



Intervenor Services

The future is in your hands

Intervenor Services Marketing and Communications Strategy

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Introduction

The purpose of this Marketing and Communications Strategy document is to help the Ministry of Community and Social Services (MCSS) Transfer Payment Agencies (TPAs) build awareness and promote Intervenor Services as a career option in their communities.

This document includes key messages, definitions, potential pathways, and templates for use in promotional materials to support recruitment and retention efforts within agencies across Ontario. These messages have consistent language to define intervenors, Intervenor Services and deafblindness in alignment with the Intervenor Services Human Resource Strategy (ISHRS).

The following materials are included for reference:

- Key messages for target audiences;
- Examples of where to use key messages;
- Questions and answers;
- Glossary of Terms (Appendix A);
- Examples of potential paths to becoming an intervenor (Appendix B);
- Sample job posting (to be included); and
- Sample social media messages.

Objectives

The overarching objectives are to increase the availability of highly skilled Intervenor Service professions in the sector in Ontario and to improve the quality of Intervenor Service delivery to adults living with deafblindness in Ontario. This aligns with the MCSS' Program Renewal Strategy, Policy Framework, and Interim Operational Guidelines.

The Marketing and Communication Strategy supports the Intervenor Services sector to:

- Create awareness about the profession of intervenors;
- Position a career in Intervenor Services as a unique professional option;
- Support recruitment and retention efforts across the Intervenor Services sector;
- Promote a clear and broadly accepted set of expectations for the role and function of an intervenor with identifiable core competencies; and
- Establish consistent use of language used to describe intervenors, Intervenor Services and deafblindness.

Through the use of key messages, the strategy provides clarity about Intervenor Services, the profession of intervenors, and deafblindness, and aligns with key components of the ISHRS including:

- **Behavioural Competencies** (the behaviours a person demonstrates in applying their knowledge and skills on the job);

- **Best Practices in Human Resources** (recruitment, retention, onboarding, recognition, and succession planning);
- **Technical Competence** (An intervenor demonstrates technical competence by consistently using the necessary skills, knowledge and experiences to provide intervenor services to individuals who are deafblind); and
- **Education and Training** (partnerships and resources to support education, training and profession development for intervenors).

Audiences

The following target audiences will be contacted to build awareness about a career choice in Intervenor Services, as well as to offer training in Intervenor Services:

- MCSS Transfer Payment Agencies for Intervenor Services, including managers, supervisors, HR professionals, and intervenors;
- Students (i.e. secondary, college and university students);
- Individuals seeking a second career path; and
- Individuals with educational and/or employment experience from related services sectors, such as the developmental, social services, interpreter, educational, recreational and/or health services industries.

These groups will be provided with targeted key messages either directly or through various communication vehicles, such as newsletters, social media, email, and websites. In addition, key messages can be used in recruitment and marketing efforts at career/job fairs, career centres, and advertisements on online career boards. Other organizations, such as professional associations (e.g. Intervenor Organization of Ontario) and professional networks (e.g. Ontario Nonprofit Network), will also be provided with the information.

Goals

- Increase the availability of highly skilled professional intervenors in Ontario; and
- Improve the quality of Intervenor Service delivery to adults living with deafblindness in Ontario.

Purpose

- Alignment with the MCSS' Program Renewal Strategy, Policy Framework, and Interim Operational Guidelines

Tactics

- Key messages were prepared across the MCSS Transfer Payment Agencies for Intervenor Services for the following audiences:
 - Managers;
 - Supervisors;
 - Human Resources professionals; and
 - Intervenors.

Key messages were written for the following methods of communication:

- Newsletters, social media platforms, email, and websites

Key messages can also be used in recruitment and marketing efforts in the following areas, as well as in communities for the following audiences:

- **Secondary and post-secondary students**
 - Career fairs
- **Individuals seeking a second career path**
 - Career centers, job fairs, advertisements on online career board, website, social media
 - Individuals with educational and/or practical experience from related services sectors
 - Developmental services sector;
 - Social services sector;
 - Interpreter services sector;
 - Educational services sector;
 - Recreational services sector; and
 - Health services sector.

