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**CDBIS CERTIFICATION CRITERIA**

**Scope of Practice**

Certified Deafblind Intervenor Specialists are highly trained professionals who work with individuals who are Deafblind and those identified as having a dual sensory loss. Intervenors are narrators, informers, guides, communicators, and generally a link to the world for someone who is Deafblind. They act as a “bridge not a barrier” and subscribe to the philosophy "Do with NOT for”.

An intervenor facilitates the interaction of the person who is Deafblind with other people and the environment. The intervenor takes direction from the individual who is Deafblind and 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 sector that they serve is comprised of people who are Deafblind or living with dual sensory loss. CDBIS are experts in providing auditory, visual and tactile information to someone who is Deafblind. In doing so, CDBIS provide access to information and afford opportunities for inclusion, skill development, empowerment and independence.

CDBIS are committed to a strong Code of Ethics that is derived from the belief that "all individuals who are Deafblind have the right to fully access all information/communication clearly and without bias. This includes the right to participate successfully in their community by accessing qualified intervenors that uphold the highest standards of professional integrity, competence, and ethics.

CDBIS employ a total communication approach to intervenor services, relaying and interpreting auditory, visual and tactile information in their immediate environment as well as about local and global issues. Systems of communication include but are not limited to formal languages such as American Sign Language, Langue Signe du Quebecois, English and French as well as modes such as 2-Hand Manual, tactile cues, hand-over-hand, Protactile, gestures, and Signed Exact English. Other communication strategies include note taking, large print note, print on palm, braille and calendar systems.

CDBIS adhere to a strict standard ethical practice and strive to empower their clients by ensuring that all choices, thoughts and ideas are accurately communicated. Additionally, intervenors encourage self-advocacy; however, in instances where individuals are not able to do so, intervenors will follow directives to advocate on the person’s behalf.

Service provision is done in a variety of settings including but not limited to; the client's home, medical facilities, educational environments, volunteer/workplaces, sporting events, religious institutions, non-profit agencies, long-term care homes, independent living programs, financial institutions, as well as various locations within the community for tasks of daily living. As the words 'link to the world' imply, intervenors not only support the person who is Deafblind, but also anyone they are 'linking' to.

CDBIS work as part of an inter disciplinary team of professionals to develop strategies to meet changing needs and to support the overall health and welfare of the people served.

The Deafblind community is very diverse; therefore, Certified Deafblind Intervenor Specialists work with people of all ages, race, creed, gender, gender orientation, cognitive and physical abilities.

The knowledge and skills applied in intervenor services include but are not limited to:

1. Understanding of Deafblindness
2. Values, Ethics and Principles of Intervenor Services
3. Strategies Used in Providing Intervenor Services
4. Theories and Practices of Communication
5. Social, Emotional, and Psychological Impact of Deafblindness
6. The Relationship between Deafblindness and Health, Mental Health and Aging
7. Sensory Systems
8. Orientation and Mobility
9. Use of Assistive Devices and Technology

**Body of Knowledge**

CDBIS must know and understand nine core domain areas and the listed knowledge areas within domains. The CDBIS must know the following:

