

INTERVENER SERVICES AND INTERVENERS IN EDUCATIONAL SETTINGS

Definition

Interveners, through the provision of intervener services, provide access to information and communication and facilitate the development of social and emotional well-being for children who are deaf-blind. In educational environments¹, intervener services are provided by an individual, typically a paraeducator, who has received specialized training in deaf-blindness and the process of intervention. An intervener provides consistent one-to-one support to a student who is deaf-blind (age 3 through 21) throughout the instructional day.

Working under the guidance and direction of a student's classroom teacher or another individual responsible for ensuring the implementation of the student's IEP, an intervener's primary roles are to (Alsop, Blaha, & Kloos, 2000):

- provide consistent access to instruction and environmental information that is usually gained by typical students through vision and hearing, but that is unavailable or incomplete to an individual who is deaf-blind;
- provide access to and/or assist in the development and use of receptive and expressive communication skills;
- facilitate the development and maintenance of trusting, interactive relationships that promote social and emotional well-being; and,
- provide support to help a student form relationships with others and increase social connections and participation in activities.

Teaming

An intervener does not work in isolation. Instead, he or she:

- participates as an active member of the student's educational team,
- attends and participates in IEP meetings,
- attends regularly scheduled planning and feedback meetings with the teacher and other team members,
- is actively supervised and supported by the classroom teacher and other professionals responsible for the child's IEP, and
- receives ongoing support from professional educators with expertise in deaf-blindness.

Training

In the absence of specific state standards to the contrary, training programs should comprehensively model the Council for Exceptional Children's (2009) "Specialization Knowledge and Skill Set for Paraeducators Who Are Interveners for Individuals with Deaf-

Blindness.” These standards should be used by all programs that train paraeducators to be interveners.

¹ Although this definition focuses on intervener services in educational settings for students 3–21, it is important to note that interveners also provide services to individuals in early intervention and community settings.

References

Alsop, L., Blaha, R., & Kloos, E. (2000). *The Intervener in early intervention and educational settings for children and youth with deafblindness*. Monmouth, OR: Western Oregon University, Teaching Research, National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind.

Council for Exceptional Children. (2009). Specialization knowledge and skill set for paraeducators who are interveners for individuals with deaf-blindness. *What every special educator must know: Ethics, standards, and guidelines*, 6th ed., pp. 195-201. Arlington, VA: CEC.

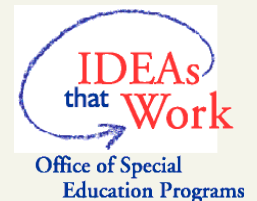
Additional references and information about the process used to develop this definition can be found in the following report:

National Center on Deaf-Blindness. (2013). *Definition of intervener services and interveners in educational settings: Technical report*. Available at <http://documents.nationaldb.org/Intervener%20Services%20Definition%20Technical%20Report.pdf>



National Center on Deaf-Blindness (NCDB)
Intervener Services Initiative
nationaldb.org/pages/show/intervener-services-initiative

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