Key Messages

An intervenor...facilitates the interaction of the person who is deafblind with other people and the environment. The intervenor provides information about the environment, what is happening (using receptive language), assists the individual who is deafblind to communicate (using expressive language), provides or develops concepts where necessary, confirms actions, assists with life skills, and, most importantly, assists the individual to achieve as much independence as possible within their situation. The intervenor takes direction from the individual who is deafblind.

A career as a professional intervenor can be a rewarding choice, filled with opportunities to learn, grow and contribute to quality of life for individuals who are deafblind.

Background

The Intervenor Services sector is comprised of approximately 20 agencies across Ontario that receive funding from the provincial government of Ontario to provide services to adults living with deafblindness. The sector is committed to providing high quality, consistent services to individuals living with deafblindness through a clear and broadly accepted set of expectations for an intervenor's roles and functions with identifiable core competencies and behaviours.

Questions

What is an intervenor?

- An intervenor is a trained professional who provides specialized communication services and supports to a person who is deafblind; and
- Intervenors are professionals who act as the “eyes” and “ears” of a person who is deafblind.

What does an intervenor do?

- An intervenor serves the individual who is deafblind by being a communication partner or “bridge” to connect them to the world around them by making them aware of what is occurring, and who is around them; and
- An intervenor provides context for a person who is deafblind to ensure that the individual has the information needed to make choices, be independent, and have expanded opportunities to thrive.

Why should I consider becoming an intervenor?

- Intervenors make a critical difference in the lives of individuals who are deafblind;
- Intervenors are leaders and problem solvers. They are creative, flexible, comfortable with touch, and working with others; and
- A career as an Intervenor can be a rewarding choice filled with opportunities to learn, grow, and contribute to the quality of life for people who are deafblind.

Where do Intervenors work?

- Intervenors can work for approximately 20 organizations across Ontario that provide services and supports to individuals who are deafblind; and
- Intervenors can work with individuals who are deafblind in community, residential or educational settings.

How can I become an intervenor? (Appendix B)

- Intervenor candidates may receive training through the Intervenor for Deafblind Persons program at George Brown College; they can gain additional expertise through ongoing training and professional development within their organization;
- Intervenors require specialized skills, such as American Sign Language, Adapted Signed Language and other communication techniques, to meet the unique needs of individuals who are deafblind; and
- Intervenors may receive specialized, on-the-job training within their organization.

How much do intervenors earn in this role?

- Intervenors earn a salary between \$41,405.00 to \$46,540.00 (results from Deafblind 2013 Custom Salary Survey)

Can I become an intervenor if I have a different educational background/career path?

- While many employees are from the core Intervenor Services agencies have a diploma from George Brown College's Intervenor for Deafblind Persons Program, many others have chosen a career in Intervenor Services after working in other fields (e.g. developmental services, social services, recreational therapy and nursing); and
- Employees who transition to Intervenor Services from another industry can transfer and apply their skills and experiences from other sectors to work with individuals who are deafblind.

What kinds of roles are available at the beginning or entry level for Intervenor Services?

- Direct service position titles reported include: 1
 - Intervenor
 - Intervenor for individuals who are deafblind;
 - Deafblind Specialist; and
 - Specialist – Intervenor/Intervention (i.e. Certified Congenital Deafblind Specialist).

What kinds of roles are available at the middle or management level for Intervenor Services?

- Management position titles reported include:
 - Director;
 - Assistant Director (i.e. residential services);
 - Manager (e.g. regional operations, client services and training, community services);
 - Senior Coordinator (i.e. regional client services);
 - Coordinator (e.g. regional client services, community services, communications and intervenor training, program);
 - Project Lead (e.g. provincial project lead);
 - Facilitator (i.e. community services);
 - Regional Operations;
 - Team Leader; and
 - Administrative Assistant (e.g. executive to the CEO).

