[Insert state deaf-blind project logo]

# Intervener Training Program: Cohort 1 Syllabus

**Module Host:** [contact name] **SDBP Contact:** [contact name]

**Email:** [contact email] **Email:** [contact email]

**Phone:** [contact number] **Phone:** [contact number]

Welcome to the Intervener Training Program. 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. If they are unable to provide the assistance you need, they 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 your host 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 [INSERT TIME] on the closing date for each module. For example, Module 1 and its associated assignments, must be completed [INSERT TIME, DAY]. 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 your host as soon as possible. The schedule below is tentative and subject to change.

| **Date** | **Module(s)** | **Assignment(s)** | **Online Meetings** |
| --- | --- | --- | --- |
| [insert dates]This 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* |
| [insert dates] | Module 2: Sensory System | * Vision Simulation
* Brain-Senses Connection Quiz
* Box of Deafblindness and Discussion Board
* Learn About Additional Resources Assignment
 |  |
| [insert dates] | 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*  |
| [insert dates] | 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
 |  |
| [insert dates] | Module 4: Building Trusted Relationships | * Discussion Board
* Video Analysis Quiz
* Joy & Sharing Emotions Video Analysis
* Review Quiz
 | *NICE Discussion* |
| [insert dates] | Module 7: Emergent Communication | * Shared Experiences
* Simulation & Discussion Board
* Meaning of an Expression
* Quiz
 |  |
| [insert dates] | 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* |
| [insert dates] | Module 9: Routines | * Compare & Contrast
* Create a RoutineThink-Reflect-Pair-Share
* Discussion Board: Fitting Routines into a School Day
 |  |
| [insert dates] | Module 13: Calendars | * Analyzing Accommodations in a Calendar
* Planning a Calendar
* Quiz
 | *Behavior*  |
| [insert dates] | Module 21: Sexuality | * Research & Reflect
* Discussion Board: Sexuality Scenarios
* Quiz: Fact or Myth
* Discussion Board: Fostering Relationships
 |  |
| [insert dates] | Module 22: Intro to Sign Language & Braille | * Accessing Language
* Partner Deaf-blind Simulation
* Braille Placement
* Orion’s Modes of Communication
* Quiz
 | *NICE Check-In*  |
| [insert dates] | Module 14: Intro to O&M | * Discussion Board
* Basic Tools & Techniques Quiz
* Think-Reflect-Pair-Share
* Advanced Orientation Concepts Quiz
 |  |
| [insert dates] | 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
 |  |
| [insert dates] | Module 20: Values, Ethics, & Professionalism | * Case Study
* Identifying Compassion Fatigue and Burnout Symptoms
* Self-Care Toolbox
* Discussion Board: Self-Reflective Practice
* Discussion Board: Case Study
 | *Wrap Up*  |


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