1. **Understanding Deafblindness**
2. Know the definitions of Deafblindness
3. Know the history of Deafblindness
4. Know the definitions of and the difference between congenital and acquired Deafblindness
5. Know the causes of Deafblindness and its complications
6. **Values, Ethics and Principles of Intervenor services**
7. Know the role of the intervenor
8. Know how the intervenor provides continuous environmental, visual, tactile, and auditory information.
9. Know what incidental information is and its importance
10. Know the philosophies of intervenor services
11. Know the concepts of control and power, empowerment, learned helplessness, self-determination, advocacy
12. Know professional boundaries and the importance of maintaining them
13. Know how to function as part of both an interdisciplinary team and to manage the flow of information with the team and the required follow up
14. Know how to prepare for an assignment/shift
15. Know the importance of building a trusting relationship and rapport with Deafblind individuals (due to vulnerability) and other professional colleagues
16. Know the CDBIS Code of Ethics
17. Know how and when to advocate for the person's right to have an intervenor regardless of setting and when to allow the person who is Deafblind to self-advocate
18. Know the intervenors role as “informer” to ensure that Deafblind individuals are kept apprised of issues that are not necessarily in their immediate environment (world or local news, news within the Deafblind community or with the agency providing intervenor services, weather forecast, important dates, agency closures, election candidates, general news stories
19. **Strategies Used in Providing Intervenor Services**
	1. Know the importance and impact to responding to individual’s interests
	2. Know the importance of responding to interactions by the individual
	3. Know the importance and impact of an individual’s need for anticipation, motivation, communication and confirmation
	4. Know the importance and impact of providing a responsive/reactive environment
	5. Know the definitions and differences of concept versus skill development
	6. Know the methods an intervenor would use to teach/relay a concept, skill and communication
	7. Know the various environmental factors and the impact of various environmental factors on the individual
	8. Know the intervenor’s role in providing the “Do With, Not For” philosophy
	9. Know how to monitor and adjust the level and intensity of input to ensure pace and duration meets the individual’s ability to receive and respond
20. **Theories and Practices of Communication**
	1. Know the impact of communication, interaction and the development of language
	2. Know the role of the intervenor in facilitating the use of receptive and expressive communication and comprehension of information
	3. Know the role of the intervenor in structuring the environment or situation to encourage conversation
	4. Know the various types of communication and their applications
	5. Know the modes of communication and different languages used by individuals who are Deafblind
	6. Know how the impact on the body, speed and touch can affect communication
	7. Demonstrate proficiency in the language or communication mode used by anindividual
	8. Know how to interpret the meaning of individual’s communication, relay to others and respond appropriately
	9. Know how to recognize, respond and provide feedback for all attempts at communication
21. **Social, Emotional, and Psychological Impact of Deafblindness**
	1. Know how an individual’s etiology could affect their social, psychological and emotional well-being
	2. Know the grieving process and how it relates to an individual who is Deafblind, families and social networks etc.
	3. Know the definition of challenging behaviors/enhanced coping skills andtheir possible precipitating factors
	4. Know how isolation affects the individual
	5. Know to support the individual’s opportunities for self-determination, self-esteem and well-being
22. **The Relationship between Deafblindness and Health, Mental Health and Aging**
	1. Know the impact Deafblindness has on health
	2. Know the impact of an individual being Deafblind and medically fragile
	3. Know the impact of Deafblindness on mental health and well-being
	4. Know what the adaptations/techniques used when working with older individuals who are Deafblind
23. **Sensory Systems**
	1. Know the anatomy and functions of the eye and ear
	2. Know conditions that affects the eye and ear
	3. Know the strategies that support the use of residual vision and hearing
	4. Know the definition of sensory integration and sensory integration disorder
	5. Know the impact of sensory integration and processing of sensory of information
	6. Know the eight senses and the importance of the senses and impact on the individual who is Deafblind
24. **Orientation and Mobility**
	1. Know the impact of Deafblindness on movement, spatial awareness, exploration or navigating and understanding the environment
	2. Know the types of technology and tactile cue available to support the O&M process
	3. Know how to relay information from the environment
25. **Use of Assistive Devices and Technology**
	1. Know the various technical and augmentatives devices available to individuals who are Deafblind
	2. Know the benefits related to the use of assistive devices
	3. Know vocabulary and related terms to technical and augmentative devices

**APPLIED COMPETENCIES**

CDBIS must be able to demonstrate skills in 7 core domain areas.