What kinds of tasks can I expect if I decide to pursue a career in Intervenor Services?

- Although there is no exact list, daily activities may include: direct intervenor services; support with activities of daily living & life skills; health and safety participation in program development and maintenance; administration; external relationships; programming; health/well-being; supervisory accountabilities; training; on-call duties; and project development.

You may enjoy a career in Intervenor Services if you:

- Are interested in learning and growing;
- Appreciate making a difference in another person's life;
- Are motivated to learn about new ways to convey information;

¹ ISHRS Research (2015 – 2016); NOC Briefing Document (May 17, 2017)

- Appreciate connecting others to their communities to be more engaged, and make positive contributions;
- Look forward to new challenges, and embrace change as an opportunity;
- Are open to learning and adapting communication methods and styles; and
- Value opportunities to empower others so that they can achieve their own personal goals and create paths to success.

Glossary of Terms (Appendix A)

Please refer to Appendix A for industry-related terminology and definitions.

Targeted Key Messages

Managers and Supervisors

- A career in Intervenor Services offers many opportunities for professional growth;
- The Intervenor Services sector promotes an environment of continuous learning, often with additional in-house training;
- Intervenor Services supports the ongoing development of its workforce by offering on-site mentoring and other learning opportunities;
- Intervenor Services provides opportunities to employees to contribute to the growth and development of the sector through participation at sector-wide initiatives;
- Intervenor Services is a rewarding profession that inspires teamwork, as well as a strong motivation to support individuals who are deafblind; and
- Intervenor Services offers opportunities to constantly share new challenges and achievements with individuals who are deafblind and your work team.

Human Resources Professionals

- The Intervenor Services sector is a growing sector that is dedicated to developing and promoting employees to reach their full potential;
- The sector encourages continuous education, learning, and personal growth;
- This sector values and supports employees with an interest in ongoing learning and professional growth;
- Choosing a career in Intervenor Services offers a chance to work as a leader, problem solver, develop creative skills, embrace flexibility, and work closely with others in a team atmosphere;
- Intervenor Services offers a career committed to work-life balance; and
- Employment as an intervenor can be a rewarding option for individuals seeking opportunities to contribute to improving another person's quality of life.

Intervenors

- To be effective, intervenors must possess technical knowledge, skills, and experiences, as well as apply the necessary behaviours to implement their technical capabilities;
- Intervenors are held to high professional and personal standards to ensure that individuals who are deafblind receive the high quality Intervenor Services;

- Intervenors provide access to information and communication for individuals who are deafblind using a specific set of techniques, supported by extensive knowledge of deafblindness. Skills and knowledge of deafblindness constantly changes, evolves, and increases; and
- Many intervenors state that one of the most rewarding parts of the job is seeing the growth of the individuals they work with as they become more confident and independent in their daily lives.

Students

- Intervenors work with individuals who are deafblind to provide information about what is occurring, who is present, and the set-up of a physical space. Intervenors act as the “eyes” and “ears” of a person who is deafblind by ensuring the person who is deafblind has the information they need to make choices;
- An individual who is deafblind has lost both vision and hearing in varying degrees. A career in Intenor Services makes a positive impact in the community. An intervenor shares unique bonds with the individual(s) they support;
- Intervenors work with individuals who are deafblind to connect with others and to achieve their life’s goals by facilitating communication with the world around them using a variety of methods;
- A career as an intervenor can be a rewarding choice filled with opportunities to learn, grow and contribute to the quality of life for people who are deafblind; and
- Intervenors can participate in a variety of activities; every each day offers new challenges and experiences.

