

## The Use of Interveners

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### What is an Intervener?

An intervener is a trained individual who has knowledge and skills related to deaf-blindness; and provides a one-to-one direct support to a learner who is deaf-blind at school, home and in the community.

The need for an intervener and the level of support the learner needs to participate effectively in his or her environment are determined through the IFSP or IEP process.

### Importance of an Intervener for a Child who is Deaf-Blind:

Deaf-blindness creates very unique and complex challenges caused by the concomitant effect of both vision and hearing loss. These challenges are mainly in the area of communication, concept development and social and emotional development. An intervener responds to these challenges by serving as a link between the learner and his or her world, and by helping to expand it.

### Role of an Intervener:

- ❖ Facilitate the process of accessing information usually gained through vision and hearing.
- ❖ Facilitate the development of the learner's receptive and expressive communication.
- ❖ Promote a trusting and secure relationship with the learner and with the other people in the learner's world.

### Intervener's Responsibilities:

- ❖ Provide direct support to the learner.
- ❖ Work cooperatively with family members and a variety of direct service providers and consultants including: classroom teachers, deaf and hard of hearing specialists, vision specialists, speech and language therapists, occupational and physical therapists, orientation and mobility instructors, inclusion specialists, and others.
- ❖ Follow the learner's IEP goals.
- ❖ Follow adaptations and instructional techniques suggested by the learner's educational team.
- ❖ Be proficient in the learner's communication system.

*Fact sheets from California Deaf-Blind Services are to be used by both families and professionals serving individuals who are deaf-blind. The information applies to students 0–22 years of age. The purpose of the fact sheet is to give general information on a specific topic. More specific information for an individual student can be provided through individualized technical assistance available from CDBS. The fact sheet is a starting point for further information.*

### **Intervener's Responsibilities (continued):**

- ❖ Create instructional materials as needed.
- ❖ Keep a daily record of the learner's work at school.
- ❖ Facilitate the communication between home and school.
- ❖ Participate in the learner's IEP and other team meetings.
- ❖ Participate in the learner's assessment.
- ❖ Participate in trainings related to deaf-blindness.

### **Work Attitudes:**

- ❖ Set high expectations of the learner, and demonstrate a commitment to helping the learner reach his or her highest potential.
- ❖ Demonstrate respect for the learner and his or her capacity for learning.
- ❖ Follow team decisions and procedures.
- ❖ Accept and use constructive feedback.
- ❖ Show interest in developing additional skills and knowledge.