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[Insert state deaf-blind project logo]

# Intervener Training Pilot Project: Cohort 1 Syllabus

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Welcome to the Intervener Training Pilot Project. The training includes:

* An online course of study using the *Open Hands, Open Access (OHOA) Deaf-Blind Intervener Learning Modules*
* Coaching and consultation from your state deaf-blind project
* Support from your state deaf-blind project as you develop a portfolio required for certification

This document outlines a tentative schedule for participants in Cohort 1 for the first item listed above.

## What You’ll Learn

The contents of the modules are aligned with [standards for interveners](https://www.cec.sped.org/~/media/Files/Standards/Paraeducator%20Sets/Specialty%20Set%20%20%20Special%20Education%20Paraeducator%20Intervener%20for%20Individuals%20With%20Deafblindness%20PDBI.pdf) published by the Council for Exceptional Children. These same standards form the basis for the portfolio you will create when you complete your National Intervener Certification E-Portfolio (NICE).

As you progress through the course, you will find that the knowledge and skills covered in the various modules are closely linked. Together, they represent the foundational competencies needed to be an effective intervener. The skills you learn in this course will be valuable and useful to you throughout your career.

## Online Etiquette

When participating in an online learning environment, it is important to remember the basics of online etiquette. This [web page](http://www.centenaryuniversity.edu/academics/academic-resources-advising/online-coursework-tips/online-etiquette/) provides helpful advice.

## Technical Support

As you progress through the modules and assignments, if you have any technical issues or problems, contact your host, Rebecca Obold-Geary. If Rebecca is unable to provide the assistance you need, she will forward your question to appropriate support personnel.

The course includes a series of online meetings in which participants view content on their computer screens and communicate via phone. If you will require captioning for these meetings, let Kristi Probst (contact info above) know before the course begins.

## Tentative Schedule: Cohort 1

The following table lists the assigned modules and timelines for their completion. Assignments are due by 11:59 pm PT on the closing date for each module. For example, Module 1 and its associated assignments, must be completed by 11:59 pm PT on September 15. In some cases, extended time will be granted, if necessary. If an emergency should arise that prevents you from turning in your work on time, contact Rebecca as soon as possible. The schedule below is tentative and subject to change.

| **Date** | **Module(s)** | **Assignment(s)** | **Online Meetings****Times: 7:00 pm EST, 6:00 pm CST, 5:00 pm MST, 4:00 pm PST**  |
| --- | --- | --- | --- |
| September 5-15, 2017This module can be extended to accommodate candidates if the school district has a later start date.  | Module 1: Overview | * Learning Activity 1 Discussion Board
* Learn More about Your Student’s Etiology
* Think-Reflect-Pair Activity
* Module 1 Quiz
 | *Welcome & Introduction*Date: September 7, 2017 |
| September 16-29, 2017 | Module 2: Sensory System | * Vision Simulation
* Brain-Senses Connection Quiz
* Box of Deafblindness and Discussion Board
* Learn About Additional Resources Assignment
 |  |
| October 2-13, 2017 | Module 3: Role of Intervener | * Discussion Board Activity (Interveners Compared to Paras and Interpreters)
* Think-Reflect-Pair and Share
* Video Analysis Quiz
* Comprehensive Review Quiz
 | *Concept Development* Date: October 12, 2017 |
| October 16-27, 2017 | Module 11: Intervener Strategies | * Learning Activity 1 (Do With, Not For)
* Discussion Board: Why Use Hand Under Hand?
* Being a Bridge
* Processing Messages: An Observation Exercise Activity
 |  |
| October 30 - November 17, 2017 | Module 4: Building Trusted Relationships | * Discussion Board
* Video Analysis Quiz
* Joy & Sharing Emotions Video Analysis
* Review Quiz
 | *NICE Discussion*Date: November 16, 2017 |
| November 27 - December 15, 2017 | Module 7: Emergent Communication | * Shared Experiences
* Simulation & Discussion Board
* Meaning of an Expression
* Quiz
 |  |
| January 2-19, 2018 | Module 26: Touch for Connection & Communication | * Practice of Touch
* Touch to Support Learning Web-Quest
* Discussion Board: Web-Quest
* Quiz: Touch for Communication
* Video Analysis
 | *Non-Symbolic to Symbolic Communication*Date: January 11, 2018 |
| January 22 - February 9, 2018 | Module 9: Routines | * Compare & Contrast
* Create a RoutineThink-Reflect-Pair-Share
* Discussion Board: Fitting Routines into a School Day
 |  |
| February 12 - March 2, 2018 | Module 13: Calendars | * Analyzing Accommodations in a Calendar
* Planning a Calendar
* Quiz
 | *Behavior* Date: February 22, 2018 |
| March 5 - 30, 2018 | Module 21: Sexuality | * Research & Reflect
* Discussion Board: Sexuality Scenarios
* Quiz: Fact or Myth
* Discussion Board: Fostering Relationships
 |  |
| April 1 - 20, 2018 | Module 22: Intro to Sign Language & Braille | * Accessing Language
* Partner Deaf-blind Simulation
* Braille Placement
* Orion’s Modes of Communication
* Quiz
 | *NICE Check-In* April 19, 2018 |
| April 23 - May 11, 2018 | Module 14: Intro to O&M | * Discussion Board
* Basic Tools & Techniques Quiz
* Think-Reflect-Pair-Share
* Advanced Orientation Concepts Quiz
 |  |
| May 14 - June 1, 2018 | Module 18: Collaborative Teaming | * Adapting a Lesson to Make It More Motivating
* Worksheet: Reflecting about a Team Experience
* Discussion Board: Conflict Resolution
* Conflict Resolution Scenario using SODA
* Reading Reflection
* Quiz
 |  |
| June 4 - 15, 2018 | Module 20: Values, Ethics, & Professionalism | * Case Study
* Identifying Compassion Fatigue and Burnout Symptoms
* Self-Care Toolbox
* Discussion Board: Self-Reflective Practice
* Discussion Board: Cas Study
 | *Wrap Up* Date: June 7, 2018 |

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