Individuals Seeking a New Career Path

- Individuals who have worked in different fields (e.g. developmental services, social services, recreational therapy and nursing) may find a career in Intenor Services rewarding. It may help them build on existing skills, and offer opportunities to learn new competencies;
- Intenor Services may be a viable option for someone interested in transitioning to a career using their abilities and experiences to serving vulnerable populations; and
- Intenor Services can make a tangible, positive impact in another person’s life.

Individuals with Education and/or Practical Experiences from Related Service Sectors

Developmental Services Sector

- Intervenors provide support to individuals who are deafblind by including the individual in all stages of an activity. They ensure that individuals who are deafblind remain involved, whenever possible, by making their own choices and expressing their preferences. Intervenors "do with and not for";
- The disability of deafblindness is a spectrum, and it represents a wide range of individuals with varying interests, abilities, and needs. Intervenors have the opportunity to work with people from different background with varying needs and the ability to adapt methods of support them;

- Intervenors provide the support necessary to ensure individuals who are deafblind can be fully participating members of their communities and society. The work intervenors do is valuable and constantly required;
- Intervenors share that the individuals are inspiring; they make them believe that anything is possible; and
- Intervenors can leave their job every day feeling like they have made a positive impact in someone's life.

Social Services Sector

- Intervenors can work in a variety of settings with individuals who are deafblind who have a wide range of abilities and interests. Intervenors may support individuals interested in participating in activities and events. To ensure individuals who are deafblind are best supported, intervenors need to be open-minded, and continuously promote personal growth and development;
- Intervenors support individuals who are deafblind to reach the highest level of independence possible and break down barriers to achieving independence;
- Being an Intervenor opens the door to a variety of possibilities for individuals who are deafblind to form new and meaningful relationships with their families, colleagues, and the community at large; and
- Intervenors can leave their job every day feeling like they have made a positive impact in someone's life.

Interpreter Sector

- There is a great need for skilled signers to support individuals who are deafblind. Many individuals who are deafblind use American Sign Language (ASL) with some form of tactile or visual adaptation; however, the language remains the same in a grammatical sense. Combined with compassion, interest, and a willingness to learn, a person with this knowledge can become a great intervenor;
- Many individuals who are deafblind identify and belong to the Deaf culture with ASL as their first language. This requires intervenors to be knowledgeable in cultural mediation between Deaf and hearing cultures;
- Intervenors are required to be proficient in a variety of communication methods to support individuals who are deafblind. The communication methods vary depending on the person who is deafblind, and their individual preferences; and
- A career in Intervenor Services offers opportunities to build bonds with unique individuals while contributing to their personal growth. Intervenors often discover that they learn more from the individuals they work with than they could ever hope to teach them.

Educational Services Sector

- Part of being an intervenor involves encouraging the expansion and development of concepts in individuals who are deafblind. Concept development and expansion can include concrete, semi-concrete, and abstract concepts. Creativity is an essential piece of concept development/expansion and being an intervenor;

- When working with adults who are deafblind, having background knowledge and experience in the education sector can ease the transition process from school to community settings. An essential part of being a great intervenor is being able to draw on previous experiences to better support individuals who are deafblind; and
- Intervenors offer access to information for individuals who are deafblind. An intervenor provides information for the person to anticipate future events and activities, the motivation to pursue these events, any necessary communication, and information about the results of that activity.

Recreational Services Sector

- Intervenors have a key role in the development of program and activity plans with individuals who are deafblind. Intervenors must consider the needs, interests, and desires of the person who is deafblind when serving as a member of the team to ensure successful implementation of program and activity plans;
- Each day is different as an intervenor, and this position can involve supporting individuals who are deafblind in varied environments. In each setting, intervenors are required to have a high level of energy and positivity to promote the success of each activity; and
- An intervenor ensures that a person who is deafblind can fully participate in all situations. Intervenors support persons who are deafblind by providing the information they need to have full access to activities and events in the community.

