

Specialty Set: Special Education Paraeducator Intervener for Individuals With Deafblindness (PDBI)

Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
PDBI.1.K1	Definition of deafblindness
PDBI.1.K2	Differences between congenital and acquired deafblindness
PDBI.1.K3	Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning
PDBI.1.K4	Anatomy and function of the eyes and ears
PDBI.1.K5	Effect of combined vision and hearing loss on development and learning
PDBI.1.K6	Effect of deafblindness on bonding, attachment, and social interaction
PDBI.1.K7	Effect of deafblindness on psychological development and on the development of self-identity
PDBI.1.K8	Effect of deafblindness related to isolation, stress, and vulnerability
PDBI.1.K9	Effect of deafblindness on aspects of sexuality
PDBI.1.K10	Effect of additional disabilities on individuals with deafblindness
PDBI.1.K11	Brain development and the neurological implications of combined vision and hearing loss
PDBI.1.K12	Specific causes of the deafblindness
PDBI.1.K13	Strengths and needs of the individual
PDBI.1.K14	Likes and dislikes of the individual
PDBI.1.K15	Learning style and communication of the individual
PDBI.1.K16	Audiological and ophthalmological conditions and functioning of the individual
PDBI.1.K17	Additional disabilities of the individual, if present
PDBI.1.K18	Effects of additional disabilities on individual, if present
<i>Skills</i>	
None in addition to the PCCG	

Preparation Standard 2: Learning Environments

Knowledge

PBDI.2.K1	Differences between concept development and skill development, and the effect of deafblindness on each
PBDI.2.K2	Process of intervention for individuals with deafblindness
PBDI.2.K3	Strategies that promote visual and auditory development
PBDI.2.K4	Basic communication development
PBDI.2.K5	Effect of deafblindness on communication and interaction
PBDI.2.K6	Modes or forms of communication and devices used by individuals who are deafblind

Skills

PBDI.2.S1	Establish a trusting relationship with the individual
PBDI.2.S2	Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual
PBDI.2.S3	Promote positive self-esteem and well-being in the individual
PBDI.2.S4	Promote social interactions and the development of meaningful relationships with an ever-expanding number of people
PBDI.2.S5	Use and maintain amplification, cochlear implants, and assistive listening devices as directed
PBDI.2.S6	Use and maintain glasses, low vision devices, and prostheses as directed
PBDI.2.S7	Maximize the use of residual vision and hearing
PBDI.2.S8	Utilize health and safety practices

Preparation Standard 3: Curricular Content Knowledge

Knowledge

PBDI.3.K1	The use of calendar systems
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Skills

PBDI.3.S1	Facilitation of the individual's understanding and development of concepts
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Preparation Standard 4: Assessment

Knowledge

None in addition to the PCCG

Skills

PBDI.4.S1	Collect data and monitor progress as directed
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Preparation Standard 5: Instructional Planning and Strategies	
<i>Knowledge</i>	
None in addition to the PCCG	
<i>Skills</i>	
PBDI.5.S1	Provide one-on-one intervention
PBDI.5.S2	Use routines and functional activities as learning opportunities
PBDI.5.S3	Facilitate direct learning experiences
PBDI.5.S4	Use techniques to increase anticipation, motivation, communication, and confirmation
PBDI.5.S5	Facilitate independence for the individual
PBDI.5.S6	Vary the level and intensity of input and the pacing of activities
PBDI.5.S7	Adapt materials and activities to the individual's needs, as directed
PBDI.5.S8	Use strategies that provide opportunities to solve problems and to make decisions and choices
PBDI.5.S9	Implement intervention strategies for the individual's daily care, self-help, transition, and job training
PBDI.5.S10	Use prescribed strategies to respond to the individual's behavior
PBDI.5.S11	Provide the individual with opportunities for self-determination
PBDI.5.S12	Use touch to supplement auditory and visual input and to convey information
PBDI.5.S13	Facilitate individual's use of touch for learning and interaction
PBDI.5.S14	Facilitate individual's use of the other senses to supplement learning modalities
PBDI.5.S15	Utilize strategies that support the development of body awareness, spatial relationships, and related concepts
PBDI.5.S16	Make adaptations for the cognitive and physical needs of the individual
PBDI.5.S17	Make important adaptations consistent with the medical needs of the individual as directed
PBDI.5.S18	Utilize strategies to promote sensory integration
PBDI.5.S19	Utilize strategies that promote independent and safe movement and active exploration of the environment
PBDI.5.S20	Implement positioning and handling as directed by related-service specialists (e.g., occupational therapist, physical therapist, orientation and mobility [O&M] specialist)
PBDI.5.S21	Promote the use of sighted guide, trailing, and protective techniques as directed by the O&M specialist
PBDI.5.S22	Implement strategies for travel as directed by an O&M specialist
PBDI.5.S23	Implement the use of mobility devices as directed by the O&M specialist
PBDI.5.S24	Make adaptations for auditory needs as directed
PBDI.5.S25	Make adaptations for visual needs as directed
PBDI.5.S26	Facilitate language and literacy development

Preparation Standard 5: Instructional Planning and Strategies (*cont'd*)

<i>Skills</i>	
PBDI.5.S27	Observe and identify communicative behavior and intent
PBDI.5.S28	Implement methods and strategies for effectively conveying information to the individual
PBDI.5.S29	Respond to the individual's attempts at communication
PBDI.5.S30	Use communication techniques specific to the individual
PBDI.5.S31	Incorporate or embed language and communication into all routines and activities
PBDI.5.S32	Use strategies for eliciting expressive communication
PBDI.5.S33	Use strategies to promote turn taking
PBDI.5.S34	Use strategies to enhance and expand communication

Preparation Standard 6: Professional Learning and Ethical Practice

<i>Knowledge</i>	
PDBI.6.K1	The role of the intervener in the process of intervention
PDBI.6.K2	The roles and responsibilities of interveners in various settings
<i>Skills</i>	
PDBI.6.S1	Adhere to the identified code of ethics, including confidentiality
PDBI.6.S2	Pursue ongoing professional development specific to role and responsibilities

Preparation Standard 7: Collaboration

<i>Knowledge</i>	
PDBI.7.K1	The difference between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants
PDBI.7.K2	The roles and supervisory responsibilities of team members and consultants
<i>Skills</i>	
PDBI.7.S1	Utilize teaming skills in working with team members
PDBI.7.S2	Share observations of the individual's communication skills with others
PDBI.7.S3	Communicate and problem solve with the individualized family service program or individualized education program team about the student's needs as appropriate
PDBI.7.S4	Interact with families as directed