (2012 – 2013). *Intervenor Training Manual*.

1.2 [The intervenor should have the knowledge of:] Terms related to Intervenor Services

Content/Outcomes:

- Understand terminology used in Intervenor Services field.

Examples:

- The ISHRS' Glossary of Terms;
- Terminology related to vision (e.g. visual field, tunnel vision, peripheral vision, residual vision, optician/optometrist/ophthalmologist);
- Terminology related to hearing (e.g. audiologist, audiograms, conductive hearing loss, sensorineural hearing loss, residual hearing)
- Terminology related to communication [e.g. emergent/proficient communicator, voice-over, captioning, receptive/expressive communication, Adaptive Interactive Tactile Sign Language (AITSL)];
- Terminology related to services (e.g. intervenor, Intervenor Services, transfer payment agency);
- History of terminology related to deafblindness;
- InterRAI assessment terminology; and
- Acronyms used within the field of deafblindness.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening 1 (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Anatomy & Physiology (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association Ontario Chapter. (2017). *Intervention Methods and Techniques [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services (2017). TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Reference(s)

- Aguiar, Laura. (1992). History of the Field of Deafblindness in Canada. This resource can be accessed by contacting CHKC.
- Canadian Hearing Society. (2013, November 14). *Glossary of Terms*. Retrieved from <http://www.chs.ca/glossary-terms>
- Freedom Scientific. (2017). *Glossary of Vision Loss Terms*. Retrieved from <http://www.freedomscientific.com/Support/VisionLoss/Glossary>

- Intervenor Organization of Ontario. (n.d.). *Definitions and Terminology*. Retrieved from <https://www.intervenors.ca/definitions-and-terminology>
- Macmillan Dictionary. (2017). *The ear and hearing - synonyms and related words*. Retrieved from <http://www.macmillandictionary.com/thesaurus-category/british/the-ear-and-hearing>
- National Eye Institute. (n.d.). *Vision-Related Terms--Selected Online Sources*. Retrieved from <https://nei.nih.gov/health/glossary>

1.3 [The intervenor should have the knowledge of:] Variety of ways deafblindness can impact an individual

Content/Outcome(s):

- Define the four key areas impacted by deafblindness (i.e. anticipation, motivation, communication, and confirmation);
- Define the impact of deafblindness on mental health; and
- Define the impact of deafblindness on incidental learning.

Example(s):

- This section is a high level overview of the variety of ways deafblindness impacts an individual; the specifics are included in technical competencies to follow;
- An intervenor should take into account how an individual's deafblindness can contribute to feelings of loneliness and isolation; and
- A skilled intervenor will always address the four key areas of anticipation, motivation, communication, and confirmation when providing services.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening 1 (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College (2017-2018). *Sociology relevant to Deafblindness (C108: INTV1005)*. Retrieved from <https://www.georgbrown.ca/SOC1008-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Article(s)

- Minkin, M. (n.d.). The Impact of Deafblindness on the Family. Retrieved from <http://www.perkinselearning.org/videos/webcast/impact-deafblindness-family>
- Sense. (2017). Introduction to deafblindness. Retrieved from <https://www.sense.org.uk/content/introduction-deafblindness>

Book(s)

- Bulmer, C. & Newberry, J. (1996). *Wings: A Model for an Integrated Lifestyle*. Owen Sound: The Canadian Deafblind Rubella Association Publishers.
- Goransson, L. (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.
- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- Kolset, S. O., & Oatley, D. (2011). *An exceptional fellow: A Father's Story*. Norway: Dinamo Forlag Publishers.
- Mactavish, J. (2000). *Bravo! Miss Brown: A world without sight and sound*. Toronto: Cavu.
- McGrath, E., McGrath, M. (2016). *Believing in Beth*. Quispamsis: Hawthorne Lane.
- McInnes, J. M. (1999). *A guide to planning and support for individuals who are deafblind*. Toronto: University of Toronto Press.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

Reference(s)

- Intervenor.org (n.d.). *What is Deafblindness*. Retrieved from http://intervener.org/docs/what_is_%20deafblindness.pdf
- van Dijk, J., Janssen, M., Nelson, C. (2001, November 30). *Deafblind Children*. Retrieved from <https://nationaldb.org/library/page/1968>

Training Manual(s)

- CNIB. (2012–2013). *Intervenor Training Manual*.

1.4 [The intervenor should have the knowledge of:] Causes of deafblindness, age of onset of vision and hearing loss, and the type of degree of loss

Content/Outcome(s):

- Identify the common causes of deafblindness;
- Examine the list of disorders/conditions that may cause deafblindness;
- Understand and define congenital and acquired deafblindness;
- Gain an understanding of vision loss and hearing loss, including how they are measured; and
- Understand how an individual is assessed as deafblind.

Example(s):

- Common causes of congenital deafblindness (e.g. CHARGE syndrome, prematurity, encephalitis, rubella, Fetal Alcohol Syndrome);
- Common causes of acquired deafblindness (e.g. Usher Syndrome, aging, trauma/illness);
- Categories of hearing loss include mild, moderate, severe, and profound;
- Neurological disorders, such as Cortical Visual Impairment (CVI) as a cause of deafblindness; and
- Formal assessment for deafblindness.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Anatomy & Physiology (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017 -2018). *Congenital Deafblindness and Intervening 1 (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- National Centre on Deaf-Blindness. (n.d.). Causes of Deaf-Blindness. Retrieved from <https://nationaldb.org/library/list/6>
- Senses Australia. (2017). Acquired Deafblindness. Retrieved from <http://www.deafblindinformation.org.au/acquired-deafblindness/>

Book(s)

- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.

Reference(s)

- Canadian Deafblind Association British Columbia Chapter. (2017). *Causes*. Retrieved from <http://www.cdbabc.ca/deafblindness/causes>
- Canadian Deafblind Association British Columbia Chapter. (n.d.). *Implications*. Retrieved from <http://www.cdbabc.ca/deafblindness/implications>
- Ministry of Community and Social Services. (2017-2018). Introduction to Population Served. *Integrated Framework for Intervenor Services* (pp. 4). Toronto: Government of Ontario.
- Morris, J.N., Berg, K., Bjorkgren, M., Declercq, A., Finne-Sorveri, H., Fries, B.E. & Szczerbinska, K. (n.d.). *InterRai Assessment*. Retrieved from <http://www.interrai.org/community-health.html>
- National Organization for Rare Disorders (NORD). (2017). *Rare Disease Information*. Retrieved from <https://rarediseases.org/for-patients-and-families/information-resources/rare-disease-information/>
- Sense. (2017). *Introduction to deafblindness*. Retrieved from <https://www.sense.org.uk/content/introduction-deafblindness>
- Senses Australia. (2017). *Congenital Deafblindness*. Retrieved from <http://www.deafblindinformation.org.au/congenital-deafblindness/>
- van Dijk, J., Janssen, M. & Nelson, C. (2001, November 30). *Deafblind Children*. Retrieved from <https://nationaldb.org/library/page/1968>

Training Manual(s)

- CNIB. (2012–2013). *Intervenor Training Manual. Causes of Deafblindness*.

1.5 [The intervenor should have the knowledge of:] History of the field of deafblindness and Intervenor Services

Content/Outcome(s):

- Understand the development of Intervenor Services;
- Understand the impact of the rubella pandemics of the 1940s and 1960s; and
- Knowledge of the organizations and service providers who support to individuals who are deafblind.

Example(s):

- Although formalized deafblind services is a relatively young field, historical examples of individuals who are deafblind receiving supports exist, such as Helen Keller (US), Laura Bridgman (US), Ragnhild Kata (Norway);
- The discovery of Congenital Rubella Syndrome did not occur until 1941; and
- W. Ross Macdonald School for the Blind, Visually Impaired and Deafblind.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Introduction to Field and Community Resources (C108: INTV1003)*. Retrieved from <http://www.georgbrown.ca/INTV1003-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Deafblind Network of Ontario. (2014). About Us. Retrieved from <http://www.dbco.ca/index.php/en/about-us>
- Easton, M. (Summer 2002). Bravo, Miss Brown! *UofT Magazine*. Retrieved from <http://magazine.utoronto.ca/feature/mae-brown-deaf-blind-university-student-people-overcoming-disabilities/>

Book(s)

- Carbin, C. F. (1996). *Deaf Heritage in Canada*. Whitby: McGraw-Hill Ryerson Limited.
- Mactavish, J. (2001). *Bravo Miss Brown! A world without sight and sound*. Toronto: CAVU Inc.
- McInnes, J. M. (1990). *A guide to planning and support for individuals who are deafblind*. Toronto: University Toronto Press.

Reference(s)

- Aguiar, Laura. *History of the Field of Deafblindness in Canada*. This resource can be accessed by contacting CHKC.
- American Foundation for the Blind. (2017). *Helen Keller Biography and Chronology*. Retrieved from <http://www.afb.org/info/about-us/helen-keller/biography-and-chronology/123>

Training Manual(s)

- CNIB. (2012-2013). *Intervenor Training Manual. History of Intervenor Services*. .

Technical Competency #2: Values, Ethics and Principles of Intervenor Services

To provide effective Intervenor Services, an intervenor must demonstrate a thorough understanding of their unique role and the philosophies that guide the delivery of services. Intervenor provide an essential service for individuals who are deafblind. Intervenor must strictly adhere to a code of ethics, and deliver services in a professional manner.

2.1 [The intervenor should have the knowledge of:] The role of an intervenor

Content/Outcome(s):

- Understand sensory deprivation, and how an intervenor fills that gap;
- Understand concept development as it relates to an individual who is deafblind;
- Understand what incidental information is and its importance;
- Understand the role of an intervenor when working in a variety of settings; and
- Understand the similarities and differences between an intervenor, interpreter, and personal support worker.

Example(s):

- An intervenor is to provide continuous visual, auditory, and environmental material; information that an individual who is deafblind is otherwise unable to gather. The intervenor is always “on.” The individual who is deafblind should be consulted as to what information is a priority or is of interest to them;
- An intervenor's role is to provide opportunities whereby an individual who is deafblind can increase their knowledge or skills (i.e. conceptual development) and incidental information (e.g. advertisements, trends, local/worldwide news);
- Working in different settings includes: medical appointments, social settings, home settings, legal settings, community settings, team settings, learning or educational settings, and vocational settings, etc. Working in a social setting may require shadowing skills (i.e. copying another deafblind person's comments), knowledge of other people's names/sign names, voicing skills, and describing other people's actions.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Acquired Deafblindness & Intervening I (C108: INTV1004)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness & Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

- DeafBlind Ontario Services (2017). TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- CNIB. (2012–2013). *Intervenor Training Manual. Role of Intervenor.*

Resource(s):

Book(s)

- Bulmer, C. & Newberry, J. (1996). *Wings: A Model for an Integrated Lifestyle.* Owen Sound: The Canadian Deafblind Rubella Association Publishers.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness.* Monmouth: Teaching Research Institute.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind.* Toronto: University of Toronto Press.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children.* Toronto: University of Toronto Press.

Journal(s)

- Morgan, S. (Fall 2001). What's my Role? A Comparison of the Responsibilities of Interpreters, Interveners, and Support Service Providers. *Deaf-Blind Perspectives*, 9(1), 1-3. Retrieved from <http://documents.nationaldb.org/dbp/pdf/sept01.pdf>

Website(s)

- Intervenor Organization of Ontario (2017). *Blog.* Retrieved from <https://www.intervenors.ca/news/>
- Intervenor Organization of Ontario (2017). *Role of the Intervenor.* Retrieved from <https://www.intervenors.ca/division-and-committees-2/>

Training Gaps:

- Not all agencies that are funded to provide Intervenor Services have staff with knowledge of the role of the intervenor in different settings.

Recommendations:

- For some agencies that are funded to provide Intervenor Services, more time could be spent on training staff intervenors on the role of an intervenor, including scenarios and discussion groups.

2.2 [The intervenor should have the knowledge of:] The definition of Intervenor Services

Content/Outcome(s):

- Define Intervenor Services.

Example(s):

- The ISHRS's definition, which is the MCSS' definition (2017) is, "Intervenor Services 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;"
- ISHRS Glossary of Terms; and
- MCSS Policy Framework.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Acquired Deafblindness & Intervening I (C108: INTV1004)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening 1 (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Book(s)

- Bulmer, C. & Newberry, J. (1996). *Wings: A Model for an Integrated Lifestyle*. Owen Sound: The Canadian Deafblind Rubella Association Publishers.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.

Document(s)

- Ministry of Community and Social Services. (2017). *Intervenor Services Policy Framework*.

Reference(s)

- Intervenor Services Human Resource Strategy (2015). *Glossary of Terms*. Retrieved from <https://www.intervensorservices.com/index.php/what-we-do/glossary-of-terms>

2.3 [The intervenor should have the knowledge of:] Philosophy and principles of Intervenor Services

Content/Outcome(s):

- Understand the various philosophies of Intervenor Services;
- Understand the impact of power and control, empowerment, client/consumer-focused and driven;
- Understand that individuals who are deafblind have their own perspective on Intervenor Services;
- Understand the concept of learned helplessness ;
- Understand the importance of maintaining professional boundaries; and
- Understand the provision of Intervenor Services, and how it differs from other services.

Example(s):

- “Do with, not for;”
- Act as a bridge, not a barrier;
- Be the person's eyes and ears;
- Some clients/consumers see Intervenor Services as a dependency, and not a form of independence; and
- Reactive and responsive environments.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Acquired Deafblindness & Intervening I (C108: INTV1004)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College (2017-2018). *Congenital Deafblindness and Intervening 1 (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Book(s)

- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.

Reference(s)

- Canadian Deafblind Association National. (2017). *Principles of the Canadian Concept of "Intervention."* Retrieved from <http://www.cdbanational.com/principles-of-the-canadian-concept-of-intervention/>
- Richmond School District No. 38. (n.d.). *Provincial Outreach Program for Students with Deafblindness: Tips for Getting Started.* Retrieved from <http://popdb.sd38.bc.ca/deafblindness/intervenors-intervention/tips-getting-started>

Training Manual(s)

- CNIB. (2012–2013). *Intervenor Training Manual. Theories of Intervention.*

Website(s)

- Intervenor Organization of Ontario. (2017). *Access to Information: Intervenors.* Retrieved from <https://www.intervenors.ca>
- Intervenor service providers include:
 - CDBA, http://www.cdbaontario.com/index_e.php
 - CHKC, <http://chkc.org/>
 - CNIB Deafblind Services, <http://cnib.ca/en/ontario/programs-services/deafblind-services/Pages/default.aspx>
 - DeafBlind Ontario Services, <http://www.deafblindontario.com/index.php?lang=en>
 - National Centre on Deaf-Blindness, <https://nationaldb.org/>

2.4 [The intervenor should have the knowledge of:] The Intervenor Organization of Ontario's (IOO) Code of Ethics, and understand its application

Content/Outcome(s):

- Understand the IOO's Intervenor Code of Ethics;
- Understand that agencies may have their own agency specific code of ethics and code of conduct;
- Understand how to apply the IOO's Intervenor Code of Ethics to ethical scenarios/dilemmas;
- Understand the complexities of setting professional boundaries; and
- Recognize the impact of personal biases, skills, knowledge, and limitations.

Example(s):

- Maintaining client confidentiality;
- Accurately conveying the meaning and intent of a message (in conversation); and
- Setting aside personal biases and feelings.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Values, Ethics & Professionalism (C108: INTV2017)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Reference(s)

- Intervenor Organization of Ontario. (2017). *Intervenor Code of Ethics*. Retrieved from <https://www.intervenors.ca/ccode-of-ethics/>

Training Manual(s)

- DeafBlind Ontario Services. *The Mentorship Guide – Share and Grow has ethical situations and encourages discussion on appropriate, ethical behaviour.*
- CNIB. (2012 – 2013). *Intervenor Training Manual. Code of Ethics.*

Website(s)

- Association of Visual Language Interpreters of Canada (AVLIC). (n.d.). *Ethics and Guidelines*. Retrieved from <http://www.avlic.ca/ethics-and-guidelines> (English and ASL version available)

Workshop(s)

- Hesson-Bolton, K. (2008-2009). Poster presented at the Intervenor Symposium on Ethics.

2.5 [The intervenor should have the knowledge of:] Roles and responsibilities of an intervenor as part of an effective interdisciplinary team working in a variety of settings

Content/Outcome(s):

- Understand the similarities and differences between an intervenor and other professionals, and how they work together;
- Understand the role of the interpreter or Deaf Interpreter (DI), and how to work together effectively;
- Understand the process of working with another intervenor as part of a team;
- Understand the structure of working within a team of intervenors; and
- Understand the intervenor's role in various settings.

Example(s):

- Working at a medical appointment: Informing the doctor about the individual's visual and auditory needs during the appointment;
- Working with an interpreter, or with a DI;
- Working as a team with another intervenor;
- Working in a setting involving other professionals (i.e. doctor, psychiatrist, counsellor, occupational therapist, physical therapist); and
- Flow of communication (i.e. consistency and follow up).

Education/Credit Course(s):

- George Brown College. (2017-2018). *Fieldwork Practice I (C108: INTV1008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College (2017–2018). *Program and Activity Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Resource(s):

Book(s)

- Bulmer, C. & Newberry, J. (1996). *Wings: A Model for an Integrated Lifestyle*. Owen Sound: The Canadian Deafblind Rubella Association Publishers.
- McInnes, J.M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press.

Reference(s)

- ISHRS Behavioural Competency. (n.d.). *Work as a Team*.

2.6 [The intervenor should have the knowledge of:] The theories of empowerment, advocacy, and self-determination

Content/Outcome(s):

- Understand the concept of empowerment;
- Understand the concept of advocacy;
- Understand the concept of self-determination;
- Understand an intervenors role as an advocate; the fine line between advocating and empowering an individual to advocate on their own behalf;
- Knowledge of control and power as it relates to working as an intervenor; and
- Understand how to provide choices and support an individual with their own self-determination.

Example(s):

- For the intervenor not to create or perpetuate an environment of learned helplessness, and how to support an individual to understand their rights to control their own life;
- Allowing an individual to decide and have input on how they want to use their intervenor service hours;
- Advocating on behalf of an individual after a medical appointment – meeting with a manager of Intervenor Services, and explaining that a doctor needs some awareness training on the intervenor’s role and limitations; and
- The inherent power of being a sighted/hearing person working with an individual who is deafblind.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Fieldwork Practice I (C108: INTV1008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice II (C108: INTV2002)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice III (C108: INTV2008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Seminar I (C108: INTV1007)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Seminar II (C108: INTV2001)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Seminar III (C108: INTV2009)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Family Connect. (2017). What Can Families and Professionals Do to Help Reinforce Self-Determination Skills? Retrieved from <http://www.familyconnect.org/info/education/expanded-core-curriculum/david-browns-advice-on-self-determination-skills-for-deaf-blind-students/what-can-families-and-professionals-do/1345>

Book(s)

- Bulmer, C. & Newberry, J. (1996). *Wings: A Model for an Integrated Lifestyle*. Owen Sound: The Canadian Deafblind Rubella Association Publishers.
- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press.
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.
- Webson, W.A. (1997). *Handbook for Organizations of and for the Blind and Visually Impaired*. Watertown: Cornell University.

Reference(s)

- ISHRS Behavioural Competency. (n.d.). *Foster Independence and Confidence*.
- ISHRS Behavioural Competency. (n.d.). *Engage Influence and Advocate*.

Website(s)

- Deafblind Citizens in Action. (2016). Program Impact. *DBYAA's Impact*. Retrieved from <https://dbcitizens.org/program-impact/>
- *Empowerment for Deaf-Blind People* [PowerPoint] Retrieved from <https://seattlecentral.edu/faculty/baron/Summer%20Courses/ITP%20220%20Deaf%20Blind%20Interpreting/Empowerment%20for%20Deaf-Blind%20People.ppt>
- Deaf-Blind Service Center (n.d.) *Advocacy*. Retrieved from <http://seattledbcs.org/advocacy/>
- Sense (2017). *Home*. Retrieved from <https://www.sense.org.uk>
- Alliance for Equality of Blind Canadians. (2017). *Advocacy*. Retrieved from <http://www.blindcanadians.ca/participate/blog/advocacy>
- The CHARGE Syndrome Foundation (2017). *Advocacy*. Retrieved from <https://www.chargesyndrome.org/families/advocacy/>
- Adams, J. (1993). J.W. Reiman & P.A. Johnson (Eds.) *Proceedings from the National Symposium on Children and Youth Who Are Deaf-Blind* (pp. 274-281). Retrieved from <http://documents.nationaldb.org/products/symposium-final.pdf>
- National Center on Deaf-Blindness. (2016). *Accessing the Dream: Preparing Deaf-Blind Youth for a Self-Determined Life*. Retrieved from <https://dcmp.org/media/9622-accessing-the-dream-preparing-deaf-blind-youth-for-a-self-determined-life>
- National Center on Deaf-Blindness. (2015, December 10). *Empowering Young Adults Who are Deaf-Blind*. Retrieved from <https://nationaldb.org/wiki/page/13/541>

- National Center on Deaf-Blindness. (2015, December 10). *Self Determination*. Retrieved from <https://nationaldb.org/library/list/66>

Workshop(s) – Current

- McNeely, M. (n.d.). *Advocacy for Consumers*. Poster presented at CHKC.

Workshop(s) – Past

- Nuccio, J. (2008). *Allies in Empowerment*. Poster presented at the Intervenor Symposium.
- Copeland, S. (2009). *Everyone has the Right to Fulfill Their True Potential*. Poster is from CDBA, and presented at the Intervenor Symposium.
- Sayer, J. (2009). *Empowerment, Inclusion, Employment with Intervenors*. Poster presented at the Intervenor Symposium.
- Hainsworth, C. (2009). *Empowerment to Independence Peer to Peer Presentation*. Poster is from SSP Manitoba, and presented at the Intervenor Symposium.

Video(s)

- Girma, H. (2016, January 28). *Empowering a Deafblind Community*. [Video file]. Retrieved from <https://library.tsbvi.edu/Play/12922>

2.7 [The intervenor should have the knowledge of:] The theory of self-reflective practice

Content/Outcome(s):

- Understand the theory and importance of self-reflective practice as part of the provision of Intervenor Services
- Knowledge of the categories which can be used for self-analyses (e.g. work performance, technical skill, sign choices);
- Knowledge of the importance of personal mental health/physical health, and how this can impact an intervenor's ability to perform; and
- Understanding how personal and cultural values and beliefs may differ from those of an individual who is deafblind.