Health Services Sector

- Being an intervenor for individuals who are deafblind requires strong observational skills, and keen attention to detail. This can include observing the subtle ways an individual communicates, or being able to step in to convey visual and auditory information by using simple observational interactions between a person who is deafblind and the environment around them;
- Intervenors are caring, compassionate, and dedicated to the individuals they support. Intervenors can make a difference in the life of an individual who is deafblind;
- Many individuals who are deafblind have additional medical needs. Intervenors must be knowledgeable and aware of the individual's additional medical needs, and how they impact the delivery of Intervenor Services; and
- Some of the most rewarding aspects of working as an intervenor are the strong connections they have with the individuals they support. They enjoy building trust as they observe individuals who are deafblind trying new activities.

Adapted Interactive Tactual Sign Language (AITSL)²

“The hand over hand sign language most often used with congenitally deafblind individuals.”

American Sign Language (ASL)³

“American Sign Language (ASL): is a visual language with its own grammar and syntax, distinct from English, used by Deaf people primarily in Canada and the United States. Meaning is conveyed through signs that are comprised of specific movements and shapes of the hand and arms, eyes, face, head, and body posture. In Canada, there are two main sign languages: ASL and la langue des signed québécoise (LSQ).”

American Sign Language (ASL) – English Interpreters⁴

“American Sign Language (ASL) – English Interpreters facilitate communication between Deaf and hearing people.”

American Sign Language (ASL) – Tactile⁵

Tactile American Sign Language - The person who is deaf-blind receives communication with his/her hands resting on another individual's hand while the message is being signed.

Adapted ASL⁶

ASL can be adapted to meet the specific visual needs of individuals who are deafblind. Adapted ASL generally requires a restricted signing space, which may affect sign location and movement. Information is usually signed with one dominant hand, and may include tactile signs and fingerspelling. Adapted ASL also requires an awareness of potential visual limitations in the environment. For example, when the lighting changes in a room, the individual who is deafblind may no longer be able to see signs in a restricted sign space and prefer to receive tactile ASL.

Braille⁷

This is an alternative format for people who are blind or deafblind. Braille is a tactile system of raised dots representing letters or a combination of letters of the alphabet. Braille is produced using Braille transcription software.

² OASIS. (June 28, 2012). Glossary of Terms. Retrieved from <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

³ Canadian Hearing Society. (2013). Glossary of Terms. Retrieved from <https://www.chs.ca/glossary-terms>

⁴ OASIS (June 28, 2012). Glossary of Terms. Retrieved from <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

⁵ Rotary Cheshire Homes (2004-2012). Resources: Communication Methods. Retrieved from http://www.rotarycheshirehomes.org/com_methods.htm

⁶ Reid, Julie (n/a). George Brown College.

⁷ Ministry of Community and Social Services (MCSS). (2015). Accessibility Laws. Retrieved from http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/understanding_accessibility/making_information_accessible.aspx

Communicator⁸

“A Communicator provides sign language, interpreting, and/or communicator services, where required, for Deaf adults who have a developmental delay, mental health issues and/or low language skills. The communication will match the language level of the individual.”

Competencies

A competency is any skill, knowledge, behaviour or other personal characteristic that is essential to perform the job and that differentiates outstanding from typical performers. Competencies are what outstanding performers do more often, in more situations, and with better results than typical performers. There are two types of competencies: behavioural and technical. Technical competencies are necessary to perform the job role; however, they are not the differentiating factors of performance. While each is important, it is the behavioural competencies that truly differentiate superior from average performers.

Behavioural competencies are the behaviours a person demonstrates in applying their knowledge and skills on the job.⁹

Technical competence: An intervenor demonstrates technical competence by consistently using the necessary skills, knowledge and experiences to provide intervenor services to individuals who are deafblind.¹⁰

Deafblindness¹¹

- Deafblindness is a distinct disability. Deafblindness is a combined loss of hearing and vision to such an extent that neither the hearing nor vision can be used as a means of accessing information to participate and be included in the community.

