Intervenors make it possible for individuals with Deafblindness to access information and to interact within their environment.

The Intervenor for Deafblind Persons program provides students with the knowledge and basic skills required to work with children and adults who are Deafblind, including individuals who may be medically fragile. Regular attendance and participation are integral to program success. The program combines:

- theory
- practical experience
- specialized techniques of intervention
- a variety of alternative communication methods

Information sessions are held twice monthly from October to May. For specific dates, times, location and to register, please visit the Intervenor Information Session Sign-Up Page.

It is recommended that applicants take an introductory American Sign Language course prior to starting this program.

We have identified key attributes of students who have become successful graduates and practicing intervenors. Find out if this program is right for you by reviewing our list of Attributes for Success (C108).

In preparation for the field or clinical placement, students will be required to work in multiple small and large groups, both in classes and community settings.

**FIELD EDUCATION OPTIONS**

By stepping outside of the classroom into a real-world environment, we believe students gain an enriched learning experience. Skills are reinforced and strengthened, confidence is gained in abilities and invaluable connections are made.

In this program, you'll experience:

- three 28-day field placements – one in each of Semesters 2, 3 and 4
- field visits to community organizations
- meeting with sector experts

Field placement is a mandatory and complex component of the program. Should accommodation issues arise, a Consultant from Accessible Learning Services can be contacted prior to the start of the program to assist the applicant in determining whether she/he can meet the requirements necessary for safe intervention with individuals with deafblindness. Applicants with vision, hearing or mobility impairments and/or difficulties in processing and communicating in English may find it difficult to complete field placement and, therefore, may be unable to complete the program.

This program was developed in partnership with a number of service providers and Deafblind consumer associations.
PROGRAM STANDARDS AND LEARNING OUTCOMES

Each George Brown College certificate, diploma, advanced diploma and graduate certificate program is expected to deliver specific program learning outcomes. Program learning outcomes are statements that describe the knowledge and skills that students are expected to demonstrate by the end of their program of study. Programs are designed to deliver both vocation or discipline-specific learning outcomes and more generic essential employability skills (including communication, numeracy, critical thinking and problem solving, information management, interpersonal and personal skills).

In addition to the aforementioned learning outcome requirements, College programs are required to provide students with exposure to a breadth of learning beyond their vocational field, to increase their awareness of the society and culture in which they live and work. This breadth requirement is addressed through additional mandatory General Education courses in the program curriculum.

To see the relevant program learning outcomes for your specific program of study, please visit georgebrown.ca/programs/learning-standards-and-outcomes

REQUIRED COURSES

SEMMESTER 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>INTV1004</td>
<td>Acquired Deafblindness &amp; Intervening I</td>
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<tr>
<td>INTV1005</td>
<td>Congenital Deafblindness &amp; Intervening I</td>
</tr>
<tr>
<td>INTV1006</td>
<td>Sighted Guide</td>
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<tr>
<td>INTV1015</td>
<td>Introduction to the Field</td>
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<tr>
<td>SOC1008</td>
<td>Sociology (Relevant to Deafblindness)</td>
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<tr>
<td>COMM1126</td>
<td>English for Intervenors</td>
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<td>GSCI1127</td>
<td>Anatomy and Physiology</td>
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SEMMESTER 2

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<tr>
<td>INTV1008</td>
<td>Fieldwork Practice I</td>
</tr>
<tr>
<td>INTV1007</td>
<td>Fieldwork Seminar I</td>
</tr>
<tr>
<td>INTV1009</td>
<td>Acquired Deafblindness &amp; Intervening II</td>
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<tr>
<td>INTV1010</td>
<td>Congenital Deafblindness &amp; Intervening II</td>
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<tr>
<td>GSSC1151</td>
<td>Human Growth and Development</td>
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<tr>
<td>INTV1011</td>
<td>Assistive Devices</td>
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<td>GNED</td>
<td>General Education Elective</td>
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SEMMESTER 3

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<tr>
<td>INTV2001</td>
<td>Fieldwork Seminar II</td>
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<tr>
<td>INTV2002</td>
<td>Fieldwork Practice II</td>
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<tr>
<td>INTV2003</td>
<td>Acquired Deafblindness &amp; Intervening III</td>
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<td>INTV2004</td>
<td>Congenital Deafblindness &amp; Intervening III</td>
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<tr>
<td>INTV2006</td>
<td>Braille (uncontracted)</td>
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<td>INTV2013</td>
<td>Intervention with Medically Fragile Persons</td>
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<tr>
<td>INTV2017</td>
<td>Values, Ethics and Professionalism</td>
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SEMMESTER 4