Example(s):

- Debriefing after an assignment;
- Reviewing sign choices used during an assignment; and
- Examining an individual's response to the intervenors' approach/method.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Fieldwork Practice I (C108: INTV1008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice II (C108: INTV2002)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice III (C108: INTV2008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Seminar I (C108: INTV1007)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Seminar II (C108: INTV2001)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Seminar III (C108: INTV2009)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Resource(s):

Article(s)

- Witter-Merithew, A. (2012, March 13). Sign Language Interpreters: Breaking Down Silos Through Reflective Practice. Retrieved from <http://www.streetleverage.com/2012/03/sign-language-interpreters-reflective-practice/>

Book(s)

- Bolton, G. (2005). *Reflective Practice: Writing and Professional Development*. London: Sage Publication.

Course(s)

- Algonquin College. (2017). *School of Health and Community Studies: Module Four: Reflective Practice*. Retrieved from <http://www.algonquincollege.com/healthandcommunity/preceptorship/module-four/module-four-reflective-practice-2/>

Reference(s)

- ISHRS Behavioural Competency. (n.d.). *Commit to Personal Growth*.
- ISHRS Behavioural Competency. (n.d.). *Demonstrate Self-Management and Resilience*.

Training Manual(s)

- DeafBlind Ontario Services. *Mentorship Guide. Share & Grow*.
- CNIB. (2012–2013). *Intervenor Training Manual. Influencing on job effectiveness*.

Website(s)

- Wymant, K. & Ramey, C. (2017, June 27). *The Importance of Debriefing Processes in the Field of Intervention*. Retrieved from <https://www.intervenors.ca/news/>

Video(s)

- Dawson, P. [Phillip Dawson]. (2012, October 10). *Reflective Practice* [Video file]. Retrieved from <https://www.youtube.com/watch?v=r1aYWbLj0U8>

2.8 [The intervenor should have the knowledge of:] Professional boundaries and conflict of interest, as it relates to the role of an intervenor

Content/Outcome(s):

- Knowledge of potential issues when a professional boundary needs to be maintained;
- Knowledge of potential financial conflicts of interest; and
- Understanding techniques to resolve boundary issues.

Example(s):

- Intervenors face unique challenges because they can be so entwined in an individual's life, but professional boundaries still need to be maintained;
- What/how much personal information should an intervenor share with the individual who is deafblind?
- Financial conflicts (i.e. should the intervenor pay for the individual's coffee, haircut or clothing? How does this affect the relationship of another intervenor if they are not willing to pay for related items? What if the individual starts to assume the intervenor will pay?)
- Should an intervenor promote a personal business with an individual who is deafblind and ask them to buy products from them?
- Intervenors should not promote personal religious beliefs.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Values, Ethics and Professionalism (C108: INTV2017)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice I (C108: INTV1008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice II (C108: INTV2002)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice III (C108: INTV2008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Sense. (2017). Talking Sense: Personal-professional relationships. Retrieved from <https://www.sense.org.uk/content/talking-sense-personal-professional-relationships>
- Schwenke, T. (2013, December 3). Therapeutic Dynamics with DeafBlind Consumers in the Mental Health System [Webinar]. Retrieved from https://issuu.com/dbtip/docs/mental_health_setting_12.4.14

Reference(s)

- ISHRS Behavioural Competency. (n.d.). *Building Trusting Relationships*.
- ISHRS Behavioural Competency. (n.d.). *Act with Integrity*.

2.9 [The intervenor should have the knowledge of:] The rights of the individual who is deafblind

Content/Outcome(s):

- Knowledge of the Consumer Bill of Rights – The Canadian National Society for Deaf-Blind is developing this document;
- Understand the Accessibility for Ontarians with Disabilities Act (AODA) – rights of people in Ontario who have a disability, and the duty to accommodate;
- Knowledge of the themes outlined in the Ontario Human Rights Code; and
- Understand the legislation that relates to working with persons who are vulnerable.

Example(s):

- Individuals have the right to receive information in their preferred communication method;
- Individuals have the right to control their own life, and make their own decisions on how to utilize their intervenor's service,
- The motto "nothing about us, without us;" and
- Advocacy Act, 1992.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Values, Ethics & Professionalism (C108: INTV2017)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Grandia, L. (n.d.). The UN Convention on the Rights Of Persons With Disabilities, The Power To Change The Lives Of Persons With Deafblindness Around The World. Retrieved from <http://www.deafblindinternational.org/Docs/Review%20Archive/UN%20Convention%20of%20Rights.pdf>
- Ministry of Community and Social Services (2009). Communication Access for People Who Have Communication Disabilities. Retrieved from http://www.mcsc.gov.on.ca/documents/en/mcss/publications/accessibility/commAccessCommunicationDisabilities/Communication_Access_ENG.pdf
- Wong, I. (1995). Deaf-Blind and Dynamic a Profile of Kerry Wadman. Retrieved from <http://www.blindcanadians.ca/publications/cbm/9/deaf-blind-and-dynamic-profile-kerry-wadman>
- Humphries, T., Kushalnagar, R., Mathur, G., Napoli, D. J., Padden, C., Rathmann, G., & Smith, S. (2013). The Right to Language. *J Law Med Ethics*, 41(4): 872. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4117351/>

Book(s)

- Bulmer, C. & Newberry, J. (1996). *Wings: A Model for an Integrated Lifestyle*. Owen Sound: The Canadian Deafblind Rubella Association Publishers.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press.
- Garcia Iriarte, E., McConkey, R., & Gilligan, R. (2015). *Disability and Human Rights: Global Perspectives*. UK: Palgrave Macmillan.

Document(s)

- CNSDB. Consumer Bill of Rights.

Website(s)

- Accessibility Ontario. (n.d.). *AODA Training*. Retrieved from <https://accessontario.com/services/aoda-training/>
- Government of Ontario. (1992). *Advocacy Act, 1992*. Retrieved from <https://www.ontario.ca/laws/statute/92a26>
- Government of Manitoba. (n.d.). *What is the Vulnerable Person Act?* Retrieved from http://www.gov.mb.ca/fs/pwd/what_is_vpa.html
- World Blind Union. (2003). *Manifesto for a United Nations Convention on the Rights of People with Disabilities*. Retrieved from http://www.un.org/esa/socdev/enable/rights/03-04-09-2_Blind_Union_Manifesto.pdf
- Hersh, M. (October 2013). *Deafblind People, Communication, Independence, and Isolation*. *Journal of Deaf Studies and Deaf Education*, 18 (4), 446–463. Retrieved from <https://doi.org/10.1093/deafed/ent022>

2.10 [The intervenor should have the knowledge of:] How to professionally complete a variety of different documents/reports within an agency; their function, importance, and to whom they are submitted

Content/Outcome(s):

- Knowledge of various forms of data collections and their importance (e.g. government reports);
- Understand the Personal Health Information Protection Act, 2004;
- Understand the Personal Information Protection and Electronic Documents Act, 2000 from the Canadian Legal Information Institute;
- Understand the importance of confidentiality, and what can/cannot be included in documents;
- Knowledge of policies that relate to sharing of confidential documents (i.e. who can access files);
- Knowledge of appropriate storage of work-related information/files in soft and hard copy; and
- Understand how to write a professional document.

Example(s):

- Appropriate information to document in a file;
- Writing notes effectively (i.e. correct verb tense, avoiding personal opinions, etc.);
- Confidentiality, non-identifying information, and informed consent;
- Incident reports (e.g. serious occurrence); and
- The need for factual information in written documents, and being cognizant of their potential legal ramifications.

Education/Credit Course(s):

- George Brown College. (2017-2018). *English for Intervenors (C108: COMM1126)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Intervention for Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Program and Activity Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- None

Resource(s):

Book(s)

- Ferster Glazier, T., Wilson, P., & Wagner, K. (2015) *The Least You Should Know About English, 4th Canadian Edition*. Toronto: Nelson Publishers.

Document(s)

- Government of Canada (December 5, 2017). *Personal Information Protection and Electronic Documents Act, 2000* (S.C. 2000, c. 5). Retrieved from <http://laws-lois.justice.gc.ca/eng/acts/P-8.6/>

Reference(s)

- Government of Ontario. (2004). *Personal Health Information Act, 2004*. (S.O. 2004, c. 3, Sched. A). Retrieved from <https://www.ontario.ca/laws/statute/04p03>

Workshop(s) – Current

- Sherra, K. (n.d.). CHKC. *Clear Language and Writing*.
- DeafBlind Ontario Services. (n.d.). *Log Note Writing*.

2.11 [The intervenor should have the knowledge of:] Abuse, how to report abuse, the intervenor's role within that, and abuse prevention

Content/Outcome(s):

- Understand how to report abuse (i.e. child abuse, spousal abuse, etc.);
- Understand the definition of abuse (i.e. physical abuse, neglect, emotional abuse, sexual abuse, financial abuse, racism, sexism);
- Understand the issues surrounding abuse related to the deafblind community;
- Knowledge of community resources/referrals for additional support;
- Knowledge of Ontario legislation related to abuse (i.e. children, elderly, vulnerable people);
- Knowledge of abuse with adults with regard to legal limitations;
- Understand how/when to debrief with supervisor(s);
- Knowledge of ways to ensure the intervenor's safety;
- Understanding of intervenor's role in the content of the individual's safety;
- Understand the intervenor's role when working with community services (e.g. police, Children's Aid Society, counsellor, victim services, woman's shelter); and
- Knowledge of your agency's policies regarding abuse and reporting.

Example(s):

- An individual that is deafblind tells the intervenor that their partner hit them;
- An intervenor suspects that the child of an individual who is deafblind is being abused by a family member;
- An individual who is deafblind shares a story of abuse that occurred while they were attending school (several years ago); and
- An intervenor witnesses another intervenor abusing an individual who is deafblind.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Values, Ethics & Professionalism (C108: INTV2017)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DS sector. (n.d.) *Quality assurance measures*.

Resource(s):

Course(s)

- Safeguards: Training For Children and Adult Services. (2012). *Abuse/Trauma Training*. Retrieved from <http://safeguards-training.net/Training/default.aspx>
- Elder Abuse Ontario. (2017). *Interested in Training?* Retrieved from <http://www.elderabuseontario.com/training-education/training/training-sessions/>

Reference(s)

- Sense. (2017). *What is Safeguarding?* Retrieved from <https://www.sense.org.uk/content/talking-sense-protecting-vulnerable-adults-abuse>

- Provincial Advocate for Children and Youth. (n.d.) *Yes, You Can: Dispelling the Myths About Sharing Information With Children's Aid Societies*. Retrieved from <http://www.oacas.org/wpcontent/uploads/2016/11/7798OPACYMyths-Booklayout-Web.pdf>
- Increasing Safeguards for Vulnerable Adults. (n.d.) *Service Providers*. Retrieved from <http://www.vulnerableadultscwr.org/service-providers.html>
- Communication Disabilities Access Canada. (2013). *Communicating about Abuse*. Retrieved from <http://www.cdacanada.com/crimes/communicating-about-abuse/>
- Ministry of Community and Social Services. (2016, November 17). *Ontario Helping Protect People with Developmental Disabilities: Province Launches Service for Reporting Abuse and Neglect*. Retrieved from <https://news.ontario.ca/mcss/en/2016/11/ontario-helping-protect-people-with-developmental-disabilities.html>
- Community Living Ontario. (2010, February 10). *Adults who are Vulnerable to Abuse and Neglect: Social Policy Position on Mandatory Reporting*. Retrieved from <https://respiteservices.com/app/wa/doc?docId=1367>

Website(s)

- Elder Abuse Ontario. (2017). *Interested in Training?* Retrieved from <http://www.elderabuseontario.com/training-education/training/training-sessions/>
- Deafblind Scotland. (2016, January). *Adult Support and Protection Procedures*. Retrieved from <http://www.deafblindscotland.org.uk/wp-content/uploads/2016/03/Adult-support-and-Protection-26.01.16SA.pdf>

Video(s)

- Community Living Stratford. (2013, June 7). *Community Living Stratford - No Means No Video Clip* [Video file]. Retrieved from <https://www.youtube.com/watch?v=VpSZN1m8WGg>

2.12 [The intervenor should have the knowledge of:] The importance of personal mental health and self-care and how it impacts your ability to provide Intervenor Services

Content/Outcome(s):

- Knowledge of health and wellbeing (e.g. social wellness, emotional wellness, spiritual wellness, physical wellness);
- Knowledge of techniques to deal with stress;
- Knowledge of various meditation practices;
- Knowledge of the Canadian Food Guide;
- Knowledge of Employee Assistance Programs (EAP), where applicable;
- Understand the physical and mental demands of being an intervenor;
- Understand the option and importance of debriefing with supervisor(s); and
- Understand work/home balance.

Example(s):

- An intervenor is suffering from depression, and has limited energy when working with an individual who is deafblind to a point that it negatively impacts service delivery;
- Intervenor is falling asleep at work because they are not getting enough sleep;
- Intervenor breaks down with a consumer, and tells them about their personal issues (i.e. marriage break up, problems with children, etc.); and
- An intervenor experiences compassion fatigue.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Intervention for the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Field Placement Seminar 4 (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program* [In-class]. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- Toninger, R. Mental Health Commission of Canada. (n.d.) Mental Health First Aid (MHFA).

Resource(s):

Reference(s)

- ISHRS Behavioural Competency. (n.d.). *Demonstrate Self-Management and Resilience*.

Website(s)

- Canadian Mental Health Association. (2017, May 2). *Great-West Life renews funding for CMHA*. Retrieved from <http://www.cmha.ca/news/great-west-life-renews-funding-cmha/> or <http://www.cmha.ca/mental-health/>
- Government of Canada. (2017). *Get Your Copy*. Retrieved from <https://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/get-your-copy.html>

Training Manual(s)

- CNIB. (2012–2013). *Intervenor Training Manual – Influences on Job Effectiveness chapter.*

2.13 [The intervenor should have the knowledge of:] Informed consent process, and how to reach it

Content/Outcome(s):

- Understand the definition of “informed consent,” and its consistent application as it pertains to Intervenor Services;
- Knowledge of The Health Care Consent Act, 1996;
- Knowledge of The Substitute Decisions Act, 1992;
- Understand the role of the intervenor as it pertains to the above Acts; and
- Recognize and apply communication options to ensure conceptual understanding of informed consent.

Example(s):

- An intervenor is interpreting a consent form with an individual who is deafblind; they need to ensure the individual comprehends what the consent form says, and tries other tactics if the individual does not understand (e.g. intervenor and interpreting/DI, pictures, models);
- An individual who is deafblind returns from a doctor’s appointment, and a family member asks for details of the appointment. The individual is unable to express the details themselves; and
- Informed consent permeates every aspect of daily living.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Intervention for the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Activity and Program Planning (C108: INTV2015)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Values, Ethics & Professionalism (C108: INTV2017)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Resource(s):

Article(s)

- Elliot, D. (Spring/Summer 2008). The Best Interests of Adults with Intellectual Disabilities: Are There Adequate Legal Safeguards? *Clinical Bulletin of the Developmental Disabilities Division*, 19 (1/2). Retrieved from <http://www.opadd.on.ca/Documents/BestArticle-InterestsOfAdultsWID-AreThereAdequateSafeguards.pdf>

Reference(s)

- College of Nurses of Ontario. (2017). *Practice Guideline: Consent*. Retrieved from http://www.cno.org/globalassets/docs/policy/41020_consent.pdf
- Provincial Language Service. (n.d.). *Interpreting and Informed Consent*. Retrieved from <http://www.phsa.ca/provincial-language-service-site/Documents/interpreting-informed-consent.pdf>
- Ontario Human Rights Commission. (n.d.). *Consent and Capacity*. Retrieved from <http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-mental-health-disabilities-and-addictions/16-consent-and-capacity>
- Government of Ontario. (1996). *Health Care Consent Act, 1996* (S.O. 1996, c. 2, Sched. A). Retrieved from <https://www.ontario.ca/laws/statute/96h02>

- Government of Ontario. (1992). *Substitute Decisions Act, 1992* (S.O. 1992, c. 30). Retrieved from <https://www.ontario.ca/laws/statute/92s30>

The intervenor should have the ability to:

2.14 Provide Intervenor Services, as outlined in the role of the intervenor, the philosophy and principles of Intervenor Services

2.15 Engage the individual in effective interactive communication, and provide feedback in order for them to be an active and informed participant

2.16 Provide continuous environmental, visual, tactile, and auditory information

2.17 Plan and prepare for the assignment or activity

2.18 Support the individual's efforts for empowerment, advocacy, and self-determination

2.19 Effectively communicate the role of an intervenor

2.20 Demonstrate self-reflective techniques

2.21 Adhere to the IOO's Code of Ethics

2.22 Interact professionally, respectfully, and appropriately within a multi-disciplinary team (i.e. family, support network, other professionals, paraprofessionals), and the public at large

2.23 Adhere to and maintain professional boundaries

2.24 Demonstrate professionalism by adhering to the IOO's Code of Ethics

2.25 Complete documentation/reports objectively with pertinent, timely, accurate, respectful, and factual information

2.26 Recognize, respond to, and report abuse

2.27 Recognize when personal mental health and wellness is affecting the intervenor's performance, and use effective coping strategies

Technical Competency #3: Strategies Used in Providing Intervenor Services

To provide effective Intervenor Services, intervenors must understand and consistently implement appropriate strategies, which reflect the uniqueness of the individual.

3.1 [The intervenor should have the knowledge of:] Person-centered approach to planning and the philosophy that supports this process

Content/Outcome(s):

- Explain what is meant by a person-centered approach to planning;
- Understand the rationale for developing individualized plans;
- Examine the various processes that can be used when utilizing a person-centered approach to planning; and
- Understand the role of the intervenor in contributing to the development of person-centered plans.

Example(s):

- A person-centered approach will respect the uniqueness of each individual ;
- The uniqueness of each individual is also impacted by their age at the time of onset of their deafblindness, as well as the presence of additional disabilities (e.g. cerebral palsy, seizure disorder);
- Building on a person's interests with a person-centered planning approach can be a means of expanding the individual's knowledge/experiences; and
- A person-centered approach will examine an individual holistically.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Activity and Program Planning (C108: INTV2015)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening II (C108: INTV1010)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening III (C108: INTV2004)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- Developmental Service Worker programs at community colleges.

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- Canadian Deafblind Association, Ontario Chapter. (2017). *The Importance of Planning in the Role of the Intervenor*. Retrieved from http://cdbaontario.com/services/training_e.php

Resource(s):

Article(s)

- Sense. (2017). *Talking Sense: Person-centred planning*. Retrieved from <https://www.sense.org.uk/content/talking-sense-person-centred-planning>
- The National Disability Authority. (n.d.). *So what is 'person centred planning'? Definition and brief history*. Retrieved from <http://nda.ie/Good-practice/Guidelines/Guidelines-on-Person-Centered-Planning/Guidelines-on-Person-Centred-Planning-format-versions/2-What-is-Person-Centred-Planning/>
- Inclusive Solutions. (2015). *Person Centred Planning*. Retrieved from <http://inclusive-solutions.com/person-centred-planning/>
- Helen Sanderson Associates. (n.d.). *Person-centred Thinking Tools*. Retrieved from <http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

Book(s)

- Bulmer, C. & Newberry, J. (1996). *Wings: A Model for an Integrated Lifestyle*. Owen Sound: The Canadian Deafblind Rubella Association Publishers.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals Who Are Deafblind*. Toronto: University of Toronto Press
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.

Reference(s)

- ISHRS Behavioural Competency. (n.d.). *Plan and Coordinate*.

3.2 [The intervenor should have the knowledge of:] The importance of responding to the individual's interests

Content/Outcome(s):

- Understand that responding to the individual's interests is a means of building a trusting relationship;
- Understand that responding to the individual's interests may allow for expanding on those interests/concepts;
- Understand the effects of not responding to an individual's interests; and
- Understand that responding to the individual's interests fosters a sense of self-worth in the individual.

Example(s):

- Not responding to a person's interests can have a negative impact on developing a trusting relationship with the person;
- Sharing common interests is an excellent tool to build relationships; an intervenor who knows how to knit is able to share a pattern with an individual who also enjoys knitting; and
- Responding to an individual's interests demonstrates respect for that person. A skilled intervenor will seek out information about a topic that interests the individual in order to converse with the individual knowledgeably.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Program and Activity Planning (C108)*. Retrieved from <http://www.georgebrown.ca/c108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice I (C108: INTV1008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Daelman, M., Nafstad, A., Rodbroe, I., Souriau, J., & Visser, T. (2004). Congenitally Deafblind Persons and the Emergence of Social and Communicative Interaction. *Communication Network Series Update*, 2. Retrieved from http://www.nordicwelfare.org/PageFiles/7075/CNUS02_web.pdf
- NCDB: National Center on Deaf-Blindness. (n.d.). *Deafblind Children*. Retrieved from <https://nationaldb.org/library/page/1968>

Book(s)

- Bulmer, C. & Newberry, J. (1996). *Wings: A Model for an Integrated Lifestyle*. Owen Sound: The Canadian Deafblind Rubella Association Publishers.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals Who Are Deafblind*. Toronto: University of Toronto Press
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.

Reference(s)

- ISHRS Behavioural Competency. (n.d). *Build Trusting Relationships*.
- ISHRS Behavioural Competency. (n.d.). *Be Emotionally In Tune*.

Training Manual(s)

- CNIB Deaf-Blind Services. *Intervenor Training Manual. Theories of Intervention*.

Video(s)

- National Center on Deaf-Blindness. (2011). *Jarvis goes to the drum store* [Video file]. Retrieved from <https://vimeo.com/12090038>

3.3 [The intervenor should have the knowledge of:] The importance of responding to interactions initiated by the individual who is deafblind

Content/Outcome(s):

- Understand the relationship between responding to interactions initiated by the individual, and developing or expanding the individual's communication skills;
- Understand how responding to the individual's initiatives to communicate demonstrates respect for the individual;
- Explore the link between the concept of cause and effect, and the development of communication abilities;
- Understand that responding to interactions initiated by the individual empowers the person who is deafblind; and
- Understand the risks associated with not responding to interactions initiated by the individual who is deafblind.