Acquired Deafblindness¹²

- Acquired deafblindness is a description applied to people who experience both vision and hearing loss later in life. Losses may occur at separate times or may occur simultaneously. They may also be progressive.

Congenital Deafblindness¹³

- Congenital deafblindness is a description applied to people who are born with both hearing and visual loss or who became deafblind before developing symbolic language.

⁸ OASIS. (June 28, 2012). Glossary of Terms. Retrieved from <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

⁹ Hay Group (2015). Competency Backgrounder. Retrieved from http://intervensorservices.com/images/Competency_Backgrounder.pdf

¹⁰ ISHRs Education and Training Sub-Committee. (Personal communication, June 23 2016).

¹¹ Deafblind International – Guidelines on Best Practice for Service Development for Deafblind People, pp. 13. Retrieved from

<http://www.deafblindinternational.org/PDF/Guidelines%20for%20Best%20Practice%20for%20Service%20Provision%20to%20Deafblind%20People.pdf>

¹² OASIS. (June 28, 2012). Glossary of Terms. Retrieved from <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

¹³ OASIS (June 28, 2012). Glossary of Terms. Retrieved from <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

- **Individual Differences in Deafblindness¹⁴**

Individuals who are deafblind are not a homogenous group. The common factor is a loss of vision and hearing that gives rise to issues over access to information, communication, and mobility. Because of the diversity within the group, organizations must provide a continuum of intervenor services to meet the unique needs of each individual.

Deaf Interpreter (DI)¹⁵

“A Deaf interpreter uses American Sign Language, gesture, and/or other communication strategies to facilitate communication between a Deaf consumer, a hearing consumer, and a hearing interpreter. A Deaf interpreter is a Deaf individual who has native or near-native fluency in American Sign Language, who has interpreting experience, and who has taken specialized training.

A Deaf interpreter will function as a member of the interpreting team. A Deaf interpreter may be needed if a Deaf person uses signs that are: particular to a region or age group, has minimal or limited communication skills, has had their communication hindered or altered because of sickness or injury, or uses non-standard ASL or gestures.”

Education¹⁶

The process of acquiring a certificate, diploma, or degree, through a college and/or university program.

Intervenor¹⁷

An intervenor¹⁸ facilitates the interaction of the person who is deafblind with other people and the environment. The intervenor provides information about the environment and what is happening (using receptive language), assists the individual who is deafblind to communicate (using expressive language), provides or develops concepts where necessary, confirms actions, assists with life skills and most importantly, assists the individual to achieve as much independence as possible within their situation. The intervenor takes direction from the individual who is deafblind.

Intervenor Services¹⁹

Intervenor Services²⁰ 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.

¹⁴ OASIS. (June 28, 2012). Glossary of Terms. Retrieved from: <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

¹⁵ OASIS. (June 28, 2012). Glossary of Terms. Retrieved from: <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

¹⁶ Education and Training Sub-Committee. (October 15, 2015).

¹⁷ MCSS. (2014-2015). MCSS Policy Framework. Retrieved from <http://www.deafblindontario.com/blog/266-intervenor-services-program-policy-framework-mcss>

¹⁸ Follows Canadian Press style spelling protocols for capitalization, *The Canadian Press Style Guide, 18th edition*, September 2017.

¹⁹ MCSS. (2014-2015). MCSS Policy Framework. Retrieved from <http://www.deafblindontario.com/blog/266-intervenor-services-program-policy-framework-mcss>

²⁰ Spelling protocol for capitalization follows the Ministry of Community and Social Services - Integrated Intervenor Services Framework, 2017/2018.

Langue des signes québécoise (LSQ)/Quebec Sign Language²¹

“(Quebec Sign Language) is a visual language with its own grammar and syntax, distinct from French, used by Deaf people primarily in Quebec and other French Canadian communities”

Large Print²²

This helps people who have low vision. Large print materials should be prepared with a font (print) size that is 16 to 20 points or larger.