1. **Values, Ethics and Principles of Intervenor Services**

 The CDBIS will demonstrate the ability to:

1. Effectively communicate the role of an intervenor:
	1. An intervenor facilitates access to environmental information that is usually gained through vision and hearing for persons who are Deafblind.
	2. The intervenor will support persons who are Deafblind to gather information, learn concepts and skills, develop communication and language, and establish relationships that lead to greater independence.
	3. The intervenor will provide a bridge to the world for the person with Deafblindness and ensure that the person is informed and an active participant in every activity.
	4. Intervenors provide a consistent presence in the person’s life in order to gain their trust, and provide them with a safe base for exploration and learning which promotes social and emotional development and well-being.
	5. Intervenors provide the information necessary for anticipation, motivation, communication, and confirmation for an individual who is Deafblind to participate.
2. Engage the individual in effective interactive communication, using the individuals preferred mode of communication, and provide feedback in order for them to be an active and informed participant.
3. Provide continuous environmental, visual, tactile, and auditory information. For example, the weather, identifying other people in the area, different grocery item choices in a store.
4. Plan and prepare for the assignment or activity. For example, have resources needed to ensure assignment/activity will be successful (money, location, timing of event).
5. Support the individual’s efforts for empowerment, advocacy, and self-determination. For example, assisting in researching employment opportunities, support during educational sessions.
6. Self-reflective techniques. For example, coaching sessions with peer or supervisor, mentorship program, self-assessment in personal appraisal.
7. Interact professionally, respectfully, appropriately within a multi-disciplinary team (family, support network, other professionals, paraprofessionals), and the public at large.
8. Adhere to and maintain professional boundaries. For example, no use of personal phone whilst providing intervenor services, appropriately manage all shared information respecting privacy and dignity.
9. Agree to be bound by the CDBIS Code of Ethics.
10. Complete documentation/reports objectively with pertinent, timely, accurate, respectful, factual information as per reporting agency standards.
11. Recognize, respond to, and report abuse per the appropriate governmental authority using reporting agency standards. For example, being well versed with agency policy and procedures regarding abuse.
12. Recognize when personal mental health and wellness is affecting your performance and use effective coping strategies. For example, accessing counselling, mental health supports, yoga, mindfulness.
13. **Strategies Used in Providing Intervenor Services**

The CDBIS will demonstrate the ability to:

1. Consistently provide the “Do With, Not For” philosophy. For example: guiding client’s hand to use pin pad at grocery store, including the individual in all steps of an activity (including gathering items needed, arranging them, using them, putting them away, and cleaning up afterwards).
2. Support the individual’s goals and objectives by assisting in the design, development, and implementation of activities and experiences. For example, taking client swimming each week and utilizing floatation devices to allow client to float. Researching and accessing Snoezelen room for individualized sensory input.
3. Provide anticipatory information to the individual using a variety of methods for example: calendar system, tactile cues, listing out activities utilizing intervenor services.
4. Utilize tools and strategies to support concept development, skills, choices, and decision-making for example, growing vegetables at home and cooking with them, utilizing tactile/visual choice boards.
5. Relay visual/auditory information. For example, room layout, the presence of other individuals, conversations.
6. Assess, adapt, and deal with the environment. For example, seeking out a quite space for communication within a loud room, minimizing clutter within a space for safe mobility.
7. Observe and respond to an individual’s changing needs. For example, accessing external supports and adapted devices such as a walker when there are changes in mobility due to aging.
8. Assess the degree of complexity with which a concept should be introduced, relayed and/or expanded. For example, the concept of grocery shopping- making a list, adapting recipes, budgeting.
9. Vary the level and intensity of input and ensure that the pace and duration meet the individual’s ability to receive and respond. For example, taking into account health issues, environmental factors, familiarity of activity.
10. **Theories and Practices of Communication**

The CDBIS will demonstrate the ability to:

1. Demonstrate proficiency in literacy in the preferred language of the individual including, but not limited to, English, French, Spanish, Mandarin.
2. Demonstrate proficiency in the language or communication mode used by an individual including, but not limited to, ASL, LSQ, SEE, tactile, gestures, concrete cues, picture cues, calendar system.
3. Demonstrate the ability to interpret the individual’s expressive communication by interpreting sign, body gestures, use of technology, and total communication depending on the individual. The ability to voice what the individual is communicating, to convey in a non-distorted unbiased manner, and respond appropriately.
4. Demonstrate proficiency in communication by utilizing the preferred language adapted to the individuals’ needs and preferences. For example: signs adapted due to restricted mobility, adapted “home” signs.
5. Demonstrates the ability to enhance and expand communications through various mediums and experiences. For example: cues, pictures, experience tools, assisted technology such as iPads, switch technology.
6. Demonstrates the ability implement methods and strategies for providing information. For example: environmental, social, community, health and learning opportunities.
7. Demonstrate the ability to facilitate an environment that will encourage expressive communication by an individual.
8. Demonstrates the ability to continuously recognize, respond, and provide feedback for all attempts at communication.
9. **Social, Emotional, and Psychological Impact of Deafblindness**