Example(s):

- An intervenor should be aware of the various ways an emergent communicator may initiate communication;
- A skilled intervenor understands that responding to an individual's communication demonstrates respect for the choices or decisions made by that individual;
- An individual who is deafblind may need to learn that they can have an impact on their environment, and/or the people around them; and
- The individual who is deafblind may demonstrate emotional, aggressive, or self-injurious behaviour.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening II (C108: INTV1010)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice I (C108: INTV1008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- Canadian Deafblind Association, Ontario Chapter (2017). *Methods & Techniques [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services. (2017). *Total Communication Curriculum [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Book(s)

- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.
- Rodbroe, I. & Janssen, M. (2006). *Communication & Congenital Deafblindness Series: Book 1 – Congenital Deafblindness and the Principles of Intervention*. Port Morien, NS: Deafblind International Communication Network.

Reference(s)

- Canadian Deafblind Association National. (n.d.). *Principles of the Canadian Concept of “Intervention.”* Retrieved from <http://www.cdbanational.com/principles-of-the-canadian-concept-of-intervention/>

Training Manual(s)

- CNIB. (2012–2013). *Intervenor Training Manual. Theories of Intervention*.

Video(s)

- National Center on Deaf-Blindness. (2011). *Jarvis goes to the drum store* [Video file]. Retrieved from <https://vimeo.com/12090038>

Workshop(s) - Past

- Anderson, J. (2009). *Creative Communication Centre –W. Ross Macdonald School*. Poster presented at the Spirit of Intervenor Symposium.

3.4 [The intervenor should have the knowledge of:] The importance of an individual's need for anticipation, motivation, communication, confirmation, and the impact of deafblindness on these needs

Content/Outcome(s):

- Defining anticipation, motivation, communication, and confirmation, and how it relates to the individual who is deafblind;
- Understanding the difference between motivating and influencing;
- Understand how a lack of information due to vision and hearing loss impacts an individual's ability to anticipate;
- Understand that motivation is an important component of engagement;
- Identify the differences between and the importance of internal and external motivators;
- Understand the importance of the need for readily available communication partners; and
- Understand the need to provide feedback and confirmation to individuals who are deafblind.

Example(s):

- Intervenors should be able to recognize that they can play a key role in motivating an individual by establishing a trusting relationship;
- A skilled intervenor will recognize the importance of internal motivators, such as self-esteem and pride in accomplishment; and
- Realizing that individuals who are deafblind need to have access to communication partners at all times.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening II (C108: INTV1010)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Fieldwork Practice I (C108: INTV1008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Sociology (Related to Deafblindness) (C108: SOC1008)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter, (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- National Center on Deaf-Blindness. (n.d.). *Deafblind Children*. Retrieved from <https://nationaldb.org/library/page/1968>

Book(s)

- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McGrath, E., & McGrath, M. (2016). *Believing in Beth*. Quispamsis: Hawthorne Lane.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals Who Are Deafblind*. Toronto: University of Toronto Press.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.
- Rodbroe, I. & Janssen, M. (2006). *Communication & Congenital Deafblindness Series: Book 1 – Congenital Deafblindness and the Principles of Intervention*. Port Morien, NS: Deafblind International Communication Network.

Training Manual(s)

- CNIB. (2012–2013). *Intervenor Training Manual*.

Video(s)

- National Center on Deaf-Blindness. (2011). *Jarvis goes to the drum store* [Video file]. Retrieved from <https://vimeo.com/12090038>

3.5 [The intervenor should have the knowledge of:] The importance of a responsive (reactive) environment

Content/Outcome(s):

- Identify the elements of a responsive/reactive environment;
- Understand the importance of ensuring the individual has opportunities to make choices and informed decisions;
- Understand the intervenor's role in ensuring the individual has opportunities to problem solve;
- Understand the implications of learned dependence; and
- Understand the intervenor's role in structuring the environment to support independence.

Example(s):

- It is important for an intervenor to understand the fine line between supporting and over-supporting an individual; and
- A responsive/reactive environment should include opportunities for the individual who is deafblind to develop relationships with others.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening II (C108: INTV1010)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Methods & Techniques [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- Canadian Deafblind Association, Ontario Chapter. (2017). *The Importance of Planning in the Role of the Intervenor*. Retrieved from http://www.cdbaontario.com/elearning/index_e.php

Resource(s):

Article(s)

- *Structuring the Environment*. (n.d.). Retrieved from http://www.deafblindinternational.org/review1_q.html
- *Intervention*. (n.d.). Retrieved from <http://www.sparkle.usu.edu/Topics/intervention/>
- POPDB. (n.d.). *The Responsive Environment*. Retrieved from <http://popdb.sd38.bc.ca/resources/educational-resources/intervention-essentials/responsive-environment>

Book(s)

- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals Who Are Deafblind*. Toronto: University of Toronto Press.
- McInnes, J. M., & Treffry, J. A. (2015). *Deaf-blind infants and children: A developmental guide*. Toronto, University Toronto Press.

Video(s)

- National Center on Deaf-Blindness. (2011). *Jarvis goes to the drum store* [Video file]. Retrieved from <https://vimeo.com/12090038>

3.6 [The intervenor should have the knowledge of:] Concept development in conjunction with skill development and communication

Content/Outcome(s):

- Understand the importance of experiential learning to support the development of concepts;
- Explore the connection between communication, skill development, and concept development;
- Explain the distinction between skills and concepts;
- Understand the role incidental learning plays in concept development for sighted and hearing individuals;
- Understand that all individuals who are deafblind have reduced opportunities for incidental learning, regardless of the perceived level of independence of an individual;
- Explain how intervenors can promote incidental learning with individuals who are deafblind to support concept development;
- Demonstrate the use of hand-over-hand versus hand under hand techniques with regard to skill development;
- Understand the impact of gaps in the individual's conceptual knowledge pertaining to social skills, and the individual's ability to connect with others;
- Understanding that concept development is not always linked to a particular skill; and
- Understand that time, pace, and consistency is a consideration in concept development.

Example(s):

- An intervenor should be able to identify the difference between skills needed to perform an activity, such as doing laundry, and the concepts associated with completing the task;
- An intervenor may need to explain the concept of side effects to medication; and
- An individual who is deafblind may be able to physically perform the skill of doing laundry; however, they may not be able to grasp the concept of using the appropriate amount of soap, or identifying when clothing needs to be washed.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Human Growth and Development (C108: GSSC1151)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Calendar and Experience Books [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Concept Development. (n.d.). Retrieved from http://sparkle.usu.edu/Topics/concept_development/index.php
- Durkel, J. (2000). *What a Concept!* Retrieved from <http://www.tsbvi.edu/seehear/spring00/concept.htm>

- Miles, B., & McLetchie, B. (2008, February 1). *Developing Concepts with Children Who Are Deaf-Blind*. Retrieved from <https://nationaldb.org/library/page/1939>
- National Centre on Deafblindness. (n.d.). *Concept Development*. Retrieved from <https://nationaldb.org/library/list/45>
- Schultz, M. (2017). *Understanding Concept Development and Related Challenges for Academic Students with DeafBlindness*. Retrieved from <https://www.tsbvi.edu/summer-2017/565-tx-senseabilities/summer-2017/5489-understanding-concept-development-and-related-challenges-for-academic-students-with-deafblindness>

Book(s)

- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.
- Spencer R. & Longmuir, S. (2014). *HDEV, Canadian Edition*. Toronto: Nelson Education, 2nd edition.

3.7 [The intervenor should have the knowledge of:] The importance of relaying visual/auditory information

Content/Outcome(s):

- Understand the role of the intervenor as the “eyes and ears”* of the person who is deafblind;
- Understand that the individual has the right to receive visual and auditory information;
- Understand the need to match the provision of information to the individual’s preferences;
- List the variety of methods used to provide visual or auditory information; and
- Understand that information is necessary to the development of concepts, decision making, engaging with others, etc.

*- “eyes and ears” is an oversimplification of the role of the intervenor in relaying visual and auditory information.

Example(s):

- An individual who is deafblind may not know who is in the room they have just entered, or who is speaking. It is the intervenor’s role to ensure he or she has that information;
- Examples of methods used to provide visual and auditory information include: American Sign Language (ASL)/Adapted ASL, Signing Exact English (SEE)/Adapted SEE, voice-over, haptics, pro-tactile communication, raised line drawings, and mixed 2D/3D pictures;
- Intervenors need to know the pace at which the individual prefers to receive information; and
- Acting professionally requires an intervenor to provide all of the information, and allowing the individual who is deafblind to determine for themselves what is important (and what is not).

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening II (C108: INTV1010)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening III (C108: INTV2004)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor course [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Book(s)

- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals Who Are Deafblind*. Toronto: University of Toronto Press.

Training Manual(s)

- CNIB. (2012–2013). *Intervenor Training Manual*.

Reference(s)

- National Centre for Deafblindness (n.d.). *What is Deaf-Blindness*. Retrieved from <https://nationaldb.org/library/list/3>
- ISHRS Technical Competency 7.3 (n.d). *Strategies that support the use of residual vision and hearing*.

3.8 [The intervenor should have the knowledge of:] The impact of various environmental factors on the individual

Content/Outcome(s):

- Understand the effect of environment on an individual's ability to use residual vision and hearing;
- Explain the impact on the individual of travelling in an unfamiliar environment;
- Dealing with unexpected changes in a familiar environment; and
- Understand basic orientation and mobility techniques.

Example(s):

- Intervenors need to understand the impact that familiar and unfamiliar environments have on an individual, and their ability to respond to change;
- A skilled intervenor will recognize that reducing extraneous noise (e.g. a television or radio in the background) can greatly improve the chances for successful communication with the individual who is deafblind; and
- Environmental factors include: lighting, noise, crowds, weather, texture, smells, etc.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Assistive Devices (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Sighted Guide (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Activity and Program Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Sighted Guide [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- Berwick, L. (2013). *Sighted Guide, Winter Travel and Working with a Walker or Wheelchair*. Presented at the 2013 Spirit of Intervenors Symposium. Retrieved from <http://www.rotarycheshirehomes.org/docs/2013%20DBCO%20Symposium%20Brochure.pdf>

Resource(s):

Article(s)

- National Centre of Deaf-blindness. (n.d.). *What is Deaf-Blindness*. Retrieved from <https://nationaldb.org/library/list/3>
- Open Access Government. (2014). *Reducing the barriers for deafblind people*. Retrieved from <https://www.openaccessgovernment.org/reducing-barriers-deafblind-people/9089/>

- Senses Australia. (2017). *Adapting the Environment*. Retrieved from <http://www.deafblindinformation.org.au/acquired-deafblindness/living-with-dual-sensory-loss/adapting-the-environment/>

Book(s)

- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals Who Are Deafblind*. Toronto: University of Toronto Press.

3.9 [The intervenor should have the knowledge of:] How changes in routines can affect an individual

Content/Outcome(s):

- Understand the importance of routines for individuals who are deafblind;
- Explain how the use of routines provide structure to the individual who is deafblind;
- Explain how the use of routines helps build anticipation;
- Explain how routines assist with learning;
- Understand that changes in routines can lead to insecurity and emotional upset for the individual who is deafblind, as well as being aware of how changes can also lead to opportunities for learning;
- Understand the risks of overreliance on routines;
- Understand that routine can lead to a sense of security ;
- Understanding the difference between routine and consistency, and how the two relate; and
- Recognize when it is time to introduce a change in routine.

Example(s):

- Routines need to be supported with communication, or they risk becoming a replacement for communication. For example, if an individual follows the same routine every morning without the additional support of the language attached to the routine, it will be challenging for the intervenor to communicate if/when a change occurs (e.g. the hot water heater needs to be repaired so the individual cannot shower in the morning);
- When a change in routine occurs, and the intervenor has advance knowledge of the change, the intervenor should consider how best to prepare the individual for the change; and
- It may be time to introduce a change to the routine when an intervenor notes that an individual can anticipate all the steps and concepts of a routine (i.e. choices and options can be introduced).

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Methods & Techniques [In-class and online]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Blaha, R. (1991, July). Make It Routine. *P.S. NEWS!*, IV (3), 10-12. Retrieved from <http://www.tsbvi.edu/seehear/archive/routine.html>
- Harris, G. (2017). *Routines*. Retrieved from <http://popdb.sd38.bc.ca/resources/educational-resources/routines>
- National Centre of Deaf-blindness (n.d.). *What is Deaf-Blindness*. Retrieved from <https://nationaldb.org/library/list/3>
- Texas School for the Blind and Visually Impaired. (2012). *Routines*. Retrieved from <http://www.tsbvi.edu/distance/communication/routines/introduction/index.html>
- van Dijk, J., Janssen, M., & Nelson, C. (2001, November 30). *Deafblind Children*. Retrieved from <https://nationaldb.org/library/page/1968>

Book(s)

- McInnes, J. M. (1999). *A guide to planning and support for individuals who are deafblind*. Toronto: University of Toronto Press.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.

Video(s)

- Washington Sensory Disabilities Services. (2016). *The Power of Routines* [Video file]. Retrieved from <http://www.wsdsonline.org/routines/>

3.10 [The intervenor should have the knowledge of:] How physical change can effect an individual

Content/Outcome(s):

- Understand the impact of degenerative conditions;
- Understand the impact of the loss of muscle tone and the implications for health, mental health, and the use of residual senses;
- Understand that the individual may experience a reduction in stamina with aging, resulting in the need to adjust the pacing of activities;
- Explore the various ways that an individual's vision can be impacted by physical changes;
- Explore the various permanent and temporary changes that can occur in an individual's ability to use their residual hearing due to illness or aging;
- Understand that physical changes may be the result of the late manifestation of an etiology; and
- Understand the role of an intervenor when intervening in medical settings.

Example(s):

- Permanent changes in hearing or vision may be due to illness/infection, such as meningitis or natural processes such as aging;
- Temporary changes in hearing may be due to illness (e.g. an ear infection)
- Individuals who are deafblind due to Congenital Rubella Syndrome may experience physical changes as a result of the late manifestations of their etiology;
- An individual may have depended on their hearing, but will now have to learn two-hand manual; and
- An intervenor should be aware/observant of changes in an individual's demeanor as an indicator of possible physical changes.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Intervention and Medically Fragile (C108: INTV2013)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- CDBA ON. (n.d.). *The Role of the Intervenor in Health, Wellness and Aging*.
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) Up on Aging [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Lyng, K. (2013). *Deafblindness in the Future: Acquired and Age-Related*. Retrieved from http://www.deafblindinternational.org/review1_j.html
- Simcock, P. (2017, September). Ageing with a unique impairment: a systematically conducted review of older deafblind people's experiences. *Ageing and Society*, 37 (8), pp. 1703-1742. Retrieved from <https://www.cambridge.org/core/journals/ageing-and-society/article/ageing-with-a-unique-impairment-a-systematically-conducted-review-of-older-deafblind-peoples-experiences/DB7DA8E4A1A9E2CCA8C06D9579A26B4/core-reader>

Book(s)

- Brown, I. (2010). *The boy in the moon: A father's search for his disabled son*. Toronto: Vintage Canada.

Journal(s)

- Hersh, M. (2013, June 7). Deafblind People, Communication, Independence, and Isolation. *The Journal of Deaf Studies and Deaf Education*, 18 (4), 446–463. Retrieved from <https://doi.org/10.1093/deafed/ent022>
- Fletcher, P., & Guthrie, D. M. The Lived Experiences of Individuals with Acquired Deafblindness: Challenges and the Future. *International Journal of Disability, Community & Rehabilitation*, 12 (1). Retrieved from http://www.ijdcr.ca/VOL12_01/articles/fletcher.shtml

Survey(s)

- Canadian Deafblind Association National. (2016). *A survey of late emerging manifestations of congenital rubella in Canada* [Data file]. Retrieved from http://www.cdbanational.com/wp-content/uploads/2016/03/Congenital_Rubella_Study_eng.pdf

3.11 [The intervenor should have the knowledge of:] Specific adaptations to techniques with individuals who have changing needs

Content/Outcome(s):

- Explore various adaptations that could be used in responding to an individual's physical changes;
- Explore various techniques that could be used to respond to an individual's emotional changes;
- Explore various adaptations that could be used to respond to changes in an individual's vision or hearing;
- Understand the importance of good observational skills; and
- Understand the importance of sharing observations within the Intervenor Services team.

Example(s):

- An intervenor will need to adapt where they position themselves when signing with an individual who now needs to use a wheelchair;
- Changes in an individual's capabilities may leave that person feeling especially vulnerable or affect their sense of self-worth; intervenors need to learn how to provide the appropriate amount of support;
- Intervenor need to use observational skills to notice changes in an individual's vision or hearing and adapt accordingly (e.g. increasing the size of text or pictures, using tactile aids such as bump dots, or an overlay for a keyboard, etc.);
- An intervenor should be able to recognize the benefits of changing strategies and understand when it's necessary by analyzing positive and negative factors; and
- An intervenor should be able to recognize and assess their ability and/or limitations in adapting their support to the individual who is deafblind.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Program and Activity Planning (C108)*. Retrieved from <http://www.georgebrown.ca/c108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Methods & Techniques [in-class or online]*. Retrieved from http://cdbaontario.com/services/training_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Health, Wellness and Aging [online]*. Retrieved from http://www.cdbaontario.com/elearning/index_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) Up on Aging training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- National Centre for Deaf-Blindness. (2017). *What is Deaf-Blindness*. Retrieved from <https://nationaldb.org/library/list/3>

Book(s)

- McInnes, J. M. (1999). *A Guide To Planning And Support For Individuals Who Are Deafblind*. Toronto: University of Toronto Press.
- Brown, I. (2010). *The Boy In The Moon: A Father's Search For His Disabled Son*. Toronto: Vintage Canada.

3.12 [The intervenor should have the knowledge of:] The need to allow an individual sufficient time to process information, orientate, anticipate, and communicate

Content/Outcome(s):

- Understand that processing time will vary for each individual, and have the ability to recognize how an individual processes information;
- Understand that intervenors need to be patient;
- Understand the connection between allowing sufficient time, and the philosophy of a reactive/responsive environment; and
- Understand how appropriate pacing reduces the demands on the individual's systems.

Example(s):

- The methods in which people who are deafblind receive information requires considerable effort to process, which is difficult to sustain over an extended period of time;
- When given an appropriate amount of time to process information, the individual who is deafblind will experience less anxiety or stress as they will an active participant in the process; and
- Medical appointments may require an extended booking due to the extra time required to communicate with the individual who is deafblind.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Methods & Techniques [In-class and online]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- van Dijk, J., & Nelson, C. (n.d.). *Lessons Learned From Neurobiology*. Retrieved from <http://www.deafblindinternational.org/Docs/Review%20Archive/Lessons%20learned%20from%20neurobiology.pdf>

Book(s)

- Heller, K. W., & Kennedy, C. (1994). *Etiologies and Characteristics of Deaf-Blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M. (1999). *A Guide To Planning And Support For Individuals Who Are Deafblind*. Toronto: University of Toronto Press.
- McInnes, J. M., & Treffry, J. A. (2015). *Deaf-blind infants and children: A developmental guide*. Toronto: University Toronto Press.
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

3.13 [The intervenor should have the knowledge of:] The importance of general conversation, sharing information, and news

Content/Outcome(s):

- Understand the role of the intervenor as a communication partner and potential role model;
- Explore the impact on the development of social skills;
- The importance of having a general conversation while maintaining professional boundaries, neutrality, and objectivity;
- Explore the different options available for connecting the person who is deafblind with the world around them;
- Understand that general conversation can be used as a springboard for planning activities; and
- Understand the differences between having a conversation with someone who is an emergent communicator, and someone who is a proficient communicator.

Example(s):

- While out in the community, an intervenor sees a poster about an upcoming event and relays that information to the individual who is deafblind. The individual then has the opportunity to determine if they want to attend, or they may request more information from the intervenor;
- Engaging the individual in conversation provides opportunities for social interaction and communication, as well as access to incidental information;
- A skilled intervenor will recognize that a conversation with an emergent communicator will likely include less formal communication methods, such as Bodily Emotional Traces or other means of sharing tactile information;
- An intervenor understands that they may be the only person that the individual who is deafblind can communicate with;
- The intervenor has the responsibility to establish the professional boundaries in their communications and interactions. For example, "I'm happy to chat while we are having a coffee, but I am unable to speak about my personal life;" and
- Intervenors should acknowledge that they role model social conversations by asking personal questions that may be mirrored or reciprocated by the individual.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Calendars & Experience Books [In-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Blaha, R. (2001). *Calendars for Students With Multiple Impairments Including Deafblindness*. Austin, TX: Texas School for the Blind and Visually Impaired.
- Miles, B., & McLetchie, B. (2008, February 1). *Developing Concepts with Children Who Are Deaf-Blind*. Retrieved from <https://nationaldb.org/library/page/1939>
- Paths to Literacy (2013, October 28). *Giving My Son Opportunities to Share: How to Create an Experience Book [Blog]*. Retrieved from <http://www.pathstoliteracy.org/blog/how-create-experience-book>

Book(s)

- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.

Video(s)

- Tactile Reciprocal Interactions & BETs. (n.d.). [Video file]. Retrieved from <https://library.tsbvi.edu/Play/13204>

3.14 [The intervenor should have the knowledge of:] The importance of developing a relationship to establish trust

Content/Outcome(s):

- Understand the concept of an emotional bond;
- Understand the various ways an intervenor can build trust;
- Identify the factors that can affect the development of trust;
- Understand that trust is not automatic; it needs to be earned; and
- Explore the link between trust/lack of trust and anxiety in a person who is deafblind.

