



# Crandall Independent School District

## Job Description

**Job Title:** Deaf/Blind Intervener

**Reports To:** Principal, SPED Director

**Dept./School:** Assigned Campus

**Wage/Hour Status:** Non-exempt

**Date Revised:** April 1, 2026

**Funding Source:** 199-23 Local SPED

### Primary Purpose:

An intervener is a staff position designated to provide direct support to a student with DeafBlindness under the supervision of a certificated Special Education teacher for all or part of the instructional day as determined by the student's Individual Educational Plan (IEP). The decision to designate an intervener is based on the level of support needed by a student to participate effectively in his/her/their instructional environment(s) as described by the IEP. The intervener works collaboratively with a variety of direct service providers and consultants including: teachers of children with hearing impairments, visual impairments, or severe disabilities; speech therapists; occupational and physical therapists; orientation and mobility instructors; and other professionals and Educational Assistants.

### Qualifications:

#### Education/Certification:

High School diploma or hold a General Education Development (GED) certificate

Formal academic assessment, associate's degree, or two years of study at an institution of higher learning

Proficient in ASL preferred

Valid Texas educational aide certificate

#### Special Knowledge/Skills:

Basic first aid knowledge as well as CPR

Ability to work with children with disabilities

Ability to follow verbal and written directions

Ability to communicate effectively

#### Experience:

Three (3) years' experience working with children

### Major Responsibilities and Duties:

**Direct Teach Activities:** (under the supervision and planning of the teacher, include):

1. Cognitive/academic skills.
2. Use of student communication system/devices.
3. Self-help skills including eating, drinking, toileting, diaper changing, dressing, hand washing, brushing of teeth. Complete Medicaid/SHARS billing.
4. Enhance social skills to include inclusion with homeroom, attendance of campus assemblies, eating in the cafeteria, and travel in the community.
5. Implement discipline methods as discussed with the teacher.
6. Provide instruction as defined by the student's IEP.

**Therapeutic Maintenance, after training, includes:**

- 7.. Assist in carrying out motor movements prescribed by the OT/PT therapists used in all settings for functional participation.
8. Promote development of communication skills as prescribed by the Speech therapist used in all settings.
9. Promote enhancements of activities for the visually impaired as prescribed by the Vision teacher.
10. Maintain confidentiality of all students/parents.
11. Record data upon observation of students as requested by the teacher.
12. Clean/put up materials after use in all activities.
13. Assist at the defined level of need with the Life Skills students throughout the school day. This may include lunchroom, bus and playground duty for Life Skills students.
14. Keep teacher informed of special needs or problems of assigned students.
15. Assist in arrival/departure activities of students to include loading and unloading buses.
16. Be a team player in planning/implementing/making changes.
17. Participate in staff development activities to improve job-related skills.
18. Attend and participate in faculty meetings.

**Materials Development Includes:**

19. Develop materials needed as prescribed by the teacher.
20. Prepare/set-up the materials/equipment needed in daily routines.
21. Assist in materials inventory.

**Other**

22. Be available by phone, email, or video conferencing to confer with district personnel, students, and/or parents.
23. Communicate with students or parents on a regular basis via phone or video conference, email, or district approved website.
24. Maintain confidentiality.
25. Follow district safety protocols and emergency procedures.

**Supervisory Responsibilities:**

None

**Mental Demands/Physical Demands/Environmental Factors:**

**Tools/Equipment Used:** Standard office equipment including personal computer and peripherals **Posture:** Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

**Motion:** Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching **Lifting:** Occasional light lifting and carrying (less than 15 pounds)

**Environment:** Frequent districtwide travel

**Mental Demands:** Work with frequent interruptions; maintain emotional control under stress

The document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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Signature

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Date