

**GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION**

Job Title: Intervener Instructional Aide

Wage/hour status: Nonexempt

Reports to: Principal and Teacher(s) Assigned

Clerical/Technical Pay Grade: 1 (187 Days)

Dept./School: Assigned Campus

Date Revised: 01/13/2026

Primary Purpose:

An Intervener provides one-to-one support to a child or student who is deafblind in a variety of settings. The primary role is to facilitate access to environmental information, support communication development, and promote social and emotional well-being. This position is essential for implementing the individualized goals outlined in the IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program). The Intervener acts as a bridge, not a barrier, connecting the child to the world and promoting independence through access to information, communication, and social interaction.

Qualifications:

Education/Certification:

High School diploma or GED

Willingness to complete required specialized training in deaf blindness

Have met formal academic assessment, associate's degree, or two years of study at an institution of higher learning*

Valid Texas educational aide certificate

Special Knowledge/Skills:

Ability to assist in instructing reading, writing, and mathematics

Ability to work well with children

Ability to communicate effectively

Understanding of deaf blindness and its impact on learning and development

Ability to implement individualized strategies for communication and concept development

Ability to work collaboratively as part of an interdisciplinary team

Flexibility and problem-solving skills in adapting environments and activities

Professional ethics and confidentiality

Strong interpersonal skills and commitment to supporting children with complex needs

Experience:

Some experience working with children

Major Responsibilities and Duties:

Access to Environmental Information

1. Ensure the child can detect and interpret information typically gained through vision and hearing.
2. Present information in ways that match the child's sensory abilities (e.g., tactile exploration assistive devices).
3. Assist with modification of materials and environments to maximize access to information.

Communication Support

4. Facilitate development and use of receptive and expressive communication skills.

5. Provide consistent opportunities for intentional communication (e.g., turn-taking, requesting, rejecting).
6. Act as a communication bridge between the child and others (family, peers, staff).

Social and Emotional Well-being

7. Build and maintain a trusting, interactive relationship with the child.
8. Support positive interactions with others and guide appropriate social behaviors.
9. Offer choice-making opportunities to promote independence and control.

Program Implementation

10. Assist teachers in carrying out IFSP/IEP goals under the direction of the educational team.
11. Participate in planning meetings and share insights about the child's needs.
12. Work with teachers to prepare materials, adapt lessons, and collaborate with related service providers.
13. Reports to classroom teacher-works under guidance of the IEP team and receives support from professionals trained in deaf blindness

Other

14. Participate in staff development training programs to improve job performance.
15. Participate in faculty meeting and special events as assigned.
16. Follow district safety protocols and emergency procedures.
17. Has regular in person attendance and complies with notification procedures for absences.
18. Perform other duties as assigned.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including computer and peripherals; standard instructional equipment

Posture: Moderate standing; occasional kneeling, squatting, bending, and stooping

Motion: Moderate walking

Lifting: Regular lifting and assist with mobility, carrying

Environment: Work inside and outside (exposure to sun, heat, cold, and inclement weather); exposure to noise

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

**Required by Every Student Succeeds Act (ESSA) for aides who are providing instructional support in Title I, Part A program.*

This 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.