Example(s):

- Individuals who have had a negative experience with an intervenor in the past may take longer to develop a bond with their current intervenor;
- A skilled intervenor recognizes that their tone, body language, and attitude can all affect the person who is deafblind;
- An experienced intervenor working with someone new needs to recognize he/she needs to take the time to develop a trusting relationship. Experience and skills will not necessarily guarantee the development of a trusting relationship; and
- Building trust with an individual may mean maintaining communication and continuous contact. For another individual, it may mean adapting their pace to their needs in order to maintain trust.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening II (C108: INTV1010)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Intervention with Medically Fragile (C108)*. <http://www.georgebrown.ca/C108-2017-2018>
- George Brown College. (2017-2018). *Values, Ethics and Professionalism (C108)*. <http://www.georgebrown.ca/C108-2017-2018>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Methods & Techniques [In-class and online]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Perkins eLearning. (n.d.). *Conversations: Connecting and Learning With Persons Who Are Deafblind*. Retrieved from <http://www.perkinselearning.org/videos/webcast/conversations-connecting-and-learning-persons-who-are-deafblind>

- Texas School for the Blind and Visually Impaired. (n.d.). *Communication for Children with Deafblindness or Visual and Multiple Impairments*. Retrieved from <http://www.tsbvi.edu/distance/communication/interaction-and-bonding/introduction/index.html>
- Sense. (n.d.). *Support for Children*. Retrieved from <https://www.sense.org.uk/content/working-children-who-are-deafblindmulti-sensory-impaired>

Book(s)

- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.

Reference(s)

- ISHRS Behavioural Competency. (n.d.). *Build Trusting Relationships*.

The intervenor should have the ability to:

3.15 Consistently demonstrate the “Do With, Not For” philosophy

3.16 Support the individual’s goals and objectives by assisting in the design, development, and implementation of activities and experiences

3.17 Provide anticipatory information to the individual using a variety of methods

3.18 Utilize tools and strategies to support concept development, skills, choices, and decision-making

3.19 Relay visual/auditory information

3.20 Assess, adapt, and deal with the environment

3.21 Observe and respond to an individual’s changing needs

3.22 Assess the degree of complexity with which a concept should be introduced, relayed, and/or expanded

3.23 Vary the level and intensity of input and ensure that the pace and duration meets the individual’s ability to receive and respond

Technical Competency #4: Theories and Practices of Communication

Communication is an integral part of Intervenor Services. To be effective in their practice, intervenors must understand the theories of communication and demonstrate their practical application as they relate to an individual who is deafblind.

4.1 [The intervenor should have the knowledge of:] The impact of deafblindness on communication, interaction and the development of language

Content/Outcome(s):

- Understand the basics of language and cognitive development;
- Understand that the age of onset of deafness and blindness has an impact on language development;
- Understand that there may be changes in communication (i.e. reception/expression), such as vision/hearing loss over time;
- Understand the Impact of limited access to information;
- Understand communication methods used by people who are deafblind, and how they impacts the individual's ability to interact with others (i.e. gestures that are consistently used with the individual);
- Examine the use of touch symbols/Haptic Communication/Pro-Tactile, and the benefits they have for communication and successful interactions;
- Explore visual and auditory processing disorders, and their impact on communication;
- Understand how technology can assist an individual to communicate, and making adaptations for the individual who is deafblind;
- Understand the effects of language deprivation;
- Understand that languages evolve (English, French, ASL, LSQ);
- Knowledge of language acquisition (i.e. teaching at school, ASL, oralism, successes, challenges);
- Understand the impact when an individual has no first language, and the impact on learning other communication methods with no strong foundational language;
- Understand behaviour as a means of communicating;
- Understand processing fatigue;
- Understand the importance of lighting/glare, and colour contrast for communication; and
- Understand the importance of social connectedness, and the challenges for individuals who are deafblind.

Example(s):

- Usher syndrome, transitioning from visual or auditory language to tactile or adapted language;
- Limited people who know how to communicate effectively with an individual who is deafblind, their social circle can be very small;
- Congenital deafblindness and its impact on language acquisition (i.e. language deprivation as an infant/youth); and
- Intervenors need to keep up with current vocabulary, buzz words, product names, sign names (i.e. Trudeau), etc., and their impact on individual who is deafblind.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Acquired Deafblindness & Intervening I (C108: INTV1004)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Methods & Techniques [In-class and online]*. Retrieved from http://cdbaontario.com/services/training_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Communication [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Deafblind International. (n.d). *Communication and Congenital Deafblindness*. Retrieved from <http://www.deafblindinternational.org/resourcepapers.html> , http://www.deafblindinternational.org/dbireview_archive.html
- Canadian Hearing Society. (2010). *Position Paper on Access to Language and Language Acquisition for Children*. Retrieved from <https://www.chs.ca/position-paper-access-language-and-language-acquisition-children>
- National Center on Deaf-Blindness. (n.d). Several studies on Tactile Strategies. Retrieved from <https://nationaldb.org/library/list/47>
- Deafblind International. Incidental information 'Deprivation of Information' article on DBI website - http://www.deafblindinternational.org/publications_deprivation.html

Book(s)

- Goode, D. (2004). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press.
- Goransson, L. (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.
- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A., & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness-an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.
- Heller, K., & Kennedy, C. (1994). *Etiologies and Characteristics of Deaf-Blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press.
- McInnes, J. M., & Treffry, J. (1993). *Deaf Blind Infants and Children: A Development Guide*. Toronto: University of Toronto Press.
- Roman-Lantzy, C. (2007). *Cortical Visual Impairment: An Approach to Assessment and Intervention*. AFB Press.

- Sauerburger, D. (1993). *Independence Without Sight or Sound, Suggestions for Practitioners Working with Deaf-Blind Adults*. American Foundation for the Blind (AFB) Press.

Course(s)

- Helen Keller National Center for Deafblind Youths and Adults. (n.d). *Touch Signals course*. Retrieved from <https://hkonlinecourses.org/>

Reference(s)

- National Centre on Deaf-Blindness. (n.d). *Overview on Deafblindness* Retrieved from <https://nationaldb.org/library/page/1934>, Webinars <https://nationaldb.org/library/list/96>
- Helen Keller National Center. (n.d.). *Touch Signals Terminology*. Retrieved from <https://www.helenkeller.org/hks/TOUCH-signals-terminology-signs>
- Schminky, M. & Baran, J. (1999). *Central Auditory Processing Disorders: An Overview of Assessment and Management Practices*. Retrieved from <http://documents.nationaldb.org/dbp/pdf/sept99.pdf>
- National Centre on Deaf-Blindness. (2001). *Deafblind Children*. Retrieved from <https://nationaldb.org/library/page/1968>

4.2 [The intervenor should have the knowledge of:] The role of the intervenor in facilitating the use of receptive and expressive communication, and ensuring the understanding of information

Content/Outcome(s):

- Understand forms of non-verbal communication, augmentative communication, etc.;
- Understand how to encourage communication;
- Understand the role of the intervenor in structuring the environment or situation to encourage conversation;
- Understand the importance of patience and pace ; and
- Understand the importance of feedback.

Example(s):

- The intervenor prompts the individual to sign or gesture, offers choices, and gives positive reinforcement;
- The intervenor asks questions to verify that the individual who is deafblind understood the message(s);
- The intervenor is in-tune with the individual; and they react appropriately to the person's body language/behaviour (i.e. recognize, respond, and provide feedback for all attempts at communication);
- Self-injury, and associated behaviours, and may be a form of non-verbal communication;
- Patience is a key attribute of a good intervenor; and
- Switches, Total Communication Approach (TCA), and augmentative communication.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Acquired Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. American Sign Language and Deaf Studies program (C114).

Training:

- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- Canadian Deafblind Association, Ontario Chapter. (2017). *Communication [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php

Resource(s):

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press.
- Sauerburger, D. (1003). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

Reference(s)

- ISHRS Behavioural Competency. (n.d.). *Be Emotionally 'In-Tune.'*
- Dbl Communication network. (n.d). *Communication Series*.

4.3 [The intervenor should have the knowledge of:] The role of the intervenor as part of a communication team

Content/Outcome(s):

- Define the roles of the members of a communication team (i.e. DI, interpreter, teamer, fellow intervenor, etc.);
- Understand that involving the individual who is deafblind is crucial to ensure the communication process is/has been effective;
- Understand how to explain the role of an intervenor to other members of the communication team; and
- Understand the importance of consistent vocabulary, and methods amongst team members in their communication with the individual.

Example(s):

- An intervenor is working with a DI, and the intervenor relays auditory information to the DI who then interprets it into ASL;
- An intervenor is working with an individual and their physiotherapist; the intervenor and the individual review exercises that need to be done at home;
- An intervenor is working as a team with another intervenor during a challenging or a long assignment; intervenors agree to work in 20 minutes shifts, and support each other throughout the assignment (i.e. feeding information that an intervenor who may have missed, providing feedback on sign choices or on word choices that may be easier to hear if the client is using oral interpreting/voice over);
- Sharing pertinent information with a colleague to assist with communication at a follow-up appointment (i.e. sign choices used for 'hallucination' to keep consistency); and
- Asking the individual who is deafblind for feedback prior, during, or after an assignment, their communication preferences (i.e. sign for a concept, signing speed, volume of voice, visual information, etc.).

Education/Credit Course(s):

- George Brown College. (2017–2018). *Acquired Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness III (C108)*. Retrieved from: <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

- George Brown College. (2017–2018). *Program & Activity Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- None

Resource(s):

Training Manual(s)

- CNIB. (2012 – 2013). *Intervenor Training Manual*.

4.4 [The intervenor should have the knowledge of:] Communication theories and practices

Content/Outcome(s):

- Understand the importance of interactive communication;
- Understand the Pro-Tactile philosophy;
- Understand total communication approach, communication sequence, combinations of communication methods and modes to communicate (i.e. Adapted Interactive Tactile Sign Language [AITSL]), object cues, touch cues, tactile cues, speech/voice, intonation, gestures, sign language, print, drawings, braille, sounds, and technology;
- Understand the use of calendars and experience books/tools;
- Understand the Bilingual–Bicultural (BiBi deaf education), ASL as a first language, or language or instruction. ASL is meant to be learned first or in conjunction with English; and
- Understand the differences between SEE as a communication method/adaption of English versus ASL (a language).

Example(s):

- The intervenor uses images and models to describe a concept;
- An intervenor may use a variety of methods or communication tools in any given situation; and
- Using a concrete object to support the concept of the sign.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Acquired Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Communication [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Canadian Hearing Society. (2014, July). *Questions Parents Ask: A Guide for Professionals*. Retrieved from http://www.chs.ca/sites/default/files/questions_parents_ask_-_a_guide_for_professionals_july_2014.pdf
- Majors, M. M. (2016, June). *Many Ways to Have a Conversation*. Retrieved from <https://www.chargesyndrome.org/wp-content/uploads/2016/06/Many-Ways-to-Have-a-Conversation.pdf>

Book(s)

- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.
- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press.

Course(s)

- DeafBlind Ontario Services (2017). *Total Communication Approach Interactive Workshop [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_icagenda&view=list&layout=event&id=21&Itemid=112&lang=en

Website(s)

- Provincial Outreach Program for Students with Deafblindness. (n.d.). Retrieved from <http://popdb.sd38.bc.ca/resources/educational-resources/intervention-essentials/total-communication-approach>
- Sense. (n.d.). Retrieved from <https://www.sense.org.uk/content/total-communication>
- Perkins. (n.d.). Retrieved from <http://www.perkins.org/school/day-residential/deafblind/total-communication>
- Minnesota Deafblind Project. (n.d.). Retrieved from <http://www.dbproject.mn.org/fivesenses.html>
- Deaf Culture Centre. (n.d.). Retrieved from <https://www.deafculturecentre.ca/Public/Default.aspx?l=296>

4.5 [The intervenor should have the knowledge of:] The importance of preparing for an assignment/activity

Content/Outcome(s):

- Understand the benefits of preparing for an activity or assignment (i.e. language choices including acronyms, concepts, and how to relay these concepts to the individual who is deafblind);
- Understand the importance of knowing where an activity or assignment is taking place, and other considerations (i.e. places to park, cost of parking, mobility concerns, and appropriate attire); and
- Understand the importance of preparing the individual for the activity (i.e. anticipation).

Example(s):

- The intervenor works in collocation with the individual to get preparation materials/information to practice or learn the vocabulary or concepts covered in an assignment, or have the necessary equipment/clothing for the activity; and
- An intervenor assists the individual who is deafblind with preparing for an activity; this allows the deafblind person to anticipate what is going to happen. The intervenor prepares item(s) beforehand (i.e. an experience book, calendar system, etc.); the intervenor anticipated what the activity will entail, and how to ensure the individual who is deafblind receives relevant and appropriate information during the activity.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Acquired Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Program & Activity Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php

Resource(s):

- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press.
- Intervenor Organization of Ontario. (2017). *Intervenor Code of Ethics*. Retrieved from <https://www.intervenors.ca/ccode-of-ethics/>

4.6 [The intervenor should have the knowledge of:] Modes of communication, and different languages used by individuals who are deafblind

Content/Outcome(s):

- The ability to use various communication methods use within the deafblind community;
- Understanding literacy levels, and their effect on communication;
- Knowledge and use of:
 - Two-hand Manual;
 - Print on palm;
 - Gestures;
 - Voice-over;
 - Oral intervening;
 - SEE;
 - ASL/tactile signing;
 - Large print notes;
 - Real time captioning;
 - Plain language;
 - Concrete objects cues;
 - Picture cues;
 - Tactile cues;
 - Calendar systems;
 - Drawings;
 - Experience books/tools;
 - Understand behaviour or body movements a means to communicate;
 - Knowledge and in-depth study/practice of ASL, especially for intervenors working with culturally Deaf people (Advanced ASL level);
 - Knowledge of the fingerspelling alphabet; and
 - Knowledge of ASL grammar (i.e. facial expressions, use of space/movement to indicate tense).

Example(s):

- An individual or intervenor may utilize a variety of communication methods at any given time depending on the situation or environment.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Acquired Deafblindness & Intervening I (C108: INTV1004)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Acquired Deafblindness & Intervening II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Acquired Deafblindness & Intervening III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Acquired Deafblindness & Intervening IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108: INTV1005)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening II (C108: INTV1010)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening III (C108: INTV2004)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Advanced Communication “A” (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *American Sign Language Level I (ISIGN 9033)*. Retrieved from <https://coned.georgebrown.ca/courses-and-certificates/american-sign-language-i/>
- George Brown College. (2017-2018). *American Sign Language Level II*. Retrieved from <https://coned.georgebrown.ca/courses-and-certificates/american-sign-language-i/>
- George Brown College. (2017-2018). *American Sign Language Level III*. Retrieved from <https://coned.georgebrown.ca/courses-and-certificates/american-sign-language-i/>
- George Brown College. (2017-2018). *American Sign Language Level IV*. Retrieved from <https://coned.georgebrown.ca/courses-and-certificates/american-sign-language-i/>
- George Brown College. (2017-2018). *American Sign Language and Deaf Studies Program (C114)*. Retrieved from <https://www.georgebrown.ca/C114-2017-2018/>
- George Brown College. (2017-2018). *Honours Bachelor of Interpretation (American Sign Language – English) (C302)*. Retrieved from <https://www.georgebrown.ca/c302-2017-2018/>
- Fanshawe College. (2017–2018). *American Sign Language 101*. Retrieved from <https://www.fanshawec.ca/programs-and-courses/ce-courses/comm-1084-american-sign-language-101>
- Algonquin College. (2017). *American Sign Language Part-time Studies*. Retrieved from <http://www.algonquincollege.com/ccol/program/american-sign-language/part-time-on-campus/>
- Conestoga College. (2017). *American Sign Language Certificate*. Retrieved from <https://www.conestogac.on.ca/parttime/american-sign-language-basic-skills>
- Mohawk College. (2017). *American Sign Language Course*. Retrieved from <https://www.mohawkcollege.ca/ce/programs/communications-languages-and-preparatory-studies/american-sign-language>
- Humber College. (2017). *ASL: Communicating with the Deaf in Emergency Situations Course (ASL 010 505)*. Retrieved from <https://humber.ca/continuingeducation/courses/sign-language-1>
- Carleton University – School of Linguistics and Language. (2017). *Basic American Sign Language course*. Retrieved from <https://carleton.ca/slals/modern-languages/american-sign-language/>
- Seneca College. (2017). *American Sign Language Levels 1 to 4*. Retrieved from <http://www.senecacollege.ca/ce/language/modern-languages/american-sign-language.html>
- York University. (2017). *ASL Level 1 to 3*. Retrieved from <http://laps.yorku.ca/programs-2017-18/american-sign-language/>
- Canadore College. (2017) *ASL Introduction and Level 2*. Retrieved from https://ss.canadorecollege.ca:7009/PROD/zwskgrps.P_Courses?sect_code=WPS&ssec_code=WPS-LAN&term_code=201630

- St. Clair College. (2017). *ASL for Beginners and Level 2*. Retrieved from http://www.stclaircollege.ca/programs/coned/english_modern_languages_coned.html
- Niagara College Canada. (2017). *ASL*. Retrieved from <http://www.niagaracollege.ca/parttimestudies/search-results/?q=ASL>

Note: Various colleges in Ontario offer basic ASL classes (i.e. for Fall 2017). Courses with these are only to learn the basics of ASL.

Training- Specific to ASL:

- The Canadian Hearing Society. (n.d). *Beginner, intermediate, and advanced ASL classes*. Retrieved from <https://www.chs.ca/services/sign-language-classes-individuals>
- CHKC. (n.d.). *ASL to English* [In-class].
- CHKC. (n.d.). *English to ASL* [In-class].
- Durham Deaf Services. (n.d). Retrieved from <http://www.durhamdeaf.org/>
- Bob Rumball Centre for the Deaf. (n.d.). Retrieved from <http://www2.bobrumball.org/sign-language-services/>
- Skyhands ASL Services (n.d.) *Classes, family sessions, ASL coaching/consultations, private tutoring, workshops*. Retrieved from <http://www.skyhands.ca/>
- Sign Media Incorporated (n.d.) *Online ASL books, DVDs, games and books on interpreting*. Retrieved from <http://store.signmedia.com/learningasl.html>
- Silent Voice. (n.d.). *ASL resources*. Retrieved from <http://ihp.silentvoice.ca/bringaslhome/>

Resource(s):

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press.
- Bornstein, H., Saulnier, K., & Hamilton, L., Eds. (1983). *The Comprehensive Signed English Dictionary*. Washington, DC: Kendall Green Publications – Gaulaudet College Press.
- Gustason, G., & Zawolkow, E. (1993). *Signing Exact English*. Los Alamitos, California: Modern Signs Press, Inc.
- Heller, K., & Kennedy, C. (1994). *Etiologies and Characteristics of Deaf-Blindness*. Monmouth: Teaching Research Institute.
- John M. McInnes, J. T. (1993). *Deaf-Blind Infants and Children: A Developmental Guide*. Toronto: University of Toronto Press.
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.
- Sternberg, M. L. A. (1981). *American Sign Language: A Comprehensive Dictionary*. Toronto: Harper Reference.

4.7 [The intervenor should have the knowledge of:] The linguistics of American Sign Language (ASL) and/or Langues des Signes Québécoise (LSQ)

Content/Outcome(s):

- Understand the linguistics of ASL/LSQ:
 - ASL/LSQ discourse;
 - Facial expression;
 - Semantics;
 - Morphology;
 - Syntax;
 - Phonology - the parameters of a sign; and
 - Classifiers.
- ASL/LSQ idioms

Example(s):

- ASL/LSQ discourse – a culturally appropriate way to structure a story which is different than oral languages;
- Parameters of a sign (i.e. handshape, palm orientation, movement or repetition, location and facial expression); and
- Classifiers.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Acquired Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- CHKC. (n.d). *ASL to English*.
- CHKC. (n.d). *English to ASL*.

Resource(s):

Book(s)

- Valli, C., Lucas, C., Mulrooney, K., & Villanueva, M. (2011). *Linguistics of American Sign Language: An Introduction, 5th Edition*. Gallaudet University Press.
- Baker-Shenk, C., & Cokely, D. (1991). *American Sign Language Green Books, A Teacher's Resource Text on Grammar and Culture*. Gallaudet University Press.
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

Video(s)

- Ruda, A. & Roder, A. (2013, September 10). *Linguistics of ASL* [Video file]. Retrieved from https://prezi.com/4lh8mic60gi_/linguistics-of-asl/

4.8 [The intervenor should have the knowledge of:] English and/or French language(s) and grammar

Content/Outcome(s):

- Knowledge of English and/or French.

Example(s):

- The intervenor needs to be fluent in English or French to read and understand documents because they may be required to relay the content of documents to the individual who is deafblind; and
- The Intervenor needs to be fluent in English or French to use fingerspelling, Two-hand Manual, or large print notes to communicate with an individual who is deafblind.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Acquired Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- None

Resource(s):

- None

4.9 [The intervenor should have the knowledge of:] The interpreting process, models, and skills

Content/Outcome(s):

- Knowledge of interpreting models (e.g. the Colonomos model or the Cokely model);
- Knowledge of the process of interpreting English/French to ASL/LSQ; and
- Knowledge of the process of interpreting ASL/LSQ to English/French.

Example(s):

- Lag time or “chunking” information; and
- Interpreting the meaning of concept versus word for word.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening III (C108: INTV2004)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Advanced Communication “A” (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College's Interpreting Program.

Resource(s):

Book(s)

- Baker, Shenk; Cokely & Dennis. (1991). *American Sign Language Green Books, A Teacher's Resource Text on Grammar and Culture*. Gallaudet University Press.
- Frishberg, N. (1990). *Interpreting: An Introduction*. Registry of Interpreters for the Deaf, Inc.
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.
- Wilcox, S. & Wilcox, P.P. (1997). *Learning to See: Teaching American Sign Language as a Second Language*. Gallaudet University Press. 1997
-

4.10 [The intervenor should have the knowledge of:] How your body, speed, and touch can affect communication

Content/Outcome(s):

- Understand how your body, speed, and touch can affect communication.

Example(s):

- Adapting sign language to show emotion (i.e. signing faster to emphasize excitement or signing slower and exaggerated to show boredom);
- An individual who is deafblind may have sensitivity to touch, and the intervenor needs to know what is acceptable and what is not acceptable;
- The intervenor's signs are too lazy or difficult for an individual who is deafblind to feel tactilely; and
- The intervenor is tense. Their body is also tense, and the individual who is deafblind can feel this while they are being guided and, it affects their mood.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Acquired Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017 – 2018). *Acquired Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Congenital Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- CDBA Ontario. (n.d). *Introduction to Adapted Communication*.