 The CDBIS will demonstrate the ability to:

1. Implement their role in situations related to an individual’s social, psychological, and emotional well-being. For example, researching community activities that would be of interest to the individual.
2. Support a culture of acceptance, safety, and security that is reliable and consistent. For example, the individual has privacy and property respected, has access to medical care, has faith and ethnicity valued.
3. Support the individual’s opportunities for self-determination, self-esteem and well-being. For example, assisting in researching educational opportunities, local yoga sessions.
4. Implement strategies and protocols for challenging behaviors for example, accessing Behavior Management Support Services, consistently following recommendations. i.e. Behavior Support Plan.
5. Support social interactions and the development of meaningful relationships. For example, researching and accessing interest groups, places of worship, as determined by the individual. Utilizing social media to connect with individuals or interest groups.
6. Establish and maintain a professional working relationship with the family and support circles. For example, appropriately manage all shared information respecting privacy and dignity of the individual.
7. **The Relationship between Deafblindness and Health, Mental Health and Aging**

 The CDBIS will demonstrate the ability to:

1. Utilize observation skills to recognize that changes could be related to health, mental health and aging as per agency reporting standards.
2. Make adaptations appropriate to the environment, medical and physical needs, and cognitive needs of the individual, for example. being familiar with the use of mobility aids and assistive devices, increasing accessibility in the home.
3. Follow appropriate protocols to meet the individuals’ health, mental health, and aging as stated by agency and multi-disciplinary team.
4. Access community resources and services for the client for health, mental health, and aging, for example, an OT for mobility resources, Alzheimer’s specialist, rheumatologist for arthritis.
5. **Sensory Systems**

 The CDBIS will demonstrate the ability to:

1. Support an individual to use residual vision and hearing, including, but not limited to, environmental factors such as reducing visual and auditory clutter, use of assistive devices.
2. Make adaptations for visual and auditory needs for example adjust lighting, use of colour contrast, clothing considerations when signing, positioning of intervenor.
3. Utilize observational skills to recognize changes in vision and hearing.
4. Utilize strategies that support the sensory needs of an individual, for example, the prescribed use of deep pressure massage or weighted blanket, the use of Snoezelen room, aromatherapy.
5. Facilitate an individual’s use of other senses to supplement auditory, visual and tactile information, for example, providing taste and smell opportunities when cooking along with proprioceptive feedback from equipment and food items.
6. **Orientation and Mobility**

 The CDBIS will demonstrate the ability to:

1. Adjust to changing environmental factors. For example: transitioning to different lighting, change in terrain, intervenor would offer a different approach.
2. Support and provide human guide as recommended by an O&M specialist and/or by an individual’s preferences.
3. Support the individual who is Deafblind in the use of appropriate mobility devices, as recommended by an O&M specialist. For example: white cane, walker, support cane.
4. Relay information from the environment. For example: weather, planned route, presence of other people.
5. Develop tactile cues and maps.
6. Recognize and assess their own physical ability and limitations to provide human guide as an O&M technique, and make accommodations as needed.
7. Provide a safe environment for exploration. For example: be aware of potential hazards within the environment i.e. water on the floor, furniture placement.
8. **Assistive Devices**

 The CDBIS will demonstrate the ability to:

1. Instruct/assist in the use of assistive devices for example: alerting system, cause and effect device, augmentative communication device such as an iPad.
2. Instruct/assist an individual in utilizing various technical devices.
3. Research new and emerging technology and provide that information to the client. For example: knowing preferred website(s) for client’s specific technology needs.
4. Use basic computer skills and software, for example: Word, accessibility features.

