



## Intervener Services for Students Who Are Deafblind

Deafblindness can severely limit access to visual and auditory information that forms the basis for learning and communication, and this creates real challenges for educational systems. Intervener services can help meet the challenges of providing students with access to communication and information they are unable to gather via vision and hearing. As such, they help provide students who are DeafBlind with a free and appropriate education in the least restrictive environment possible.

### What is an Intervener?

An intervener has specialized training in providing one-to-one support for students who are DeafBlind in the following areas:

- Helping them gain access to information and communication in the classroom
- Facilitating their social development and emotional well-being
- Supporting their communication and concept development

An intervener is a member of the student's educational team, working under a classroom teacher's direction. In the United States, state DeafBlind projects and university certificate programs are the primary sources of intervener training. Coaching and supervision, in addition to coursework, are essential.

Interveners are not necessarily appropriate for every child who is DeafBlind. As with any related service, IEP teams review evaluation data to determine a child's needs. The [\*IEP Team Discussion Guide: Are Intervener Services Appropriate for Your Student With Deaf-Blindness?\*](#)

([www.nationaldb.org/media/doc/Intervener\\_Services\\_IEP\\_Team\\_Discussion\\_Guide.pdf](http://www.nationaldb.org/media/doc/Intervener_Services_IEP_Team_Discussion_Guide.pdf)) can be a helpful resource for the team. The National Center on Deafblindness has a wealth of additional resources on interveners at <https://www.nationaldb.org/national-initiatives/iqp/intervener-tools/>.

### Learn More: Contact Illinois DeafBlind Project

818 DuPage Blvd, Glen Ellyn, IL 60137 [philiprockcenter.org/ILDBP](http://philiprockcenter.org/ILDBP) 630-790-2474  
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