The intervenor should have the ability to:

4.11 Demonstrate proficiency in English and/or French

4.12 Demonstrate proficiency in the language or communication mode used by an individual

4.13 Voice what the individual is communicating

4.14 Communicate and use language adapted to the level of an individual

4.15 Enhance and expand communications through various mediums and experiences

4.16 Implement methods and strategies for providing information

4.17 Observe and identify an individual's expressive communication

4.18 Interpret the meaning of an individual's communication, relay to others, and respond appropriately

4.19 Encourage expressive communication by an individual

4.20 Recognize, respond, and provide feedback for all attempts at communication

4.21 Shadowing and/or copying sign language

Technical Competency #5: Social, Emotional, and Psychological Impact of Deafblindness

To provide effective Intervenor Services, intervenors need to have an understanding of the social, emotional, and psychological impact of deafblindness, and the requisite skills to support individuals.

5.1 [The intervenor should have the knowledge of:] The impact of deafblindness on relationships, sexuality, and social interaction

Content/Outcome(s):

- Understand that challenges with social interactions may affect one's mental health and wellbeing;
- Understand the importance of intimate relationships;
- Examine the relationship of interdependence between the individual and their peers, staff, etc.; and
- Understand how deafblindness affects an individual's conceptual knowledge of sexuality.

Example(s):

- Without access to information, an individual who is deafblind may not be aware of social norms;
- Social norms are not often taught, but are learned incidentally;
- An individual who is deafblind may have difficulty communicating with their social group; and
- The mode or manner of communication may be a barrier to natural interactions (i.e. having an intervenor support the conversation may be socially awkward).

Education/Credit Course(s):

- George Brown College. (2017-2018). *Activity and Program Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness & Intervening 1 (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness & Intervening 4 (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Sociology (Related to Deafblindness) (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association. (n.d). *Enhancing Coping Skills*.
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

- Mental Health First Aid (MHFA).

Resource(s):

Article(s)

- Yang, J. (2011, February 13). A Love Story. *The Toronto Star*. Retrieved from https://www.thestar.com/life/2011/02/13/deafblind_couple_can_feel_the_love.html
- National Center on Deaf-Blindness. (n.d.). *Deafblind Children*. Retrieved from <https://nationaldb.org/library/page/1968>

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press
- Goransson, L., (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.
- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.
- Rathus, S. & Longmuir, S. *HDEV, Canadian Edition*. Nelson Education, 2nd edition.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Publisher: Monmouth: Teaching Research Institute.
- Mactavish, J. (2000). *Bravo! Miss Brown: A World Without Sight and Sound*. Toronto: Cavu.
- McGrath, E., & McGrath, M. (2016). *Believing in Beth*. Quispamsis, NB: Hawthorne Lane.
- Parker, S. (2013). *The human body book*. New York: Dorling Kindersley DK.
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

Workshop(s) – Past

- Blaha, R. *Issues in Sexuality and Deafblindness*. Poster presented at the Texas Deafblind Project.
- Outwaite-Salmon, C. *The Importance of Teaching Healthy Sexuality*. Poster presented at Behaviour Management Services of York and Simcoe.

5.2 [The intervenor should have the knowledge of:] The effects of an individual's etiology on their social, psychological, and emotional wellbeing

Content/Outcome(s):

- Understand the specific manifestations of an etiology (i.e. Ushers, CHARGE, aging, prematurity, and Congenital Rubella Syndrome); and
- Understand how etiologies manifest is very individualized.

Example(s):

- Some etiologies may result in a predisposition to specific mental health and health problems or disorders (i.e. Alstrom, CHARGE, etc.); and
- As a loss of vision and hearing progresses and communication methods change, an individual may distance themselves from their support systems including their intervenor, peer group, friends or family.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Acquired Deafblindness and Intervening I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from: http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Wolff Heller, K., & Kennedy, C. (n.d.). *Etiologies and Characteristics of Deaf-Blindness*. Retrieved from <http://documents.nationaldb.org/ISSelectTopics.php?topicID=941&topicCatID=24products/etiologies2001.pdf>

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press
- Goransson, L., (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.
- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Publisher: Monmouth: Teaching Research Institute.

- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

5.3 [The intervenor should have the knowledge of:] The grieving process, and how it relates to an individual who is deafblind, families, social networks, etc.

Content/Outcome(s):

- Understand how loss may impact the individual, and how an intervenor can support them;
- Understand the stages of grief, and how it manifests;
- Define compassion fatigue, and available supports;
- Examine how grief impacts the family of an individual who is deafblind; and
- Learn about available supports and resources, including the importance of working together as a team of intervenors and other professionals.

Example(s):

- As vision or hearing changes, an individual who is deafblind may experience reoccurring grief; and
- An individual and/or family may grieve repeatedly over time as they experience the loss of milestones (i.e. getting married, having children, etc.).

Education/Credit Course(s):

- George Brown College. (2017-2018). *Sociology (Related to Deafblindness) (C108)*. <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Intervention with Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Adams, S. (2012, September 26). Deaf and blind man, 63, hanged himself yards from the body of his wife who died from a heart attack. *Daily Mail UK*. Retrieved from <http://www.dailymail.co.uk/news/article-2208864/Deaf-blind-man-63-hanged-grief-yards-body-wife-died-heart-attack.htm>
- Chapman, E. (2016, January 22). *Ushers Syndrome An End To My Silence*. Retrieved from <https://edanchapman.wordpress.com/2016/01/22/an-end-to-my-silence/>
- Hill, C. (2016, February 20). *The Time Has Come*. Retrieved from <http://in-between-deaf-blind.blogspot.ca/>
- Walker, R. K. (2016, April 4). *Deafblindness and grief: Missing out on saying goodbye*. Retrieved from <http://tactileview.org/2016/04/14/deafblindness-and-grief-missing-out-on-saying-goodbye>

Book(s)

- Brown, I. (2010). *The boy in the moon: A father's search for his disabled son*. Publisher: Vintage Canada.
- Goransson, L., (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.

- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.
- Rathus, S. & Longmuir, S. *HDEV, Canadian Edition*. Nelson Education, 2nd edition.
- Mactavish, J. (2000). *Bravo! Miss Brown: A world without sight and sound*. Toronto: Cavu.
- McGrath, E. & McGrath, M. (2016). *Believing in Beth*. Quispamis: Hawthorne Lane.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press.
- Sauerburger, D. (1993). *Independence Without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

Reference(s)

- National Center on Deaf-Blindness. (2017, August 9). *Resources for Grieving Families*. Retrieved from <https://nationaldb.org/wiki/page/10/753>

Video(s)

- CDBA ON. (n.d.). CBC Witness Deafblindness [Video file].

Workshop(s) – Current

- Webster, B. (n.d.). *Embracing the Dragon, Exiting with a Roar or a Sputter?* Poster is the Director of the Centre for Grief Journey.
- *The Impact of Losses on Seniors' Mental Health and How They May Affect Day to Day Care*. Presented by the Art Matthews Director of Education Preferred Health Care Services

5.4 [The intervenor should have the knowledge of:] Challenging behaviours and their possible precipitating factors

Content/Outcome(s):

- Define and understand behaviours and its associated functions;
- Outline the process for identifying specific behaviours through observation;
- Understand triggers, and why they impact behaviour;
- Examine strategies and resources available to support behaviours;
- Understand importance of a comprehensive, holistic approach;
- Understand the importance of not taking a behaviour personally;
- Understand that an intervenor may be involved because of the trust, bond, or relationship they have with an individual who is deafblind; and
- Understand the importance of investigating whether there is a physical cause behind the behaviour.

Example(s):

- Strategies could include: substitute behaviours, sensory input, or communication;
- Examples of identifying behaviours through observation (i.e. data collection, and analysis of information);
- Behaviours can occur, even after extensive planning;
- Challenging behaviour(s) may actually be a coping strategy;
- Intervenors needs to recognize that their approach may trigger a challenging behaviour; and
- Intervenors needs to be aware that language used in reporting may imply a judgement.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Activity and Program Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association. (n.d.). *Enhancing Coping Strategies*.
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press
- Hoevenaars-van den Boom, M. A., Antonissen, A. C., Knoors, H., & Vervloed, P. M. (2009,). *Differentiating Characteristics of Deafblindness and Autism in People with Congenital Deafblindness and Profound Intellectual Disability*. 53. doi:10.1111/j.1365-2788.2009.01175.x

- Jacobsen, K. (2009). *Challenging behaviour in an adult male with congenial deaf-blindness: analysis and intervention*. *Scandinavian Journal of Disability Research*, 11(3), 209-220. doi:10.1080/15017410902831338
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- McInnes, J. M. (1990). *A guide to planning and support for individuals who are deafblind*. Toronto: University Toronto Press.

5.5 [The intervenor should have the knowledge of:] How isolation affects an individual

Content/Outcome(s):

- Define what is isolation, and how it manifests in the deafblind population;
- Understand how isolation can influence motivation, and increase the likelihood of withdrawing further from social interaction;
- Examine how isolation leads to reduced access to general and social information; and
- Understand how isolation impacts mental health and health.

Example(s):

- An individual who is deafblind may feel more alone in a room full of people when they are not communicating with them than in a room where they actually are alone; and
- Isolation may contribute to mental health; an intervenor may notice signs of isolation (e.g. repetitious behaviours, or talking to oneself) in an individual who is deafblind.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Activity and Program Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Intervention with Medically Fragile Persons (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association. (n.d.). *Enhancing Coping Skills*.
- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- Toninger, R. Mental Health Commission of Canada. (n.d.) *Mental Health First Aid (MHFA)*.
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- Mental Health First Aid (MHFA), Mental Health Commission of Canada (current Intervenor Sector Instructor Renée Toninger Canadian Helen Keller Centre.)

Resource(s):

Article(s)

- Deaf Studies Trust. (2007). *Deafblind Worlds - Results from Deafblind People*. Retrieved from Deaf Studies Trust: http://www.deafstudiestrust.org/deafblind_results_deafblind.php
- Dawn, D. M; Hirdes, J. P.; Stolee, P.; Strong, J. G.; Poss, J., Tjam, E. Y.,...Ashworth, M.(2009, February). *Characteristics of Individuals with Congenital and Acquired Deaf-Blindness*. *Journal of Visual Impairment &*

Blindness; New York 103.2 (Feb 2009): 93-102. Retrieved from <https://search.proquest.com/openview/cc04a724e6888b53bffc74ee3657783/1?pq-origsite=gscholar&cbl=48011>

- Hersh, M. (2013, October 1). *Deafblind People, Communication, Independence, and Isolation*. *Deaf Studies and Deaf Education*, 18(4), 446-463. Retrieved from <https://academic.oup.com/jdsde/article/18/4/446/560048/Deafblind-People-Communication-Independence-and>
- National Center on Deaf-Blindness. (n.d.). *Deafblind Children*. Retrieved from <https://nationaldb.org/library/page/1968>

Book(s)

- Goransson, L., (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.
- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.
- Sauerburger, D. (1993). *Independence without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

5.6 [The intervenor should have the knowledge of:] The impact of familial background, upbringing, spirituality, and culture

Content/Outcome(s):

- Examine the impact of familial background, upbringing, spirituality, and culture; and
- Examine the role of the intervenor in supporting an individual to experience their culture or spirituality.

Example(s):

- The intervenor should learn about and respect different cultures or religions as they relate to the individual who is deafblind;
- The intervenor should be aware of their own beliefs and biases, remaining impartial/neutral; and
- There may be a conflict between the philosophy of Intervenor Services, and a family's culture or religion.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Sociology Relevant to Deafblindness (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Acquired Deafblindness and Intervening (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Resource(s):

Article(s)

- Anderson, R. (n.d.). *Comparison of Deaf and Hearing Culture*. Retrieved from <http://beckiandersonportfolio.com/wp-content/uploads/2017/04/ASL-II-Comparing-Deaf-and-Hearing-Cultures.pdf>

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press
- Goransson, L., (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.
- Mactavish, J. (2000). *Bravo! Miss Brown: A world without sight and sound*. Toronto: Cavu.
- McGrath, E., McGrath, M. (2016). *Believing in Beth*. Quispamsis: Hawthorne Lane.

Workshop(s) – Current

- Simpson, Jasmine. CHKC. *What is Deafblind Culture?*

5.7 [The intervenor should have the knowledge of:] What a trusting relationship is, and why it is important?

Content/Outcome(s):

- Define the components of a trusting relationship;
- Examine the importance of a professional bond/rapport built on trust that is unique to each individual; and
- Understand the importance of confidentiality in building a trusting relationship.

Example(s):

- Methods used to help build a trusting relationship include: respecting communication preferences, being on time, a person-centred approach, shared interests, showing empathy, and respecting choices, etc.; and
- A trusting relationship builds rapport, and allows for new experiences and opportunities.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Introduction to the Field and Community Resources (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervening (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association. (n.d.). *Introduction to Intervenor Services*.
- Canadian Deafblind Association. (n.d.). *Deafblindness and the Role of the Intervenor [Online]*.
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Davidson, J. R., & Davidson, T. (1996, August). Confidentiality and Managed Care: Ethical and Legal Concerns. *Health and Social Work, 21*(3), 208-215. doi:10.1093/hsw/21.3.208
- Dickson, Donald T. (1998). *Confidentiality and Privacy in Social Work: A Guide to the Law for Practitioners and Students*.
- Levin, C., Furlong, A., & O'Neil, M. K. (2003). *Confidentiality Ethical Perspectives and Clinic Dilemmas*. Routledge.
- Reina, D., & Reina, M. (2015). *Trust and Betrayal in the Workplace: Building Effective Relationships in Your Organization*. Berrett-Koehler Publishers.
- Russel, N. S. (2016, September 22). *What Does Trust "Look Like" at Work?* Retrieved from Psychology Today: <https://www.psychologytoday.com/blog/trust-the-new-workplace-currency/201609/what-does-trust-look-work>
- Swales, C. (2017). *Friends vs. Friendly: Which Is the Best Leadership Strategy? Professional Networking*. Retrieved from <https://www.monster.com/career-advice/article/work-friendships-for-leaders>

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press
- McInnes, J. M. (1990). *A guide to planning and support for individuals who are deafblind*. Toronto: University Toronto Press.
- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.

Reference(s)

- ISHRS Behavioural Competency. (n.d). *Trusting Relationships*

Website(s)

- Sense. (n.d.). Retrieved from <https://www.sense.org.uk/>

5.8 [The intervenor should have the knowledge of:] The importance of a professional working relationship with the family and support circles

Content/Outcome(s):

- Understand a variety of different ways that deafblindness may impact an individual, their family members, and the community at large;
- Understand how Intervenor Services affects the family;
- Examine the importance of identifying yourself as an intervenor, and the specifics of your role;
- Understand the importance of maintaining a professional relationship with the family and support circles; and
- Understand the importance of family engagement.

Example(s):

- The intervenor should be aware of how their presence affects the family dynamic (i.e. an intervenor could be privy to personal/confidential information, or the family experiences a lack of privacy in their family home); and
- If a family does not communicate in the individual's preferred method, there could be gaps in information sharing.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Sociology Related to Deafblindness (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Introduction to the Field and Community Resources (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Values, Ethics and Professionalism (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Program and Activity Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association. (n.d.). *Working with Families*.
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- Perkins School for the Blind. (Producer). (n.d.). *The Impact of Deafblindness on the Family*. [Video file]. Retrieved from <http://www.perkinselearning.org/videos/webcast/impact-deafblindness-family>

Resource(s):

Book(s)

- Mactavish, J. (2000). *Bravo! Miss Brown: A world without sight and sound*. Toronto: Cavu.
- McGrath, E. McGrath, M. (2016). *Believing in Beth*. Quispamsis: Hawthorne Lane.
- Goransson, L., (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.

Reference(s)

- ISHRS Behavioural Competency (n.d.). *Build Trusting Relationships*.

Workshop(s) – Current

- Riggillo, T. (n.d.). *Understanding the Impact of the Intervenor: A Family Perspective*.

The intervenor should have the ability to:

5.9 Recognize their role in situations related to an individual's social, psychological, and emotional wellbeing

5.10 Support a culture of acceptance, safety, and security that is reliable and consistent

5.11 Support the individual's opportunities for self-determination, self-esteem, and wellbeing

5.12 Implement strategies and protocols for challenging behaviours

5.13 Support social interactions and the development of meaningful relationships

5.14 Establish and maintain a professional working relationship with the family and support circles

Technical Competency #6: The Relationship between Deafblindness and Health, Mental Health and Aging

To provide effective Intervenor Services, intervenors must demonstrate knowledge of health, mental health, and aging, and be aware of implications for an individual who is deafblind.

6.1 [The intervenor should have the knowledge of:] What is health and mental health?

Content/Outcome(s):

- Define health and mental health;
- Examine how health is impacted by the ability to engage in self-care (e.g. fitness, nutrition, and recreation);
- Understand the importance of social role valorization;
- Understand the importance of peer support;
- Understand the importance of, and the similarities and differences between, health and mental health; and
- Examine community resources that are available.

Example(s):

- If someone thinks that increased loss of hearing and vision is part of the normal aging process, they may not seek proper medical support, including learning how to use residual vision and hearing;
- If someone feels that they do not have the support systems in place, they may not seek the help that they need and or desire;
- If someone's vision and hearing continue to deteriorate, they may not want to go out with friends due to possible feelings of embarrassment, communication difficulties, or worry that they may appear clumsy;
- An individual may be very active, but as their vision continues to deteriorate, they may decrease their activities and isolate themselves more; and
- Discuss available resources (e.g. Community Care Access Centres, Canadian Hearing Society Counselling Services, Balance, Canadian Helen Keller Centre).

Education/Credit Course(s):

- George Brown College. (2017-2018). *Intervention with Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Field Seminar, Semester 4 (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Congenital Deafblindness and Intervention (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Alison.com. (n.d) *Diploma in Mental Health Studies [Online]*. Retrieved from <https://alison.com/course/diploma-in-mental-health-studies>

- Centre for Addiction and Mental Health (CAMH). (n.d.). *Fundamentals of Mental Health [Online]*.
- Toninger, R. Mental Health Commission of Canada. (n.d.) Mental Health First Aid (MHFA).

Resource(s):

Article(s)

- CMHA National. (2017). *Canadian Mental Health Association*. Retrieved from Understanding Mental Illness: <https://cmha.ca/mental-health/understanding-mental-illness/>
- World Health Organization. (2002). *Gender and Mental Health*. Retrieved from <http://apps.who.int/iris/bitstream/10665/68884/1/a85573.pdf>
- Distress and Crisis Ontario. (2010). Retrieved from <http://www.dcontario.org/centres.html>

Book(s)

- McInnes, J. M., & Treffry, J. A. (1997). *Deafblind infants and children*. Toronto: University of Toronto Press.
- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth: Teaching Research Institute.
- Rathus, S. & Longmuir, S. *HDEV, Canadian Edition*. Nelson Education, 2nd edition.
- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK.
- Brown, I. (2010). *The boy in the moon: A father's search for his disabled son*. Publisher: Vintage Canada.

Reference(s)

- Bob Rumball Centre for the Deaf. (2017). Retrieved from <http://www2.bobrumball.org/mental-health/>
- Mental Health Commission of Canada. (2017). Retrieved from <https://www.mentalhealthcommission.ca/English/focus-areas/seniors>
- National Institute of Mental Health. (n.d.). Retrieved from <https://www.nimh.nih.gov/health/topics/index.shtml>
- PsychGuides. (2017). PsychGuides.com. Retrieved from <https://www.psychguides.com/guides/mental-health-problem-symptoms-causes-and-effects/>
- WebMD. (2005). WebMD. Retrieved from <https://www.webmd.com/mental-health/default.htm>

Workshop(s) – Current

- CHKC. (n.d.). *O&M with Wheelchairs and Walkers*.
- Zaharia, M. (n.d.). *Planning for the Future*.
- Smith, J. (n.d.). *Nutrition*.
- Matthes, M. (n.d.). Sense UK. *Holidays and the Deafblind- What a Difference They Make*.
- Riggillo, T. (n.d.). *How to Set Up Peer Groups*.
- Johnston, G. (n.d.). *Gardening a Natural Activity*.

Workshop(s) – Past

- Jonat, C. & Patterson, K. (n.d.). DeafBlind Ontario Services. *SEA, Creative Expression Through the Arts*.
- Safe Guards. (2012). *SafeGuards Training for Children and adults Services*. Retrieved from <https://www.safeguards-training.net/About.aspx>
- Thompson, L. (n.d.) DeafBlind Ontario Services. *Preparing for an Initial Psychiatric Consultation*.

6.2 [The intervenor should have the knowledge of:] Health conditions, medications, and possible side effects as it relates to the individual being supported

Content/Outcome(s):

- Examine medical conditions that specifically affect individuals who are deafblind and medically fragile;
- Understand that drug and diet interactions can occur; and
- Understand that medical conditions related to deafblindness can be impacted by diet.

Example(s):

- The side effects of some medications can be altered gait or balance;
- Medications may interact with food, natural remedies, or the sun; and
- The side effect of increased drowsiness can decrease the individual's ability to focus and communicate.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association Ontario Chapter. (n.d.) *The Role of the Intervenor in Health Wellness, and Aging [Online]*.

Resource(s):

Book(s)

- Rathus, S. & Longmuir, S. *HDEV, Canadian Edition*. Nelson Education, 2nd edition.
- Brown, I. (2010). *The boy in the moon: A father's search for his disabled son*. Publisher: Vintage Canada
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press, Scholarly Publishing Division. Includes a section on developing health history within one's personal plan, and includes a section called "Medical and Other Problems."

Course(s)

- Centre for Addiction and Mental Health (CAMH). (n.d.). *Fundamentals of Mental Health [Online]*.

Workshop(s) – Past

- Pharmaceutical Intervention. (n.d.). *Optimizing Drug Therapy*.

6.3 [The intervenor should have the knowledge of:] The impact of deafblindness on health

Content/Outcome(s):

- Understand that deafblindness affects the ability to receive and process information;
- Examine how deafblindness could impact someone's ability to self-diagnose and communicate their symptoms;
- Understand that deafblindness can affect developmental stages (e.g. sexual, cognitive, and language development, etc.);
- Understand how etiology affects health; and
- Understand that the intervenor needs to be in-tune with the individual to recognize changes in behaviour that could indicate a medical or health issue.