**Code of Ethics**

#### PREAMBLE

The preservation of the highest standards of integrity is vital to the successful discharge of the professional responsibilities of a Certified Deafblind Intervenor Specialist (CDBIS). This Code of Ethics has been established to safeguard the Deafblind individuals with whom the intervenor works. This Code of Ethics ensures that the training and education that individuals receive in the area of Deafblind intervenor services is of the highest quality to support the independence of the individual.

The Code of Ethics provides guidance for ethical practice but is not intended to serve as an exhaustive list of every possible ethical or unethical behavior. The CDBIS is responsible for developing and implementing a sound assessment and instructional program. When questions regarding ethical practices arise that require consultation, the CDBIS is responsible for discussing the issue with other appropriate parties to resolve the matter. To assure the public of a CDBIS’ awareness of this obligation, the specialist commits to the Code of Ethics for Certified Deafblind Intervenor Specialists.

1. **Professional Values and Integrity**
2. Respect the inherent rights of individuals who are Deafblind, ensuring that the needs of the individual take priority.
3. Remain impartial and neutral in all situations.
4. Will not influence or coerce the individual who is Deafblind in any way.
5. Will not allow personal values to influence professional decisions.
6. Demonstrate respect for the profession of intervenor services.
7. Support the professional associations for intervenor services.
8. Support the inclusion and self-determination of individuals who are Deafblind, including support for consumers to achieve their goals.
9. Respect the dignity and right for inclusion by ensuring that conversations occurring in the presence of the individual who is Deafblind are made accessible to them in the moment.
10. Promote the personal development of the individual who is Deafblind, promoting maximum independence through CDBIS Services.
11. Will respect an individual's intervenor services time and will not use this time for personal gain. When providing intervenor services, the CDBIS must remain engaged and focused on the needs, desires, and goals, as determined by the individual who is Deafblind at all times.
12. Empower individuals who are Deafblind by clearly relaying choices and ensuring the individual’s thoughts and ideas are accurately represented and respected.
13. Encourage individuals who are Deafblind to advocate for themselves. In instances where the individual is unable to do so, the CDBIS will follow outlined procedures/guidelines to advocate on their behalf.
14. **Professional Competence**
	1. Provide continuous visual and auditory information, as directed by the individual who is Deafblind.
	2. Ensure access to unbiased information; taking direction from the Deafblind individual regarding the type and level of information wanted.
	3. Engage in ongoing professional development to enhance current theory and practice.
	4. Relay the tone, meaning and spirit of the message in the preferred method of communication as directed by the individual who is Deafblind.
	5. Ensure the clothing attire selected matches the visual needs of the individual who is Deafblind, the specific setting, and type of professionalism required.
	6. Make every effort to avoid compromising the safety of the individual who is Deafblind through proper sighted guide techniques.
	7. Engage in regular self-reflection with respect to your practice ensuring professional growth and continued quality of service for individuals who are Deafblind, their families and all others who may come in contact with you as an intervenor.
	8. Adhere to and practice within the CDBIS Scope of Practice.
	9. Arrive to all assignments fully prepared.
	10. Accurately represent your own competence, education and experience and seek further training when necessary.
	11. Refrain from performing duties that are outside of the CDBIS Scope of Practice or beyond your expertise.
	12. Remain current on the use and function of various assistive devices as they relate to the consumers they support and on emerging research and best practices.
15. **Confidentiality**
	1. Respect the right of the individual who is Deafblind to withhold information and maintain the individual’s confidentiality by not sharing information on the person’s behalf.
	2. Appropriately manage and share information within team settings pertaining to the delivery of high quality CDBIS services while maintaining the privacy, dignity and identity of the individual who is Deafblind.
	3. Understand the legal obligation and adhere to the duty to report real or suspected abuse/neglect of the individual who is Deafblind.
	4. Share only the information required in professional team settings or when required by law ensuring that this information is specific, accurate and relevant protecting all other non-relevant information about the individual.
	5. Maintain, in strict confidence, any information gathered during the provision of services. This includes information about the individual who is Deafblind along with any other individuals involved in the assignment including but not limited to family members, friends, partners, doctors, lawyers and social workers.
	6. Obtain consent, where possible, from consumers/families to share/withhold information.
	7. Maintain confidentiality about personal information, assessment results, medical history and any other records concerning individuals who are Deafblind and their families. This information may only be shared to ensure a consistent level of service or where required by law.
16. **Accountability and Transparency**
	* + - 1. Be transparent in openly stating a real or potential Conflict of Interest at the moment it presents ensuring that all necessary parties are made aware and are given an opportunity to respond and mitigate appropriately and make some alternative arrangements if necessary.
				2. The intervenor will openly state (at the time of hiring or when appropriate) where they are not able to accept and assignment to avoid a scheduling conflict.
				3. Be accountable for ensuring that you are clearly defining and fulfilling the role as outlined in the CDBIS Scope of Practice and mitigating situations in which you are asked to provide functions outside of the CDBIS Scope of Practice.
				4. Be accountable for and ensure punctuality and adequate preparation for your assignments.
				5. Ensure that you know and practice within the guidelines, policies and procedures and regulations approved by the school district, agency or governmental ministry for educational and/or human services personnel.
				6. Be conscious of your personal values and how they influence your professional decisions.
				7. Be accountable for all of your decisions and actions.
				8. Maintain accurate notes, records and documentation where necessary to ensure adequate transparency and be accountable for the confidentiality of this information.
				9. Promote the health, safety and well-being of the individual who is Deafblind and be vigilant in identifying, discussing with others and reporting any situations in which the individual who is Deafblind is at risk for abuse, neglect, exploitation or harm.
				10. Be accountable for the provision of high quality CDBIS services as defined in the Scope of Practice, Body of Knowledge and Applied Competencies.
17. **Respect in Professional Relationships**

