

Intervener Code of Ethics

Just as with other disciplines, interveners must demonstrate knowledge and skill competencies that are directly linked to working with students who are deafblind. In addition to these competencies, interveners must believe in and adhere to a Code of Ethics that demonstrate the intervener's respect for the student who is deafblind, the educational team, and the family.

In relationship to the student who is deafblind, the intervener should:

- Have an unconditional belief in and respect for the student who is deafblind.
- Develop a trusting, interactive relationship with the student who is deafblind that promotes social and emotional well-being.
- Honor the personality, preferences, culture, and gifts of the student who is deafblind.
- Respect the right of the student who is deafblind to communicate (e.g., behaviors, forms, methods) and work diligently to respond positively, appropriately, and consistently to his/her communication behaviors.
- Promote the personal development and self determination of the individual who is deafblind by:
 - Facilitating the student's interaction with people in the environment (acting as a bridge, not a barrier).
 - Facilitating independence rather than dependence (doing with – not for).
 - Providing opportunities for the student to solve problems and make decisions and choices.
- Feel comfortable working with a student who uses touch for learning and communication.
- Respect the dignity of the student who is deafblind by not discussing him/her in front of others without including him/her in the conversation.

As a member of an educational team, the intervener should:

- Promote the health, safety, and well-being of the student who is deafblind and be vigilant in identifying, discussing with others, and reporting any situation in which the student is at risk for abuse, neglect, exploitation, or harm.
- Maintain confidentiality about all personal information, assessment results, medical history, and any other records concerning students and their families.
- Discuss confidential school issues only with appropriate school personnel.

- Communicate and problem-solve with the IEP team about the student's needs as appropriate.
- Consult with team members when unsure of the appropriate course of action, in order to support the student who is deafblind.

In relationship to family members, the intervener should:

- Respect individual differences among students, their families, and school/agency personnel.
- Pursue opportunities, according to agreed upon methods or guidelines, to communicate with family members about the progress and concerns regarding the student who is deafblind.
- Demonstrate appropriate conduct in interacting with family members at both home and school.
- Refer concerns expressed by parents to the supervising teacher.

With respect to the intervener's practice, the intervener should:

- Follow the chain of command established by the school district to address policy questions, system issues, and personnel practices.
- Abide by school district policies, school rules, and team guidelines.
- Use the district grievance procedures when problems cannot be resolved.
- Be aware of and practice the guidelines of ethical conduct approved by the school district/agency or state guidelines for education and/or human services personnel.
- Understand district policy and procedural safeguards regarding behavior management and discipline of students.
- Know the district's regulations regarding emergencies.
- Be conscious of his/her personal values and how they influence professional decisions.
- Assume responsibility and accountability for decisions and actions.
- Practice responsible work habits.
- Pursue information and resources as needed and appropriate.
- Participate in continuing professional development.

Alsop, L., Robinson, C., Goehl, K., Lace, J., Belote, M., & Rodriguez-Gil, G. (2007). *Interveners in the classroom: Guidelines for teams working with students who are deafblind*. Logan, UT: SKI-HI Institute.