Example(s):

- Learn about how accessibility aids (e.g. bump dots, puff paint to mark medications, etc.) can improve independence and overall health for an individual who is deafblind;
- The doctor may assume the individual understands how to take medication; this assumption could lead to errors;
- A Personal Support Worker (PSW) knocks on the door. The individual who is deafblind does not hear it, which could mean missing service, or services being cancelled;
- The individual may exhibit a lack of self-care;
- Individuals may develop unhealthy eating habits if they are unable/scared to cook independently;
- Physical activity may be limited (e.g. a person is limited in going for a walk or to the gym);
- Without being able to see and/or conceptualize, individuals may not express health or medical issues; and
- Self-injurious behaviour indicating and/or impacting health.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association. (n.d.) *The Role of the Intervenor in Health, Wellness and Aging*.
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Kappen, B. M., & Anderson, H. (n.d.). Independent Living: Presentation. *Dblink.org*. <http://dblink.org/lib/sympdocs/INDEPENDENT-LIVING-Kappen-Anderson.pdf>

- Sense. (2013, December 1). It All Adds Up: A guide for healthcare staff on supporting patients with a dual sensory loss: *Sense UK*. Retrieved from <https://www.sense.org.uk/content/it-all-adds-guide-healthcare-staff-supporting-patients-dual-sensory-loss>
- Zarzour, K. (2017, July 2). Life reaches new heights for deafblind rock climber. *YorkRegion.com*. Retrieved from <https://www.yorkregion.com/news-story/7389117-life-reaches-new-heights-for-deaf-blind-rock-climber/>

Book(s)

- Brown, I. (2010). *The boy in the moon: A father's search for his disabled son*. Vintage Canada.
- Rathus, S. & Longmuir, S. *HDEV, Canadian Edition*. Nelson Education, 2nd edition.
- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK
- Smithdas, R. J. (1977). *Life Skills: Basic Self-Care for the Deaf-Blind (Communication, Mobility and Others)*. New York: Helen Keller National Centre for Deaf-blind Youth and Adults. Retrieved from <https://archive.org/details/lifeskillsbasics00robe>

6.4 [The intervenor should have the knowledge of:] The impact of an individual being deafblind and medically fragile

Content/Outcome(s):

- Understand how being medically fragile impacts the delivery of Intervenor Services;
- Examine appropriate definitions and terminology;
- Learn about specific medical conditions, resulting procedures, and medications;
- Examine various adaptations and strategies used with those who are medically fragile, including programming issues and options, and alternative therapies and activities;
- Examine the importance of report writing, record keeping, and documentation; and
- Discuss the impact of medical conditions on the family, and relationships with others.

Example(s):

- The intervenor needs to adapt their pace of service delivery;
- Plans may have to be adapted to meet medical needs;
- Extreme heat, cold, or humidity may adversely affect an individual; and
- If an intervenor is sick, it may put an individual who is medically fragile at risk.

Education/Credit Course(s):

- George Brown College (2017 - 2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College (2017 - 2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College (2017 - 2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association Ontario (n.d). *The Role of the Intervenor in Health, Wellness and Aging*.
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Admin_MedFrag. (2010, April 13). What Defines a child that is Medically Fragile? [Blog post]. Retrieved from <http://medicallyfragilechild.com/medically-fragile-child-definition/>
- Colorado Services to Children with Deafblindness. (2010). *Etiologies Related to Deafblindness* [Fact Sheet]. Retrieved from https://www.loc.gov/nlsold/reference/guides/deafblind.html#_etiological

Book(s)

- Brown, I. (2010). *The boy in the moon: A father's search for his disabled son*. Vintage Canada.
- Rathus, S. & Longmuir, S. *HDEV, Canadian Edition*. Nelson Education, 2nd edition.
- McInnes, J. M. (1999). *A Guide to Planning and Support for Individuals who are Deafblind*. Toronto: University of Toronto Press, Scholarly Publishing Division.

- Includes a section on developing health history within one's personal plan; and
 - Includes a section called "Medical and Other Problems."
- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK.

Reference(s)

- Deafblind Etiology Fact Sheets, https://www.loc.gov/nlsold/reference/guides/deafblind.html#_etiological
- Intervenor Services. (n.d.) Retrieved from <http://intervenorservices.com/index.php/what-we-do/glossary-of-terms>
- Sense. (2013, October 15). *Causes and Associated Conditions*. Retrieved from <https://www.sense.org.uk/content/causes-and-associated>

6.5 [The intervenor should have the knowledge of:] The impact of deafblindness on mental health and wellbeing

Content/Outcome(s):

- Understand how deafblindness can impact the diagnosis and treatment of mental health problems and disorders; and
- Examine how mental health is impacted by the ability to engage in self-care including fitness, nutrition, and recreation.

Example(s):

- Deafblindness can mask mental health problems and disorders;
- The intervenor needs to adjust and adapt service delivery to mental health problems and disorders;
- Severe sensory deprivation and/or isolation can create schizophrenia-like symptoms; and
- When an individual is experiencing a mental health crisis, intervenors need to understand that an individual's actions are not personal in nature.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (n.d.). *TOUCH™ Up Mental Health*.
- Helen Keller National Centre. (n.d.). *Working with individuals who are Deaf-Blind: a course for mental health professionals*.
- Toninger, R. Mental Health Commission of Canada. (n.d.) *Mental Health First Aid (MHFA)*.

Resource(s):

Article(s)

- Bodsworth, Sarah M; Clare, Isabel C.H.; Simblett, Sara K; Deafblind UK. (2017, January 17). Psychological Distress and Unmet Need Among Adults With Dual Sensory Impairment. *British Journals of Visual Impairments*, 6-26. doi:doi.org/10.1177/0264619610387495
- Dammeyer, J. (2012, March 27). Children with Usher Syndrome: Mental and Behavioral Disorders. *Behavioral and Brain Functions*. doi:10.1186/1744-9081-8-16
- Du Feu, M., & Fergusson, K. (2003, March). Sensory Impairment and Mental Health. *BJPsych Advances*, 95-103. doi:10.1192/apt.01.03
- Sense. (2013, October 15). *Talking Sense: Deafblindness and Mental Illness*. Retrieved from <https://www.sense.org.uk/content/talking-sense-deafblindness-and-mental-distress>
- Sense. (2017, July 10). *Talking Sense: Out of Sight, Out of Mind*. Retrieved from <https://www.sense.org.uk/content/talking-sense-out-sight-out-mind-0>

Book(s)

- Brown, I. (2010). *The boy in the moon: A father's search for his disabled son*. Vintage Canada.
- Rathus, S. & Longmuir, S. *HDEV, Canadian Edition*. Nelson Education, 2nd edition.
- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK.

Journal(s)

- Carvill, S. (2001, December). Sensory Impairments, Intellectual Disability and Psychiatry. *Journal of Intellectual Disability Research*, 45(6), 467-483. doi:10.1046/j.1365-2788.2001.00366.x
- The Journal of Visual Impairment & Blindness. (2017). *Implications of Deafblindness: The Physical and Mental Health and Social Trust of Persons with Usher Syndrome Type 3*. Retrieved from <https://www.afb.org/jvib/Newjvibabstract.asp?articleid=jvib10Q404>

Reference(s)

- Canadian Hearing Society. *Connect Counselling*. Retrieved from: <https://www.chs.ca/services/connect-counselling-services>
- Centre for Addiction and Mental Health (CAMH).

6.6 [The intervenor should have the knowledge of:] The impact of additional disabilities, diseases, and conditions

Content/Outcome(s):

- Understand how additional disabilities, diseases and conditions (e.g. cerebral palsy, diabetes, thyroid, seizure disorders, balance, etc.) can affect an individual; and
- Examine what supports are available, and how this affects the provision of Intervenor Services.

Example(s):

- Deteriorating muscle control that impacts the ability to sign (e.g. arthritis);
- A migraine headache negatively impacts vision; and
- Individuals with low blood glucose levels may not understand communication as well.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Program and Activity Planning (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association. (n.d.). *The Role of the Intervenor in Health, Wellness and Aging*.
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from: http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Centers for Disease Control and Prevention. (2017). *cdc.gov*. Retrieved from <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>
- Kinne, S., Patrick, D. L., & Lochner, D. (2004, March). Prevalence of Secondary Conditions Among People With Disabilities. *American Journal of Public Health*. Retrieved from <http://ajph.aphapublications.org/doi/full/10.2105/AJPH.94.3.443>
- Lezzoni, L. I. (2010, October). Multiple Chronic Conditions and Disabilities: Implications for Health Services Research and Data Demands. *Health Services Research*(45), 1523–1540. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2965890/>

- Ustun, B., Moussavi, S., Chatterji, S., Verdes, E., Tandon, A., & Patel, V. (2007, September). Depression, chronic disease and decrements in health: Results from the World Health Survey. *The Lancet*, 370(9590), 851-858. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0140673607614159>
- Verbrugge, L. M., Lepkowski, J. M., & Imanaka, Y. (1989). Comorbidity and Its Impact on Disability. *The Milbank Quarterly*, 67(3/4), 450-484. Retrieved from http://www.jstor.org/stable/3350223?seq=1#page_scan_tab_contents

Book(s)

- Brown, I. (2010). *The boy in the moon: A father's search for his disabled son*. Vintage Canada.
- Griffiths, D.M., Stavrakakai, C., Summers, J.(2002). *Dual Diagnosis, An Introduction to the Mental Health Needs of Persons with Developmental Disabilities*. Sudbury: Habilitative Mental Health Resource Network.
- Rathus, S. & Longmuir, S. *HDEV, Canadian Edition*. Nelson Education, 2nd edition.
- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK.

6.7 [The intervenor should have the knowledge of:] The natural aging process and associated conditions, including its effect on deafblindness

Content/Outcome(s):

- Understand the importance of assessing and mitigating the risks associated with falls;
- Understand how physical and mental pace is affected by aging;
- Understand how support networks affects isolation;
- Examine the effects of not being able to do the things you were used to doing;
- Understand that vision and hearing loss can be attributed to aging;
- Describe different developmental events in terms of major theories of human development;
- Explain the major theories and concepts of human lifespan and development;
- Describe the human development process using biosocial, cognitive, and psychological perspectives;
- Examine how deafblindness can lead to increased rates of isolation, depression, dementia, and accelerated cognitive decline; and
- Examine available community resources for aging.

Example(s):

- Aging may affect an individual's balance and mobility;
- As vision and hearing deteriorates, the individual's social connections and the world around them tends to diminish;
- Losing family members decreases an individual's social supports;
- Alzheimer's may affect an individual's ability to connect with others, and to understand/remember their disability;
- Sensory impairment can restrict one's ability to participate in valued activities and social roles;
- Establishing health and safety protocols (e.g. behaviour support plans, and wheelchair and walker use); and
- Understanding the need for consumer involvement, and their rights as they relate to confidentiality.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Human Growth and Development (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Sighted Guide (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Aging and Health (C108)*. Retrieved from <https://coned.georgebrown.ca/courses-and-certificates/aging-and-health/>

Training:

- Canadian Deafblind Association. (n.d.). *The Role of the Intervenor in Health, Wellness and Aging*.

Resource(s):

Article(s)

- Alzheimer's and Aging Research Center. (2011). *Common Age Related Diseases*. Retrieved from <http://alz-aging-research.org/diseases.html>
- Alzheimer's Association. (2017). *What Is Alzheimer's?* Retrieved from https://www.alz.org/alzheimers_disease_what_is_alzheimers.asp
- Chia E., Mitchell P., Rochtchina E., Foran S., Golding M. & Wang J.J. Association Between Vision and Hearing Impairments and Their Combined Effects on Quality of Life. *Arch Ophthalmol*. 2006; 124(10):1465–1470. Doi:10.1001/archophth.124.10.1465
- Crews, J. E., & Campbell, V. A. (2004). Vision Impairment and Hearing Loss Among Community-Dwelling Older Americans: Implications for Health and Functioning. *American Journal of Public Health*, 94(5), 823–829. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448344/#>
- Dunn, J. E., Rudberg, M. A., Furner, S. E., & Cassel, C. K. (2011, October 7). Mortality, Disability, and Falls in Older Persons: The Role of Underlying Disease and Disability. *American Journal of Public Health*, 82(3), 395–400. Doi:10.2105/AJPH.82.3.395
- Field, M.J., Jette A.M., (Eds). Institute of Medicine (US) Committee on Disability in America The Future of Disability in America. Washington (DC): National Academies Press (US);. (2007). The Future of Disability in America. In *National Academies Press (US)*. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK11438/>
- Marill, M. C. (n.d.). *Is This Normal Aging or Not?: Pain or sudden changes need a closer look*. Retrieved from <https://www.webmd.com/healthy-aging/features/normal-aging-changes-and-symptoms#1>
- Morley, John E. (2017). *Effects of Aging on the Endocrine System*. Retrieved from <http://www.merckmanuals.com/en-ca/home/hormonal-and-metabolic-disorders/biology-of-the-endocrine-system/effects-of-aging-on-the-endocrine-system>
- Mortensen, O. E. (n.d.). Basic Services for the Elderly Deafblind: Surveys and Statistics. European Blind Union (Ed.), EBU Newsletter No 45. Retrieved from <http://euroblindstatic.eplica.is/fichiersGB/nl45.htm#basic>
- Murdoch, H. (2002). *Early intervention for Children who are Deafblind*. Retrieved from <http://alice.nc.huji.ac.il/~dmitry/Reading/Data/Lesions/interesno.pdf>
- National Research Council (US) Committee on Chemical Toxicology and Aging. (1987). *Aging In Today's Environment*. National Academies Press (US). Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK218722/>
- Roberts, D., Scharf, T., Bernard, M., & Crome, P. (2007). Identification of Deafblind Dual Sensory Impairment in Older People. *Social Care Institute for Excellence*. Retrieved from <https://www.keele.ac.uk/csg/downloads/otherdownloads/Identification%20of%20deafblind%20dual%20sensory%20impairment%20in%20older%20people.pdf>

Book(s)

- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK.
- Rathus, S. & Longmuir, S. *HDEV, Canadian Edition*. Nelson Education, 2nd edition.
- Brown, I. (2010). *The boy in the moon: A father's search for his disabled son*. Vintage Canada.
- Rodríguez-Rodero, S., Fernández-Morera, J. L., Menéndez-Torre, E., Calvanese, V., Fernández, A. F., & Fraga, M. F. (2011). Aging Genetics and Aging. *Aging and Disease*, 2(3), 186–195.
- Goransson, L., (2008). *Deafblindness in a Life Perspective Strategies and Methods for Support*. Malmo: Elanders Berlings.

- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.

Journal(s)

- Niccoli, T., & Partridge, L. (2012, September 11). Ageing as a Risk Factor for Disease. *Current Biology*, 22(17), 741-752. Doi:10.1016/j.cub.2012.07.024

Reference(s)

- Ministry of Senior's Affairs. (n.d.). <https://www.ontario.ca/page/ministry-seniors-affairs>
- Sense UK. (2011, March). Sense. Fill in The Gaps - A tool kit for professionals working with older Deafblind people. Retrieved from [https://www.sense.org.uk/sites/default/files/Fill in the Gaps toolkit 0.pdf](https://www.sense.org.uk/sites/default/files/Fill%20in%20the%20Gaps%20toolkit%200.pdf)

Workshop(s) – Current

- Leblanc, D. (n.d). *Assessing and Mitigating Falls Risk*.

6.8 [The intervenor should have the knowledge of:] Specific adaptations to techniques when working with older individuals who are deafblind

Content/Outcome(s):

- Examine the importance and use of alternative communication methods;
- Examine how to adapt the environment; and
- Understand the importance of being respectful, without being condescending to ensure trust and independence.

Example(s):

- Adapted communication methods (e.g. black marker, iPad, Two-hand Manual, Print on Palm, pocket talker, hearing aids);
- Environmental factors to consider (e.g. rugs, lighting, window coverings);
- Adapting to cognitive changes;
- Know how to access supports, such as Community Care Access Centre (CCAC); and
- Importance of aging in place.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Sighted Guide (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Intervention with the Medically Fragile (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association. (n.d.). *The Role of the Intervenor in Health, Wellness and Aging*.
- DeafBlind Ontario Services. (n.d.). *TOUCH™ Up Aging and Deafblindness*.
- Helen Keller National Centre. (n.d.). *Confident Living a Course for Supporting Older Adults with Combined Vision and Hearing Loss [Online]*.

Resource(s):

Workshop(s) – Current

- CHKC. (n.d.). *O&M with Wheelchairs and Walkers*.
- CHKC. (n.d.). *Understanding Dual Sensory Loss and Seniors*.
- Duran, S. CHKC (n.d.). *Home Organizational Tips (HOT)*.
- CHKC. (n.d.). *Two-hand Manual Communication*.

Website(s)

- Partnership Project. CHKC, CNIB and DeafBlind Ontario Services. *Zoom In & Redefine*.

The intervenor should have the ability to:

- 6.9 Utilize observation skills to recognize that changes could be related to health, mental health, and aging**
- 6.10 Make adaptations appropriate to the environment, medical and physical needs, and cognitive needs of the individual**
- 6.11 Follow appropriate protocols to meet the individuals' health, mental health, and aging**
- 6.12 Access community resources and services for health, mental health, and aging**

Technical Competency #7: Sensory Systems

To provide effective Intervenor Services, intervenors must demonstrate an understanding of the complexity of combined hearing and vision loss, and the integration of the sensory systems, in relation to an individual who is deafblind.

7.1 [The intervenor should have the knowledge of:] The anatomy and functions of the eye and ear

Content/Outcome(s):

- Understand the structure and function of the eye, the ear, including central and peripheral nervous systems; and
- Understand the vocabulary and terms as it relates to the physiological function relating to the eye and ear.

Example(s):

- An intervenor should have a basic understanding of anatomy and understand how it relates to eye conditions;
- An intervenor should have a basic understanding of anatomy and understand how it relates to the type of hearing loss and conditions; and
- When facilitating an audiology and eye appointment, an intervenor needs to have a basic understanding of the anatomy and function of the eye and ear.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- CNIB. (n.d.). Causes of Deafblindness related to Eye Conditions (In-class)

Resource(s):

Article(s)

- Heller, K. W., & Kennedy, C. (1994). *Etiologies and characteristics of deaf-blindness*. Monmouth TRACES Project. Retrieved from <http://nationaldb.org/ISSelectedTopics.php?topicID=941&topicCatID=24>

Book(s)

- Parker, S. (2013). *The human body book*. New York: Dorling Kindersley DK. ISBN: 9781465402134

Reference(s)

- Eye: <http://www.allaboutvision.com/resources/anatomy.htm> <https://www.hearinglikeme.com/hearing-loss-simulator/>
- Enchanted Learning® (n.d.). Retrieved from enchantedlearning.com
- Merriam Webster Visual Dictionary Online. (2018). Retrieved from <http://www.visualdictionaryonline.com/human-being/sense-organs/hearing/structure-ear.php>
- Canadian Hearing Society. (2013). Retrieved from [ww.chs.ca/how-ear-works](http://www.chs.ca/how-ear-works)

Website(s)

- Ohio Lions Eye Research Foundation. (n.d.). Retrieved from <http://www.ohiolionseyeresearch.com/research/simulations/>
- Seeing Beyond Vision Loss. (n.d.) Retrieved from <http://www.cnib.ca/en/your-eyes/Pages/default.aspx>

Video(s)

- Urquhart, J. [Ted Talk]. (n.d.). A journey through the human eye [Video file]. Retrieved from <https://ed.ted.com/featured/iWB9F1la>
- Siemens. (2014, March 24). How the hearing works [Video file]. Retrieved from <https://www.bing.com/videos/search?q=video+how+the+ear+works&view=detail&mid=DB66551852774A41FD4FDB66551852774A41FD4F&FORM=VIRE>

Other

- CNIB App: Simulation.

7.2 [The intervenor should have the knowledge of:] The conditions that affect the eye and ear

Content/Outcome(s):

- Understand common eye disorders, types of vision loss, and how it may relate to the etiology;
- Understand the vocabulary and related terms, and how it relates to the vision continuum;
- Understand the types of hearing loss (i.e. conductive, sensorineural and mixed hearing loss); and
- Understand the causes of hearing loss, and how it may relate to the etiology.

Example(s):

- An intervenor should understand the person(s) with deafblindness specific eye conditions as it relates to many additional facets (i.e. tests, medications, changes in vision, and what the scope of vision is like for the individual, etc.);
- An intervenor should understand the vision continuum; visual acuity 20/20, full visual fields, legally blind 20/200, low vision, totally blind, no light perception, and how they relate to the vision of individual;
- An intervenor should understand the person(s) type and cause of hearing loss (i.e. tinnitus and how this affects the individual hearing, including what function of the ear is impacted); and
- An intervenor should understand common eye disorders/conditions (e.g. glaucoma, cataracts, diabetic retinopathy, age-related macular degeneration, retinopathy of prematurity, retinitis pigmentosa, cortical vision impairment, and nystagmus).

Education/Credit Course(s):

- George Brown College. (2017-2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- CNIB. (n.d.). *Causes of Deafblindness Related to Eye Conditions*.

Resource(s)

Book(s)

- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK.