Respect the professional relationship with the individual who is Deafblind.

Ensure that, as a member of a multidisciplinary team, you bring forward knowledge specific to Deafblindness, acting as a professional, dependable supportive member of the team and keeping the needs of the individual who is Deafblind at the forefront.

Act within the scope of your role as a CDBIS as a member of the multidisciplinary team and clearly share these parameters with all team members.

Share only the non-judgmental service-related information within the intervenor services and multidisciplinary teams and only where appropriate.

Openly state a conflict of interest or perceived conflict of interest at the moment it presents, as a member of the team.

Avoid engaging in any boundary violations with the individual who is Deafblind, their families or colleagues you support including sexual, emotional, financial, psychosocial or social boundaries because of the complexities of dual relationships and the potential impact on the work environment.

Respect colleagues and individual differences/diversity. Professional differences with colleagues will be set aside to ensure the best course of action is made available for individuals who are Deafblind.

Pursue opportunities according to agreed upon methods and guidelines to communication with family members about progress and concerns regarding the individual who is Deafblind. When communicating with others the identity of the individual who is Deafblind will be protected.

You will at all times engage in professional conduct when interacting with family members, members of the community and other professionals in all settings.

1. **Communication**
2. Communicate with the person who is Deafblind in a respectful manner.
3. Using communication best practices accurately relay information to the person who is Deafblind.
4. Communicate in the manner preferred by the individual who is Deafblind.
5. Respect the right of the person who is Deafblind to communicate in multiple forms and work diligently to respond positively, appropriately and consistently to his/her communication.
6. Provide a responsive environment and ensure that a total communication approached is utilized at all times.
7. Recognize and support the development of communication by the individual who is Deafblind.
8. Ensure that your tone and body language are appropriate to meet communication best practices standards.
9. Maintain best practices standards with respect to various communication methods.

**Criteria for Eligibility**

**Eligibility Criteria:**

Any person may apply for Eligibility as a Certified Deafblind Intervenor Specialist (CDBIS). However, the applicant must be able to meet the **“Eligibility Criteria”** listed below in the following areas:

* Education/Training
* Practical Work Experience

In addition, the applicant must submit all of the documentation required for the Category in which the applicant is applying as outlined below.

