

Intervener Services

Intervener Services are defined as follows:

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 environments, 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:

- 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.

Training Opportunity - Open Hands, Open Access (On-line deaf-blindness modules)

CAYSI is happy to partner with other southeastern deaf-blind projects to offer an opportunity for teachers, paraprofessionals and family members to learn about deaf-blindness!

The Open Hands Open Access (OHOA) Deaf-Blind Intervener Learning Modules are a national resource designed to increase awareness, knowledge, and skills related to intervention for students who are deaf-blind and are being served in educational settings (ages 3 through 21). The module content was created by a diverse group of experts in the field of deaf-blindness including state and national deaf-blind project staff, parents of children who are deaf-blind, higher education faculty, teachers, educational interpreters, and interveners. Each module includes a variety of accessible videos, photographs, slide presentations, and learning activities to help participants understand the impact of combined vision and hearing loss on learning, become aware of best practice strategies for working with these children, and to introduce the



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role of an intervener in educational settings.

The modules will open for participants in February and be open for 6 weeks. You should be able to complete a module in a 2-week time span, spending about 2 hours per week. There will be two group web-conference sessions, one at the beginning and one at the end of the course. The rest of the work is done at your own pace.

No grades are given for the modules, but the reflection journal for each module must be turned in if participants want professional learning credit from their state deaf-blind project. A facilitator will respond to participants' comments and questions through discussion board and email.

- Module 1: An Overview of Deaf-Blindness and Instructional Strategies
- Module 2: The Sensory System, the Brain, and Learning
- Module 3: The Role of the Intervener in Educational Settings

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