Reference(s)

- Retinitis Pigmentosa. (n.d.). Retrieved from <http://cnib.ca/en/your-eyes/eye-conditions/retinal-pigmentosa/Pages/default.aspx>
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- Choudhry, N. (2012, October 25). Webinar 1: Diabetic Retinopathy Basics. Retrieved from [http://www.cnib.ca/en/your-eyes/eye-conditions/eye-connect/DR/Documents/Webinar 1 Slides in CNIB template.docx](http://www.cnib.ca/en/your-eyes/eye-conditions/eye-connect/DR/Documents/Webinar%201%20Slides%20in%20CNIB%20template.docx)
- Eye Connect: Retinopathy Basics. (n.d.). Retrieved from [http://www.cnib.ca/en/your-eyes/eye-conditions/eye-connect/DR/Documents/View Diabetic Retinopathy Basics presentation slides.pptx](http://www.cnib.ca/en/your-eyes/eye-conditions/eye-connect/DR/Documents/View%20Diabetic%20Retinopathy%20Basics%20presentation%20slides.pptx)
- Vision Simulation Video. (2015). Retrieved from <http://www.visionaware.org/info/your-eye-condition/eye-health/vision-simulation-video/125>
- Wong, R. (n.d.). Sometimes the Disease Wins. Retrieved from <http://www.retinaeyedoctor.com/2010/09/eye-disease-and-outcomes/>
- Wong, R. (n.d.) Silicone Oil for Retinal Detachments. Retrieved from <http://www.retinaeyedoctor.com/tag/conditions-and-diseases/>
- Murray, M.A. (n.d.). Eye Anatomy and Function. Retrieved from <http://faculty.washington.edu/chudler/eyetr.html>
- Cortical Visual Impairment Pediatric Visual Diagnosis Fact Sheet. (n.d.). Retrieved from <http://www.tsbvi.edu/seehear/fall98/index.htm> - CVI
- Vision and Blindness. (n.d.). Retrieved from <http://www.perkinselearning.org/scout/simulation-vision-conditions>
- Heitig, G. (Ed). (n.d.). Eye Problems and Diseases. Retrieved from <http://www.allaboutvision.com/conditions/>
- Deafblindness. (2015) Retrieved from <http://www.nhs.uk/Conditions/Deafblindness/Pages/Causes.aspx>
- Changing Vision, Changing Hearing: Is it Usher Syndrome? (n.d.). Retrieved from <http://www.wsdsonline.org/usher-syndrome/>
- Causes and Types of Hearing Loss. (2013). Retrieved from <https://www.chs.ca/causes-and-types-hearing-loss>

Website(s)

- Ohio Lions Eye Research Foundation. (n.d.). Retrieved from <http://www.ohiolionseyeresearch.com/research/simulations/>
- Seeing Beyond Vision Loss. (n.d.) Retrieved from <http://www.cnib.ca/en/your-eyes/Pages/default.aspx>
- Eye Conditions (n.d). Retrieved from <http://www.cnib.ca/en/your-eyes/eye-conditions/Pages/default.aspx>

Workshop(s) – Current

- CHS offers a basic workshop on types of hearing loss, impact, testing processes/results and how it relates to MCSS guidelines to qualify for Intervenor Services.

7.3 [The intervenor should have the knowledge of:] Strategies that support the use of residual vision and hearing

Content/Outcome(s):

- Understand the strategies and ways to maximize residual/useable hearing and vision;
- Understand the various methods to make modifications to maximize vision; and
- Understand the variety of methods to make modifications to maximize hearing.

Example(s):

- Understanding the amount of residual/useable vision and hearing is important to many factors, such as where to stand when delivering communication, including setting up the environment (i.e. background colours, lighting, acoustics, etc.);
- It is important for the intervenor to consider ways to maximize vision (e.g. lighting, location, position, colour, contrast, size etc.); and
- It is important for the intervenor to consider ways to maximize hearing (e.g. environment, equipment use, position, etc.).

Education/Credit Course(s):

- George Brown College. (2017–2018). *Acquired Deafblindness I (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness II (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness III (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017–2018). *Acquired Deafblindness IV (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- George Brown College. (2017-2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- CDBA Ontario. Methods and Techniques Relating to Congenital Deafblindness and Intervention [Online].
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- CNIB. (n.d.). Causes of Deafblindness related to Eye Conditions [In-class].

Resource(s):

Article(s)

- Baker, R. (n.d.). Household Tips for People with Low Vision. *Cornell University*.

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press
- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK.

Reference(s)

- Ohio Lions Eye Research Foundation. (n.d.). Retrieved from <http://www.ohiolionseyeresearch.com/research/simulations/>
- Low Vision Simulation Activities. (n.d.). Retrieved from <https://www.lowvisionsimulators.com/low-vision-simulation-activities>
- Murray, M.A. (n.d.). Eye Anatomy and Function. Retrieved from <http://faculty.washington.edu/chudler/eyetr.html>
- Maximize Your Senses. (n.d.). Retrieved from <http://www.visionaware.org/info/everyday-living/essential-skills/maximize-your-senses/123>

7.4 [The intervenor should have the knowledge of:] Methods used to test vision and hearing

Content/Outcome(s):

- Understand types optometric and audiological tests/interpreting results, including which professionals conduct these tests;
- Examine the various strategies used during testing to stimulate vision and hearing;
- Understand the role of varying professionals related to the eye and ear, and roles of the audiologist, optometrist, and ophthalmologist;
- Understand types of optometric tests;
- Understand audiological tests and related terms and vocabulary (i.e. frequency, intensity, degree of hearing loss); and
- A high level of understanding of how the information above relates to the results.

Example(s):

- An intervenor should have a basic understanding of the type of methodology as it relates to the eye and ear for communication and preparation of an assignment; and
- An intervenor should have a basic understanding of how to read a report from a vision/hearing test, and to relate the results to the strategies to be facilitated.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Hearing Disorders and Audiogram Interpretation. (n.d.). Retrieved from <http://www.audiologist.org/resources/documents/diabetes/Hearing%20Disorders%20and%20Audiogram%20interpretation.pdf>
- What is an Audiologist? (n.d.) Retrieved from <https://www.audiology.org/sites/default/files/publications/resources/WhatIsAnAuD.pdf>
- National Center on Deaf-Blindness (NCDB). (n.d.). *Deafblind Children*. Retrieved from <https://nationaldb.org/library/page/1968>

Book(s)

- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK.

Reference(s)

- What is an Ophthalmologist? (2013). Retrieved from <https://www.aao.org/eye-health/tips-prevention/what-is-ophthalmologist>

- How do I Understand my Hearing Loss from my Audiogram? (2015). Retrieved from <https://www.audicus.com/how-to-read-an-audiogram/>
- What is an Audiogram? (2013). Retrieved from <http://www.chs.ca/what-audiogram>
- Our Services. (n.d.) Retrieved from <http://www.cnib.ca/en/services/Pages/default.aspx>
- Diseases and Conditions Collections. (n.d.). Retrieved from http://www.hopkinsmedicine.org/healthlibrary/conditions/adult/otolaryngology/Understanding_Your_Audiogram_22,UnderstandingYourAudiogram
- The Different Types of Eye Care Professionals. (n.d.). Retrieved from <http://www.visionaware.org/info/your-eye-condition/eye-health/types-of-eye-care-professionals-5981/125>
- Interdisciplinary Thematic Search Engine. (n.d.). Retrieved from <http://www.sfu.ca/sonic-studio/handbook/Themes.html>
- Understanding the Optometric Specialty of Low Vision. (2012). Retrieved from <http://www.optometrystudents.com/understanding-low-vision/>
- Types of Optometry Test. (n.d.). Retrieved from <https://www.superpages.com/em/optometry-test/>

Workshop(s) – Current

- CHS. (n.d.). A basic workshop on understanding/interpreting results based on hearing tests according to MCSS' guidelines.

7.5 [The intervenor should have the knowledge of:] The impact of deafblindness on sensory integration, and the processing of sensory information

Content/Outcome(s):

- Understand the definition, associated vocabulary and terms related to sensory integration/processing, and Sensory Integration Processing Disorder;
- Understand the physiological function relating to the central nervous system, and impact of sensory processing;
- Understand the impact of sensory loss and sensory integration as they relate to sensory processing disorder;
- Understand the function of the central nervous system, and its impact on the sensory system and input;
- Understand the terminology of sensory integration, sensory integration disorder, and related strategies (i.e. sensory assessment, sensory diet);
- Understand the impact of a sensory loss;
- Understand the variety of activities as they relate to each sense and sensory input; and
- Understand the role of the Occupational Therapist with sensory integration and Sensory Integration Processing Disorder.

Example(s):

- Understand how sensory loss can impact the use, integration, and processing of other senses;
- Understand the importance of utilizing and facilitating the use of all senses in a manner that works for the individual;
- Understanding the impact of each sense, and how they relate to sensory processing and input (e.g. the impact of the vestibular sense with loss of vision the potential for increase in imbalance and falls);
- Understand the impact of Sensory Integration Processing Disorder on sensory motor, perceptual, and cognitive development;
- Understand the impact when sensory integration is challenging for the individual (e.g. difficulty sequencing actions/motor planning, over or under response to sensations, fight or flight, self-regulation, sensory jumbling);
- When an individual integrates their senses and the need to allow sufficient time for information to be processed;
- An individual may have a preferred way of positioning themselves based on meeting their sensory need(s); and
- With the loss of vision and hearing, the individual may have issues connecting with others and maintaining relationships.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- Sensory Integration Network. (2018). *Sensory Integration Education: Courses and Events*. Retrieved from <https://www.sensoryintegration.org.uk/page-18307>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor [Online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [In-class]*. Retrieved from http://cdbaontario.com/services/training_e.php

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services. *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) up on Sensory Integration [In-class]*.

Resource(s):

Article(s)

- The Forgotten Senses: Vestibular & Proprioceptive. (2011). Retrieved from <https://nationaldb.org/library/page/2225>
- Ricketts, L. (n.d). Impact of Sensory Integration Dysfunction. *Texas School for the Blind and Visually Impaired*. Retrieved from <http://www.tsbvi.edu/component/content/article/1728-impact-of-sensory-integrative-dysfunction>
- Sensory Integration Dysfunction in Deafblind Children. http://www.deafblindinternational.org/review1_i.html
- Sensory Input, Tactile Strategies and Challenges. (n.d). Retrieved from <http://www.projectsalute.net/FAQs/FAQhtml/FAQmaintext.html>

Book(s)

- Aquilla, P., Sutton, S. & Yack, E. (2003). *Building Bridges through Sensory Integration*. Sensory World.
- Korsten, J. (1993). *Every Move Counts*. Pro-Ed.
- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press
- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK

Webcast(s)

- Brown, D. (n.d.). CHARGE Syndrome: Sensory Processing [Webcast]. Retrieved from <http://www.perkinselearning.org/videos/webcast/charge-syndrome-sensory-processing>

Website(s)

- Your 8 Senses. (n.d). Retrieved from <https://www.spdstar.org/basic/your-8-senses#f8>

7.6 [The intervenor should have the knowledge of:] The importance of the eight senses, and the impact on an individual who is deafblind

Content/Outcome(s):

- Define the eight senses;
- Understand the differences between the distance senses versus near senses;
- Define the impact of deafblindness, and importance of utilizing and processing of each sense;
- Understand the characteristics of each sense how it can be illustrated based on terms (e.g. hyposensitivity versus hypersensitivity, needing more or less of that particular sensory input, and sensory defensiveness); and
- Understand the role of the Occupational Therapist (OT).

Example(s):

- The impact of activity based on the integration and use of each sense. (i.e. overstimulation versus under stimulation, hyposensitivity versus hypersensitivity simulation of a sense/senses);
- The OT conducting a sensory assessment and understanding the benefit to the assessment information;
- The OT prescribing a sensory diet, as it relates to the sensory assessment;
- Impact of loss within a distance versus near senses;
- Eight senses: sight, hearing, taste (gustatory), smell (olfactory), touch, proprioception, vestibular, and interception;
- Touch is important for an individual when they do not have other sensory information; and
- An intervenor should look at each activity/situation, and how to engage the individual in the activity/situation based on the sensory elements involved. The intervenor needs to be aware of an overload of sensory information in the activity/situation, and how to engage the individual providing time to process all of the sensory information.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Anatomy and Physiology (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association, Ontario Chapter. (2017). *Deafblindness and the Role of the Intervenor [online and in-class]*. Retrieved from http://cdbaontario.com/services/classes_e.php
- Canadian Deafblind Association, Ontario Chapter. (2017). *Introduction to Deafblindness and Intervention [in-class]*. Retrieved from http://cdbaontario.com/services/training_e.php
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) Up on Sensory Integration training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Brown, D. (2008). The Sensory Integration Perspective and what it offers us in the field of deafblindness. Part 1. Retrieved from http://files.cadbs.org/200000356-734f674492/5_sensoryintegration_pt1_dbrown.pdf
- Brown, D. (2009). The Sensory Integration Perspective and what it offers us in the field of deafblindness. Part 2. Retrieved from http://files.cadbs.org/200000357-7f5ab8054f/6_sensoryintegration_pt2_dbrown.pdf - Part 2
- Brown, D. (2003). Missing and Behavioral Implications of Missing Balance Sense in CHARGE Syndrome. Retrieved from <http://www.sfsu.edu/~cadbs/Spring03.pdf> - Missing Balance Sense by David Brown
- Texas School for the Blind and Visually Impaired. (n.d.). Impact of Sensory Integrative Dysfunction. Retrieved from <http://www.tsbvi.edu/component/content/article/1728-impact-of-sensory-integrative-dysfunction>
- (2011). The Forgotten Senses: Vestibular & Proprioceptive. Retrieved from <https://nationaldb.org/library/page/2225>
- Sensory Integration Dysfunction in Deafblind Children. http://www.deafblindinternational.org/review1_i.html
- Alsop, L. (Ed.). (2002). *Understanding Deafblindness: Issues, Perspectives, and Strategies*. Logan, UT: SKI-HI Institute, Utah State University.

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press.
- Parker, S. (2013). *The human body book*. New York, Dorling Kindersley DK

Webcast(s)

- Brown, D. (n.d.). CHARGE Syndrome: Sensory Processing [Webcast]. Retrieved from <http://www.perkinselearning.org/videos/webcast/charge-syndrome-sensory-processing>

The intervenor should have the ability to:

- 7.7 Support an individual to use residual vision and hearing**
- 7.8 Facilitate an individual's use of other senses to supplement auditory, visual, and tactile information**
- 7.9 Utilize strategies that support the sensory needs of an individual**
- 7.10 Understand the results of audiograms and vision reports, and the functional impact on an individual**
- 7.11 Make adaptations for visual and auditory needs**
- 7.12 Understand how an individual integrates their senses, and allow sufficient time for information to be processed**
- 7.13 Utilize observational skills to recognize changes in vision and hearing**

Technical Competency #8: Orientation and Mobility (O&M)

To provide effective Intervenor Services, intervenors must understand orientation and mobility and support an individual's use of O&M techniques, strategies, and aids.

8.1 [The intervenor should have the knowledge of:] The impact of deafblindness on movement, spatial awareness, exploration or navigating, and understanding the environment

Content/Outcome(s):

- Understand how the addition of hearing loss can impact a visually impaired individual's movement through, and understanding of, their environment;
- Define, and understand the impact of, spatial awareness;
- Examine the impact of deafblindness on an individual's ability to travel independently;
- Understand how initiating and sustaining movement is impacted by deafblindness; and
- Understand an individual's need to use all their senses to gather information about their environment for the purposes of orientation and safe movement.

Example(s):

- The impairment of both distance senses significantly reduces the ability of independent travel; sighted guide techniques become the primary mode of movement/mobility for individuals who are deafblind;
- An intervenor must give environmental cues while travelling;
- Individuals can use environmental sounds to judge time;
- Individuals can use sense of touch to determine the shape, size, temperature, texture, and weight of objects; intervenors can encourage two hand exploration, if possible
- An individual's sense of smell can be useful in identifying areas of warning or danger, and can provide clues as to location and possible hazards;
- O&M is a shared skill requiring training and practice for the intervenor and the individual who is deafblind; training allows for learning possible adaptations and modifications to meet the needs and preferences of both individuals;
- When an individual is not aware of the environment around them, they are less likely to initiate movement;
- In the community, use tactile, auditory, olfactory, and visual exploration accompanied by meaningful verbal or sign descriptions to help the individual make sense of the world around them. Providing this information provides individuals with meaningful information to fill in concept gaps that might otherwise develop while travelling;
- There are times when an intervenor needs to choose a sighted guide over independent travel for safety reasons;
- In the event of an emergency, the intervenor and individual who is deafblind should be familiar with the tactile "X" drawn on the back as a sign for emergency/evacuation.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Sighted Guide (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- Canadian Deafblind Association Ontario. *Sighted Guide* [In-class].
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program* [In-class]. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Article: I LIKE TO WALK WITH YOU BUT..... By Martin Thomas.

Book(s)

- Goode, D. (1994). *The Social Construction of Children Born Deaf Blind*. Philadelphia: Temple University Press
- Gullackssen, A., Goransson, L., Ronnblom, G., Koppen, A. & Jorgensen, A. (2011). *Life Adjustment and Combined Visual and Hearing Disability/Deafblindness – an Internal Process over Time*. Stockholm: Nordic Centre for Welfare and Social Issues.
- Huebner, K.M., Pritckett, J.G., Welch, T.R., Joffe, E. (Eds.). (1995). *Hand in Hand*. New York: A.F.B. Press.

Reference(s)

- CDBA Ontario Chapter. *Intervenor Training. Sighted Guide Techniques: An important Orientation and Mobility Tool*. Retrieved from <http://www.teachingvisuallyimpaired.com/orienting-student-to-environment.html>
- Alsop, L. (Ed.). (1993). *A Resource Manual for Understanding and Interacting with Infants, Toddlers and Preschool Age Children with Deafblindness*. SKI*HI Institute. Logan, Utah: H.O.P.E Inc.

Training Manual(s)

- CNIB. (n.d.). *Step-by-Step: A how-to manual for guiding someone who is blind or partially sighted*. Retrieved from <http://www.cnib.ca/en/ontario/Documents/CNIB%20-%20Step-by-Step%20-%20A%20how-to%20manual%20for%20guiding%20someone%20who%20is%20blind%20or%20partially%20sighted.pdf>
- van Kimmernaede, E. (1997). *WRMS Intervenor Training Manual. Orientation & Mobility Skill Development*.

Training Gaps:

- Most O&M training resources are developed for the Blind. Training for Deafblind is limited because there is no “one skill fits all” solution due to the wide variety of impacts deafblindness has on an individual; and
- Training must be tailored to each specific individual depending on multiple factors including the degree of combined vision/hearing loss and possibly other mitigating factors including age, medical fragility etc.

Recommendations:

- Hands-on training with each individual must be undertaken in order to understand which O&M techniques and strategies work best; and
- Each individual who is deafblind can benefit from ongoing training throughout their life to maintain and improve their skills as their requirements change over the years.

8.2 [The intervenor should have the knowledge of:] The role of the O&M Specialist

Content/Outcome(s):

- Understand the specific role of the O&M Specialist;
- Examine how an intervenor supports the use of O&M and/or sighted guide; and
- Understand what skills are available in O&M training to be able to advise individuals who are deafblind what services or assistance is available to them.

Example(s):

- The O&M Specialist serves as part of a multi-disciplinary team to develop and implement O&M, and sighted guide instruction for the individual who is deafblind;
- An O&M Specialist teaches an individual who is deafblind protective techniques, indoor cane skills, outdoor cane skills, street crossings, and use of public transportation systems, concept development, environmental awareness, soliciting aid, identifying and making use of landmarks, proprioceptive sense, etc.;
- Consultation with an O&M Specialist may yield insights that an Intervenor may otherwise be unaware of (e.g. understanding an individual's potential in terms of independent travel, full realm of skills that O&M covers, and behaviours that coincide with vision loss, etc.);
- An O&M Specialist may provide sighted guide training to intervenors, caregivers, and family members to ensure safety and consistency;
- An O&M Specialist will assess an individual to determine supports needed (e.g. to travel, etc.);
- There are a variety of O&M devices that individuals with visual impairment use. Most aids are very simple devices (e.g. a cane or adaptive mobility device). These are the devices that most people with visual impairment will use because they are relatively inexpensive to purchase and maintain, and intervenors and individuals need to use these basic devices before learning how to use other types of mobility devices or strategies (e.g. ultrasonic technology or dog guides). An O&M Specialist can demonstrate using canes and adaptive mobility devices;
- When an individual cannot access their world through vision and hearing, they must use their other senses effectively. Systematic instruction is needed to develop the other senses for traveling and finding things in the environment. They must understand that smells, touch, and textures can be used as permanent markers (landmarks) to let them know where they are in the world. Developing sensory awareness is critical for individuals who are deafblind. They need assistance in developing/using their residual vision/hearing to help interpret the world around them. Individuals must be encouraged to use touch, combined with communication, to examine challenging items in their environment if they cannot touch the whole object at one time. Smells can also serve as landmarks and clues for environmental awareness. Individuals learn to use landmarks and clues to help them know where they are along a particular route. They learn specific adaptations to aid them in their movement, such as understanding that tactual markers on doorways or using an adaptive mobility device or a cane to identify obstacles and drop-offs;
- A primary goal of orientation and mobility training is to help each individual who is deafblind to achieve independent movement as much as possible; and
- Clear communication must be attached to all activities to assist in understanding spatial concepts. O&M instructors can assist in developing distance, size, and directional concepts.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Sighted Guide (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- University of British Columbia. (Beginning July 2018). *Orientation and Mobility Certificate*.

Resource(s):

Article(s)

- Hill, E. (n.d.). The Role of the Orientation and Mobility Teacher in the Public Schools. Retrieved from <http://www.tsbvi.edu/orientation-and-mobility-items/2110-the-role-of-the-orientation-and-mobility-teacher-in-the-public-schools-1>
- Orientation and Mobility Training: The Way to Go. (n.d.). Retrieved from <http://www.tsbvi.edu/seehear/fall98/waytogo.htm>

Book(s)

- Sauerburger, D. (1993). *Independence without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

8.3 [The intervenor should have the knowledge of:] O&M techniques, aids, and required adaptations

Content/Outcome(s):

- Understand how to use a variety of techniques and aids to see which would be beneficial to the individual who is deafblind;
- Understand the purposes and rationales for various basic O&M techniques to ensure the individual who is deafblind demonstrates/practices the skills accurately to refrain from development of poor habits; and
- Understand how to adapt those techniques and aids accordingly with input from the individual.

Example(s):

- Using a cane for mobility, identification, and support;
- Some of the various techniques include: accurate sighted guide techniques, self-protection techniques, trailing techniques, direction taking techniques, object location techniques, room familiarization techniques, technique adaptation (i.e. age related or medical conditions, guiding/moving through doorways, descending and ascending stairs, building tactile maps);
- Weather conditions and how they impact an individual's ability to travel; and
- Instruction is similar to individuals who are visually impaired or blind with adaptations made to accommodate hearing loss (e.g. communication given through sign, using touch cues, etc.).

Education/Credit Course(s):

- George Brown College. (201– 2018). *Sighted Guide (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- University of British Columbia. (Beginning July 2018). *Orientation and Mobility Certificate*.