**Category 1:**

**Education:**

George Brown College Intervenor for Deafblind Persons Diploma or a diploma equivalent that is specific to Deafblindness/Intervenor.

**Practical Work Experience:**

2500 hours of practical work experience in intervenor services for individuals who are Deafblind in the most recent 5 years which can include supervisory experience, field placements and mentoring/coaching of Deafblind Intervenors.

**Note:** The hours of field placement completed as part of an intervenor for Deafblind Persons diploma will count toward the 2500 hours. For example, the George Brown College program field placements will be counted for a total of 400 hours.

**Documentation Required:**

1. Official transcript of the completion of a diploma program for Intervenor for Deafblind Persons
2. Practical Work Experience Evaluation Form
3. Strong Letter of Recommendation from employment supervisor
4. Signed Code of Ethics form

**Category 2:**

**Education:**

A minimum 2-year post-secondary diploma or bachelor’s degree in a social/human services field such as Developmental Services Worker (DSW), Social Services Worker (SSW), Child and Youth Work (CYW), Recreation Therapy, Honors Bachelor of Interpretation or Diploma in Sign Language Interpretation and Bachelor degree in Psychology or Sociology, Undergrad program: Therapeutic Recreation and Registered Nurse (RN) and Registered Practical Nurse (RPN).

**Training:**

Agency/organization training or online training specific to the field of Deafblindness, sensory loss and intervenor services including a minimum of 30 hours of theory-based learning.

Or

Mentoring and/or job shadowing for a minimum of 30 hours with a CDBIS certified professional.

Plus

**Practical Work Experience:**

2500 hours of practical work experience in intervenor services for individuals who are Deafblind in the most recent 5 years which can include supervisory experience, field placements and mentoring/coaching of intervenors.

**Note:** that the 30 hours of mentoring and/or job shadowing as required in the training component above does **not** count toward the 2500 hours.

**Documentation Required:**

1. Employer Training Verification Form Checklist evidencing how the Body of Knowledge Domain learning has been met to include any online course completion certifications if online training was included
2. Practical Work Experience Evaluation Form
3. Strong Letter of Recommendation from employment supervisor
4. Signed Code of Ethics form

**Category 3**

**Education:**

A minimum of 1-year post-secondary certificate in a social services field such as American Sign Language Certificate, American Sign Language (ASL) and Deaf studies Certificate, Personal Support Worker (PSW) Certificate, Communicative Disorders Assistant (CDA) and Human Services Certificate.

**Training:**

Agency/organization training or online training specific to the field of Deafblindness, sensory loss and intervenor services including a minimum of 30 hours of theory-based learning.

Or

Mentoring and/or job shadowing for a minimum of 30 hours with a CDBIS certified professional.

Plus

**Work Experience:**

2500 hours of practical work experience in intervenor services for individuals who are Deafblind in the most recent 5 years which can include supervisory experience, field placements and mentoring/coaching of intervenors.

**Note:** that the 30 hours of mentoring and/or job shadowing as required in the training component above does **not** count toward the 2500 hours.

**Documentation Required:**

1. Employer Training Verification Checklist Form evidencing how the Body of Knowledge Domain learning has been met to include any online course completion certifications if online training was included
2. Employer Letter of Verification of the 30 hours of mentoring/job shadowing
3. Practical Work Experience Evaluation Form
4. Strong Letter of Recommendation from employment supervisor
5. Signed Code of Ethics form

**Category 4**

**Education:**

High School Diploma

**Training:**

Agency/organization training or online training specific to the field of Deafblindness, sensory loss and intervenor services including a minimum of 30 hours of theory-based learning.

Plus

Mentoring and/or job shadowing for a minimum of 30 hours with a CDBIS certified professional.

**Work Experience:**

2500 hours of practical work experience in intervenor services for individuals who are Deafblind in the most recent 5 years which can include supervisory experience, field placements and mentoring/coaching of intervenors.