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<th>Code</th>
<th>Course Name</th>
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<tr>
<td>INTV2008</td>
<td>Fieldwork Practice III</td>
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<tr>
<td>INTV2009</td>
<td>Fieldwork Seminar III</td>
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<tr>
<td>INTV2010</td>
<td>Acquired Deafblindness &amp; Intervening IV</td>
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<td>INTV2011</td>
<td>Congenital Deafblindness &amp; Intervening IV</td>
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<tr>
<td>INTV2014</td>
<td>Adapted ASL</td>
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<tr>
<td>INTV2015</td>
<td>Activity and Program Planning</td>
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<tr>
<td>GNED</td>
<td>General Education Elective</td>
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</table>

YOUR CAREER

Graduates of this program use a variety of specialized communication including:

- adapted American Sign Language
- tactile ASL
- two-hand manual communication
- large print notes
- oral intervening
- braille
- touch cues
- tangible symbols
- gestures
- pictures
- adapted signs

Graduates of the Intervenor for Deafblind Persons program have found employment as intervenors with:

- boards of education
- social service agencies
- individuals with Deafblindness
- community residential settings
- specialized school programs

There is a demand for intervenors in Canada and in a number of countries throughout the world.

ADMISSION REQUIREMENTS

Applicants are selected on the basis of their academic achievement, including the required courses, and any other selection criteria outlined below.

- Ontario Secondary School Diploma or equivalent**
- Grade 12 English (C or U) - Must have a Grade 12 English (4C/4U) grade of 65 or higher
- Information session - Other arrangements will be made for applicants who live outside the Greater Toronto Area and/or are unable to attend the information session.
- Questionnaire

** Mature Student status (19 years of age or older and no OSSD)

Please note that George Brown is committed to ensuring that applicants will succeed in their program of choice and meeting the minimum requirements does not guarantee admission to the program. Applicants may be required to have grades higher than the minimum requirements stated.
COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL STUDENTS

Visit the International Admissions\(^5\) page for more information.

SCHOOL OF DEAF AND DEAFBLIND STUDIES INFO SESSIONS

Register for an information session to:

- talk to faculty in greater detail
- check out our ASL lab
- explore our St. James Campus

The School of Deaf and Deafblind Studies hosts bi-monthly information sessions. Visit georgebrown.ca/infosessions for current dates and times.

SPECIAL REQUIREMENTS

Additional Mandatory Requirements

Police Vulnerable Sector Check (must be valid annually)

- In compliance with the requirements of our placement partners, all students in this program are required to have a police vulnerable sector check completed, and this check must be renewed annually before entering into field or clinical placement.
- The police vulnerable sector check process typically takes two to three months, but under some circumstances can take four to eight months. This is required to protect the clientele of our placement partner agencies, who are considered "vulnerable persons" under the law.
- Students are responsible for ensuring that the police vulnerable sector check covers appropriateness for "individuals being employed and/or volunteering who will be working with vulnerable person(s)."
- Students are required to keep the original copy of their police vulnerable sector check.
- Students who are unable to provide a "clear" police vulnerable sector check may not be able to start their field or clinical placement and therefore may be unable to complete the program. Students who are not eligible to attend their practice placement due to a “not clear” status will jeopardize their progress in the program.
- Failure to meet the requirements for field placement will prevent students from completing the program and/or securing employment.
- The fees for the police record check vary and must be paid by the student. For more information, please visit the Pre-placement website at georgebrown.ca/preplacement

"When I started this program I felt energized because it’s challenging in the best kind of way. There is so much to learn and get out of this. Everything we learn and do applies to a real-world situation. You can see how every class, every assignment and every field trip has a practical application to what we are actually doing in our careers as Intervenors."

Lacey McMaster (Graduate 2016, Intervenor for Deafblind Persons)

MARGOT McGrath-Harding Memorial Endowment

"I can still hear her laugh." Betty Jean Reid remembers the tiny, cramped office where Margot McGrath-Harding used to work as Co-ordinator of the Intervenor for Deafblind Persons program: "She was always patient, she always had time for people. She had an ability to touch each person and make them feel that you were a good student and had potential, and you could do it."

In recognition of Margot’s tremendous contribution, family, friends and colleagues established the Margot McGrath-Harding Memorial Endowment in 2009 to provide an annual scholarship to a full-time student in the Intervenor Program.

"An Intervenor’s biggest reward is watching other people reach their potential – watching them gain their place in the real world."

Joan Mactavish, Intervenor, Donor of the annual Joan Mactavish Award in memory of Mae Brown

CONTACT US

School of Deaf and Deafblind Studies
Phone: 416-415-5000, ext. 2185
Email: communityservices@georgebrown.ca
Our office hours are 8 a.m. – 4 p.m.
To contact the Intervenor for Deafblind Persons Program Coordinator, Cheryl Ramey, call 416-415-5000, ext. 2357 or email cramcy@georgebrown.ca.
For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

LINKS REFERENCE

1https://www.ontariocolleges.ca/en/programs?q=c108&page=0
2http://www.georgebrown.ca/international/futurestudents/tuitionfees/
3http://www.georgebrown.ca/C108_info/
4http://www.georgebrown.ca/C108attributesforsuccess/
5http://www.georgebrown.ca/international/futurestudents/applynow/
George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.