Training:

- Canadian Deafblind Association Ontario. (n.d.). Sighted Guide [In person].
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- CNIB. (n.d.). *Orientation Training: Orientation & Mobility*.
- CHKC. (n.d.). *Orientation Training: Orientation & Mobility*.

Resource(s):

Article(s)

- National Center on Deaf-Blindness; The Importance of Orientation and Mobility Skills for Students who are Deaf-Blind (2004). Retrieved from <https://nationaldb.org/library/page/1936>

Book(s)

- Sauerburger, D. (1993). *Independence without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

Website(s)

- Orientation and Mobility Training: The Way to Go. (n.d.). Retrieved from <http://www.tsbvi.edu/seehear/fall98/waytogo.htm>

Workshop(s) - Past

- Tompei, T. (2010). *O&M Brushing Up Your Sighted Guide Intervenor*. Poster presented at the Intervenor Symposium.

8.4 [The intervenor should have the knowledge of:] Technology and tactile cues available to support the O&M process

Content/Outcome(s):

- Understand current and past technology as it relates to O&M; and
- Understand how to use tactile cues to assist an individual in determining their location within a space, and to encourage motivation and exploration.

Example(s):

- Computer/digital advances in mobility technology (e.g. GPS, iBeacons, BlindSquare, travel related maps);
- Tactile maps, and how to properly construct one;
- iPads and other digital technology;
- Tactile graphics are a means of conveying non-textual information to people who are deafblind, and may include tactile representations of pictures, maps, graphs, diagrams, and other images; and
- Individuals who are deafblind must understand representations of objects, and have good spatial awareness to use a tactile graphic.

Education/Credit Course(s):

- George Brown College. (2017–2018). *Sighted Guide (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>
- University of British Columbia. (Beginning July 2018). *Orientation and Mobility Certificate*.

Training:

- Canadian Deafblind Association Ontario. (n.d.). *Sighted Guide [In-class]*.
- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 1 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en
- CNIB. (n.d.). *Orientation Program Training. Orientation & Mobility*.
- CHKC. (n.d.). *Orientation Training. Orientation & Mobility*.

Resource(s):

Book(s)

- Sauerburger, D. (1993). *Independence without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

Reference(s)

- Tactile Maps and Teaching Map Skills. (n.d.). Retrieved from <http://www.perkinselearning.org/scout/tactile-maps-and-teaching-maps-skills>

8.5 [The intervenor should have the knowledge of:] The role and function of a guide dog

Content/Outcome(s):

- Understand the purpose of a guide dog, and how to interact appropriately;
- Understand the intervenor's role in providing Intervenor Services to an individual who is deafblind using a guide dog; and
- Understand what is appropriate versus inappropriate behaviour of a guide dog, and a guide dog handler.

Example(s):

- Extensive training ensures that the team is compatible in every area, from communication styles to personalities;
- Guide dogs follow the commands of the handler and can locate objectives, such as bus stops and helping to get to locations like a bank or post office;
- Working in partnership with a blind or partially sighted person, a guide dog's primary purpose is to guide the guide dog user around their environment;
- Avoiding obstacles and indicating hazards;
- When in harness, the guide dog is a service animal – not a pet;
- When not in harness, the guide dog is a friend and companion, as any loved pet would be;
- Once the dogs have completed their formal guide-work training, they are ready to enter "class training." This is when a fully-trained dog is matched with a student who is visually impaired, and enrolled in residential classes;
- Every effort is made to pair the right dog with the right person;
- The dog takes cues from the individual;
- Community resources for guide dog training; and
- A very low percentage of individuals who are deafblind use dog guides; this gives intervenors very few opportunities for exposure and observation to how they are used.

Education/Credit Course(s):

- George Brown College. (2017-2018). Field trip to the Lions Foundation in Oakville.

Training:

- British Columbia Guide and Alberta Guild Dog Services. (n.d.). *Training course*.
- Canadian Guide Dogs for the Blind Ottawa. (n.d.). *Training course*.
- Dogs with Wings Edmonton. (n.d.). *Training course*.
- Lions Foundation of Canada Dog Guide Oakville. (n.d.). *Training course*.
- Mira Foundation Saint-Madeleine. (n.d.) *Training course*.

Resource(s):

Book(s)

- Sauerburger, D. (1993). *Independence without Sight or Sound Suggestions for Practitioners Working with Deaf-Blind Adults*. New York: American Foundation for the Blind.

Reference(s)

- Introducing CNIB Guide Dogs! (n.d.). Retrieved from <http://www.cnib.ca/en/services/Guide-Dog/guide-dogs/Pages/default.aspx>
- Guide Dog Training. (n.d.). Retrieved from <https://www.guidedogs.com/meet-gdb/dog-programs/guide-dog-training>

Training Manual(s)

- CNIB (n.d.). *Step-by-Step: A how-to manual for guiding someone who is blind or partially sighted*. Retrieved from <http://www.cnib.ca/en/ontario/Documents/CNIB%20-%20Step-by-Step%20-%20A%20how-to%20manual%20for%20guiding%20someone%20who%20is%20blind%20or%20partially%20sighted.pdf>

The intervenor should have the ability to:

8.6 Adjust to changing environmental factors

8.7 Support and provide sighted guide as recommended by an O&M Specialist, and/or by an individual's preferences

8.8 Support the individual who is deafblind in the use of appropriate mobility devices, as recommended by an O&M Specialist

8.9 Relay information from the environment

8.10 Develop tactile cues and maps

8.11 Recognize and assess their own physical ability and limitations to provide sighted guide as an O&M technique, and make accommodations as needed

8.12 Provide a safe environment for exploration

Technical Competency #9: Use of Assistive Devices and Technology

Assistive devices and technology enhance an individual's ability to communicate and access information. An intervenor must demonstrate an understanding of assistive devices and technology used by, or available to, an individual who is deafblind.

9.1 [The intervenor should have the knowledge of:] Various technical and augmentative devices available to an individual who is deafblind

Content/Outcome(s):

- Understand vocabulary and related terms to technical and augmentative devices;
- Understand and examine the uses and operation of various assistive devices and technology;
- Understand environmental adaptations and techniques for device and technology; and
- Awareness of current technology (i.e. technical and augmentative devices).

Example(s):

- Important to have a basic understanding of varying available devices to support vision/auditory and communication;
- “High-tech” vision devices/aids (e.g. computer screen readers, screen magnifiers, braille displays, and voice input software);
- “Low-tech” vision devices/aids (e.g. optical magnifiers, telescopes, electronic magnifiers, big button telephones, desktop magnifiers, CCTVs);
- Standalone products (e.g. personal digital assistants, note takers and electronic book players) can provide portable access to books and periodicals, phone numbers, and calendars;
- Video magnifiers (CCTVs) that magnify printed material, may change text and background colours for greater ease of reading;
- Screen reading software converts on-screen text, and can convert written material or reading into synthesized speech;
- Hardware (e.g. computers, smart phones, tablets, navigation systems and other similar technology), software (e.g. screen readers, magnification settings, Optical Character Recognition software), and apps for smartphones/tablets;
- Alerting devices that use flashing lights, increased volume and /or vibrating (e.g. doorbell, alarm clock, fire alarm, etc.);
- Assistive listening devices (e.g. FM Listening systems, Loop systems);
- Telecommunication, such as Teletypewriters (TTYs), Braille TTYs, and telephone amplifiers;
- Deafblind Communicator; and
- Augmentative /alternative communication devices, switches, speech-generating devices, picture communicators, type and talk devices

Education/Credit Course(s):

- George Brown College. (2017–2018). *Daily Living Skills/Assistive Devices (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Book(s)

- Lederman, E. (1994). *Making Life More Livable*. Touchstone.
- Duffy, M.S. (2002). *Making Life More Livable: Simple Adaptations for Living at Home After Vision Loss*. Amer Guide for the Blind; Teachers Guide Edition.

Journal(s)

- *Augmentative and Alternative Communication (AAC)*. (n.d.). Journal of the International Society for Augmentative and Alternative Communication (ISAAC). Published quarterly by Taylor & Francis, the journal is included in the Thomson Reuters Social Sciences Citation Index. Its impact factor is calculated annually. ISSN Print 0743-4618; ISSN Online 1477-3848

Reference(s)

- Watch and Learn: Assistive Technology. (n.d.). Retrieved from <http://www.perkinselearning.org/topics/assistive-technology>
- Paths to Technology. (n.d.). Retrieved from <http://www.perkinselearning.org/technology>
- What is Deafblindness? (n.d.) Retrieved from <https://www.sense.org.uk/content/everyday-living-aids>
- Technology. (n.d.). Retrieved from <https://www.sense.org.uk/content/computing-aids>
- Technology Resources for People with Vision Loss. (n.d.). Retrieved from <http://www.afb.org/info/living-with-vision-loss/using-technology/12>
- Low Vision: Aids, Adaptations & Resources. (n.d.). Retrieved from <https://www.techenhancedlife.com/articles/low-vision-aids-adaptations-resources>
- Adaptive Products and Technology. (n.d.). Retrieved from http://www.cnib.ca/en/useful-links/adaptive_products/Pages/default.aspx
- Acquired Deafblindness. (n.d.). Retrieved from <https://www.deafblindinformation.org.au/acquired-deafblindness/equipment-assistive-devices/>
- Equipment and Devices for People who have Dual Sensory Loss. (n.d.). Retrieved from <https://www.deafblindinformation.org.au/wp-content/uploads/2016/01/product-guide-may-2013.pdf>
- Deafblind Resources. (n.d.). Retrieved from <https://www.deafblindresources.com/>
- Learning Disabilities in Expressive Language. (2018). Retrieved from <https://www.verywell.com/learning-disabilities-in-expressive-language-2162440>
- Presenter Praises Technology for Opening Doors to Deaf-Blind People. (2013). Retrieved from <http://www.gallaudet.edu/news/bapin-deafblind-lecture>
- New Products. (n.d.). Retrieved from <https://www.bapingrouponline.com/about-bapin-group/>

Video(s)

- Berrier, J. (n.d.). *Tech Minutes* [Video file]. Retrieved from <http://www.icanconnect.org/tech-minutes>

Webcast(s)

- Berrier, J. (n.d.) Communication Technology for Persons who are Deafblind [Webcast]. Retrieved from <http://www.perkinselearning.org/videos/webcast/communication-technology-persons-who-are-deafblind>
- The Perkins Library. (n.d.). Retrieved from http://support.perkins.org/site/PageServer?pagename=Webcasts_Accessible_Technology_Options
- Gloria: Current Generation of Tablet Computers and Deafblindness. (n.d.). [Webcast]. Retrieved from <http://www.cadbs.org/news/current-generation-of-tablet-computers-and-deaf-blindness/>
- Introducing the Perkins SMART Braille. (n.d) [Webcast]. Retrieved from <http://perkins.adobeconnect.com/p6ktnkpcibx/>
- Axler, J. (n.d.). Deafblind Technology Solutions [Webcast]. Retrieved from <http://www.perkinselearning.org/videos/webinar/deafblind-technology-solutions>

Website(s)

- The Family Centre on Technology and Disability. (n.d.) Retrieved from <http://www.fctd.info/resources/tech101.php>
- Alliance for technology access. (n.d.). Retrieved from <http://www.ataccess.org/>
- Assistivetech.net. (n.d.) Retrieved from <http://www.assistivetech.net>

Workshop(s) – Current

- CHKC (n.d.). *Computer Essentials, Apple® Devices Information, Technical Devices*.

Other

- Abilities Expo Toronto Tradeshow. (n.d.). Retrieved from <https://www.abilities.com/toronto/>
- Accessibility Innovation Showcase Tradeshow. (n.d.). Retrieved from <https://betakit.com/accessibility-innovation-showcase-tech-assisting-lives/>
- CNIB. (n.d.). Retrieved from <http://www.cnib.ca/en/get-involved/join-an-event/conferences-and-seminars/Pages/default.aspx>

9.2 [The intervenor should have the knowledge of:] Use and maintenance of amplification, cochlear implants, and assistive listening devices, as appropriate

Content/Outcome(s):

- Understand the use and maintenance of assistive listening devices and enhancements; and
- Understand the steps and troubleshooting techniques to perform basic maintenance.

Example(s):

- The intervenor may need to help when an individual does not recognize that their hearing aids are whistling, or when batteries are low;
- An intervenor needs to take direction from an individual, in addition to following the manufacturer's instructions;
- When an individual receives a new device, training is often provided by a manufacturer or supplier;
- Alerting devices that use flashing lights, increased volume and /or vibrating (e.g. doorbell, alarm clock, fire alarm);
- Assistive listening devices (e.g. FM Listening systems, Loop systems); and
- Telecommunication, such as Teletypewriters (TTYs) and telephone amplifiers.

Education/Credit Course(s):

- George Brown College (2017 – 2018). *Daily Living Skills/Assistive Devices (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Article(s)

- Durkel, J. (2005). Hearing Aids. *Texas School for the Blind and Visually Impaired Program*. Retrieved from <http://www.tsbvi.edu/seehear/winter05/hearing.htm>
- Newton, J. (2000). Checking Hearing Aids. *Texas Deafblind Outreach*. Retrieved from <http://www.tsbvi.edu/seehear/spring00/hearingaids.htm>
- Your Guide to Care and Maintenance of Hearing Aids. (n.d.). Retrieved from http://www.betterhearing.org/sites/default/files/hearingpedia-resources/eGuide_Care_Maintenance_Hearing_Aids.pdf

Book(s)

- Chute, P.M. & Nevins, M.E. (2002). *The Parent's Guide to Cochlear Implants*. Gallaudet University Press.

Website(s)

- Chapter 14: Audiology and Hearing Loss Flash Cards. (n.d.). Retrieved from <https://quizlet.com/16636550/chapter-14-audiology-and-hearing-loss-flash-cards/>

- Cochlear Implants and Cochlear Implant Technology. (n.d.). Retrieved from <http://www.cochlear.com/wps/wcm/connect/au/home/understand/hearing-and-hl/hl-treatments/cochlear-implant>
- Assistive Devices Program. (n.d.). Retrieved from <http://www.health.gov.on.ca/en/public/programs/adp/publications/docs/hearaid.pdf>
- Caring for your Hearing Aids. (n.d.). Retrieved from <https://www.hearingsolutions.ca/services/aural-rehabilitation/care-clean-and-maintain-your-hearing-aids>
- NCDB Library. (n.d.) Retrieved from <https://nationaldb.org/search/search/?sitesearch=cochlear+implants>
- Cochlear Implants for Children with Combined Hearing and Vision Loss. (n.d.) Retrieved from <http://www.wou.edu/cidb/>

Workshop(s) – Current

- Canadian Hearing Society. (n.d.). *Basic Workshop*.

9.3 [The intervenor should have the knowledge of:] Use and maintenance of glasses, low vision devices, and prostheses

Content/Outcome(s):

- Understand the terminology related to glasses, low vision devices and prosthetic eyes; and
- Understand the importance and impact of maintenance of glasses, and low vision devices.

Example(s):

- The steps involved in maintaining glasses, devices, and prostheses;
- An intervenor may need to reinsert a lens if an individual's glasses break;
- "Low-tech" vision devices/aids (e.g. optical magnifiers, telescopes, electronic magnifiers, big button telephones, desktop magnifiers, CCTVs)
- Stand-alone products (e.g. personal digital assistants, note takers, and electronic book players) can provide portable access to books and periodicals, phone numbers, and calendars; and
- Daily living aids (e.g. tactile markers, bump-ons, puff paint, liquid level indicator, coin holder).

Education/Credit Course(s):

- George Brown College. (2017-2018). *Daily Living Skills/Assistive Devices (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [in-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Reference(s)

- Vision Health. (n.d). Retrieved from <http://cnib.ca/en/about/Publications/vision-health/pages/guiding.aspx>
- Non-Optical " Adaptive" Aids. (n.d.). Retrieved from <http://www.allaboutvision.com/lowvision/reading.htm>
- Tips for Home and School Promoting Wearing of Glasses. (n.d.). Retrieved from <https://www.unr.edu/ndsip/tipsheets/wearingglasses.pdf>
- Your Guide to Care and Maintenance of Hearing Aids. (n.d.). Retrieved from <http://www.afb.org/info/living-with-vision-loss/using-technology/12>
- Low Vision: Aids, Adaptations & Resources. (n.d.). Retrieved from <https://www.techenhancedlife.com/articles/low-vision-aids-adaptations-resources>
- Adaptive Products and Technology. (n.d.). Retrieved from http://www.cnib.ca/en/useful-links/adaptive_products/Pages/default.aspx
- Assistive Technology Training. (n.d.). Retrieved from <https://www.helenkeller.org/hknc/assistive-technology-training>

Video(s)

- iFocus on iPhone Accessibility. (n.d) [Video file]. Retrieved from <http://www.cnib.ca/en/living/how-to-videos/tools-and-tech/Pages/Low-Vision-Tools.asp>

Workshop(s) – Current

- Canadian Hearing Society. (n.d.). Basic Workshop.

9.4 [The intervenor should have the knowledge of:] Variety of resources and funding sources for assistive devices and technology

Content/Outcome(s):

- Examine various funding sources and resources for assistive devices; and
- Understand terminology and acronyms related to resources and funding sources.

Example(s):

- Knowing which organizations conduct assessments related to funding sources is important information that can be relayed to the individual; and
- An intervenor needs to know the process and availability of funding for an Assistive Devices Program if an individual needs an assistive device or technology.

Education/Credit Course(s):

- George Brown College. (2017-2018). *Daily Living Skills/Assistive Devices (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Website(s)

- Assistive Devices Program. (n.d.). Retrieved from <https://www.ontario.ca/page/assistive-devices-program>
- About Social Assistance in Ontario. (n.d.). Retrieved from <http://www.mcsc.gov.on.ca/en/mcsc/programs/social/index.aspx>
- Assistive Devices Program. (n.d.). Retrieved from <http://www.health.gov.on.ca/en/public/programs/adp/publications/docs/hearaid.pdf>
- Ontario Works. (n.d.). Retrieved from <http://www.mcsc.gov.on.ca/en/mcsc/programs/social/ow/>
- March of Dimes Canada. (n.d.) Retrieved from <http://www.marchofdimes.ca/dimes/>

Workshop(s) – Current

- CHKC. (n.d.). *Assistive Devices Program (ADP) for individuals*.

9.5 [The intervenor should have the knowledge of:] Technology, including new and emerging technology, and its application

Content/Outcome(s):

- Understand vocabulary and terms related to technology; and
- Understand and review relevant new and emerging technology, and its application.

Example(s):

- It is important for intervenors to review and educate themselves about current technology because it can enhance or maintain independence for the individual who is deafblind;
- It is important for the intervenor to understand the varying types of technology, and how they apply to hearing /vision/communication support through experiential learning;
- New apps available for communication, connection, or learning purposes; and
- Trends in emerging technology

Education/Credit Course(s):

- George Brown College. (2017–2018). *Daily Living Skills/Assistive Devices (C108)*. Retrieved from <https://www.georgebrown.ca/C108-2017-2018/>

Training:

- DeafBlind Ontario Services. (2017). *TOUCH™ (Training, Ongoing, Unique, Committed, Holistic) 2 training program [In-class]*. Retrieved from http://deafblindontario.com/index.php?option=com_content&view=article&id=141&Itemid=134&lang=en

Resource(s):

Reference(s)

- Texas School for the Blind and Visually Impaired. (n.d.). Retrieved from <http://www.tsbvi.edu/resources/1074-overview-of-technology-for-visually-impaired-and-blind-students>
- Sense. (n.d.). Retrieved from <https://www.sense.org.uk/content/computing-aids>
- Hand Gesture Guide (n.d.). Retrieved from <http://axslab.com/articles/ios-voiceover-gesture-and-keyboard-commands.php>
- Voiceover Tutorial. (n.d.). Retrieved from <http://www.imore.com/voiceover-tutorial>
- Assistive Technology Training. (n.d.). Retrieved from <https://www.helenkeller.org/hknc/assistive-technology-training>
- Acquired Deafblindness. (n.d.). Retrieved from <https://www.deafblindinformation.org.au/acquired-deafblindness/equipment-assistive-devices/>

Video(s)

- News and Stories. (n.d.) [Video file]. Retrieved from <https://www.helenkeller.org/hks/news-stories/mark%E2%80%99s-story-magic-technology>

Webcasts

- Appsolutely Engaging & Educational iPad Apps, Part 1 (n.d.). [Webcast]. Retrieved from <http://perkins.adobeconnect.com/p1dvn93pr7l/> and Part 2 <http://perkins.adobeconnect.com/p2123fu8y9p/>

- Gloria: Current Generation of Tablet Computers and Deafblindness. (n.d.). [Webcast]. Retrieved from <http://www.cadbs.org/news/current-generation-of-tablet-computers-and-deaf-blindness/>

The intervenor should have the ability to:

- 9.6 Demonstrate effective and efficient use of various technical devices used by an individual who is deafblind**
- 9.7 Assist an individual in utilizing various technical devices**
- 9.8 Research new and emerging technology and share with individuals**
- 9.9 Demonstrate basic computer skills**

Appendix

International Resource(s)

Reference: DB-Link - National Information Clearinghouse on Children Who are Deaf-Blind

(800) 438-9376 (voice) or (800) 854-7013 (TTY)

Internet: leslie@fsa.wosc.osshe.edu

Helen Keller National Center for Deaf-Blind Youths and Adults

111 Middle Neck Road

Sands Point, NY 11050

Texas Association of Retinitis Pigmentosa

P.O. Box 8388 Corpus Christi, Texas 78468-8388

(512) 852-8515 (voice, TTY, fax)

Texas Commission for the Blind

Deaf-Blind Services

4800 North Lamar Austin, Texas 78756

(512) 459-2575

Texas School for the Blind & Visually Impaired

Deaf-Blind Outreach

1100 West 45th Street Austin, Texas 78756

(512) 206-9242 (voice) or (512) 206-9282 (TTY)

“Usher Around the World” Newsletter

5801 Southwood Drive

Bloomington, Minnesota 55437

(612) 831-5522

Other Local Resource(s)

- Connect Counselling Canadian Hearing Society, <https://www.chs.ca/services/connect-counselling-services>
- Centre for Addiction and Mental Health (CAMH)
- National Registry of Deafblind Resources in Canada