**Note:** that the 30 hours of mentoring and/or job shadowing as required in the training component above does **not** count toward the 2500 hours.

**Documentation Required:**

1. Employer Training Verification Checklist Form evidencing how the Body of Knowledge Domain learning has been met to include any online course completion certifications if online training was included
2. Employer Letter of Verification of the 30 hours of mentoring/job shadowing
3. Practical Work Experience Evaluation Form
4. Strong Letter of Recommendation from employment supervisor
5. Signed Code of Ethics form

**Recertification**

**CDBIS Applicants** for Recertification must accrue **80 points** to recertify **every 4 years**, review categories below. Verification of completion is required for accomplishments listed below for all categories. Download the CDBIS Recertification Points Form for the verification requirements and process for all categories.

**Category One: Continuing Education - 20 POINTS MINIMUM**

**20 points mandatory. The content must be related to the CDBIS Body of knowledge.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** |  | **Time** | **Value** |
| Workshops, Seminars, Conferences, Webinars, Training ( in person/on-line) |   | 1 hour | 1 point |
| University/College Courses (including independent study/on-line, distance learning) |   | 1 semester credit = 1 quarter credit =  | 15 points 10 points |
| CEU by transcript or certificate of completion) |   | 1 CEU = 10 hours | 10 points |

**Category Two: Professional Experience (up to 60 Points Maximum)**

|  |  |  |
| --- | --- | --- |
| **Description** | **Time** | **Value** |
| Professional (paid experience as:* Direct Service Provider (intervenor)
* Supervisor, Manager
* Administrator (facilitator, project lead)
* Consultant
* Instructor: field related

Volunteer experience i.e. at afield related conference, direct service as an intervenor i.e. Deaf/Deafblind camp | 300 hours (over the 4 years)          3 hours =   |  40 points\* credit of points can only be used once, to a maximum of 40 points       2 points Up to 40 points maximum |

**Category Three: Publications and Presentations**

|  |  |
| --- | --- |
| **Description** |  **Value** |
| Blog post - i.e. intervenor agency website blog, Intervenor Organization of Ontario, Deafblind International (intervenor or Deafblind related content)  | 2 points per post, max 20 points |
| Webinar or Podcast – each 1 hour | 2 points, max 20 points |
| Organization/agency newsletter article (Peer reviewed or edited) | 2 points per submission |
| National/International Publication article (Peer reviewed or edited) | 4 points per submission |
| Community presentation  | 2 points per hour  |
| Lecturing/guest speaker for college/university courses  | 4 points per hour |
| Published research abstract | 4 points |
| Presentation at professional conference/CE program | 2 points per hour |
| Published journal or published book reviews | 10 points |
| Journal Articles: peer-reviewed, original research Journal Articles: peer-reviewed, publication on practice Journal Articles: not peer-reviewed | 25 points 20 points5 points |
|   |   |

Textbook – Content Chapter 20 points

The completion of the following comprehensive accomplishment would supersede the necessary points required in category one.

|  |  |
| --- | --- |
| Textbook Author – Peer reviewed | 80 points |

**Category Four: Professional Services:**

|  |  |  |
| --- | --- | --- |
| **Description** | **Time** | **Value** |
| International, national or local chapter board chair, committee chair or officer | 1 year of service (minimum two meetings per year) | 15 points |
| ACVREP Subject Matter Expert (SME) Committee Member | 1 hour | 2 points |
| Contributing author: ACVREP sanctioned Certification Examination Study Guide | 1 hour | 2 points |
| International, national or local board member or committee member | 1 year of service | 10 points |
| Service on any committee in a facility | 1 year of service (minimum five meetings per year) | 5 points |
| Practicum, internship, mentorship or supervisor programs for students or entry level professionals | 1 hour | 1 point |
| Member of a community practice (for example the Community of Practice in Deafblindness (CoPD).  | 1 year of membership | 1 point |
| Member of a professional intervenor organization (for example the Intervenor Organization of Ontario). CDBIS are strongly encouraged to maintain membership in a professional organization in the field and be engaged in its activities | 1 year of membership | 2 points |