Methods of Communication²³

- Adapted American Sign Language (AASL)
- American Sign Language (ASL)
- Braille
- Fingerspelling
- Gestures
- Langue des signes québécoise (LSQ)
- Large print notes
- Oral
- Other, as determined by the individual who is deafblind
- Print on Palm
- Signing Exact English (SEE)
- Tangible Symbols, including object cues and picture cues
- Two-hand Manual

Professional Development²⁴

An ongoing investment to obtain the skills, knowledge, and experience to perform effectively in a role. Ideally, these activities should be self-chosen²⁵ and initiated by the professional.

[Signing] Exact English (SEE)²⁶

Signing Exact English (SEE) is a manual communication system (sign language) that is based on the American English language.

Telephone Devices for the Deaf (TDD)/Telephone Devices for the DeafBlind (TDDb)/ Teletypewriter (TTY)²⁷

²¹ Canadian Hearing Society. (2013). Glossary of Terms. Retrieved from <https://www.chs.ca/glossary-terms>

²² Ministry of Community and Social Services (MCSS). (2015). Accessibility Laws. Retrieved from http://www.mcscs.gov.on.ca/en/mcscs/programs/accessibility/understanding_accessibility/making_information_accessible.aspx

²³ Ministry of Community and Social Services (MCSS). (2014-2015). MCSS Policy Framework. Retrieved from <http://www.deafblindontario.com/blog/266-intervenor-services-program-policy-framework-mcss> [Revisions from Marketing and Communications Sub-Committee & Core Competencies Sub-Committee].

²⁴ Education and Training Sub-Committee. (November 19, 2015).

²⁵ Developmental Services Human Resource Strategy (DSHRS). (2012). Developmental Services Sector: Agency-based Training Committee (p. 3). Retrieved from http://www.ontariodevelopmentalservices.ca/sites/default/files/Agency%20Based_Final_Report.pdf

²⁶ David A. Zawolkow, President, S.E.E. Center for the Advancement of Deaf Children. (personal communication, August 19, 2016).

²⁷ OASIS. (June 28, 2012). Glossary of Terms. Retrieved from <http://oasonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

“A small keyboard device with a modem for telephone and visual display is used to send the message by code over the telephone to a similar machine.”

Training²⁸

The process of learning what you need to in order to perform your job duties²⁹

Training includes “courses/topics...that are ‘required’ and ‘optional’”³⁰

This knowledge may be “required for the job by the employer or other agency”³¹

Training programs may be “offered on a *regular* basis in [Intervenor] service agencies across the province”³²

Total Communication Approach (TCA)³³

“To use as many methods of communication as needed to facilitate the exchange of information.”

²⁸ Education and Training Sub-Committee. (October 15, 2015).

²⁹ Education and Training Sub-Committee. (October 15, 2015).

³⁰ Developmental Services Human Resource Strategy (DSHRS). (2012). Developmental Services Sector: Agency-based Training Committee (p. 11). Retrieved from http://www.ontariodevelopmentalservices.ca/sites/default/files/Agency%20Based_Final_Report.pdf

³¹ MOE/MOTCU. (2015). Training. (p. 152). Retrieved from <http://www.sse.gov.on.ca/mgs/onterm/Documents/Glossaries/EDU-TCU%20English-French%20Glossary%20EN-FR.pdf>

³² Developmental Services Human Resource Strategy (DSHRS). (2012). Developmental Services Sector: Agency-based Training Committee (pp. 5). Retrieved from: http://www.ontariodevelopmentalservices.ca/sites/default/files/Agency%20Based_Final_Report.pdf

³³ OASIS. (June 28, 2012). Glossary of Terms. Retrieved from <http://oasisonline.ca/service-network/oasis-sensory-partners/glossary-of-terms/>

Appendix B: Pathways to Becoming a Professional Intervenor

