

Open Hands, Open Access: Deaf-Blind Intervener Learning Modules

# The Role of Interveners in Educational Settings Accessibility Document

**Note: You will need to be logged into the Moodle site in order to download some of the needed documents for this module.**

## WELCOME

**Learning Outcomes**

* Be able to explain the role of an intervener.
* Understand the Principles of Intervention.
* Be able to describe intervention as team process.
* Be aware of basic team dynamics.

[Intervener Journal Module 3](https://moodle.nationaldb.org/mod/resource/view.php?id=1321) (word)

[Module 3 Tipsheet](https://moodle.nationaldb.org/mod/resource/view.php?id=1614) (pdf)

[Module 3 Outline](https://moodle.nationaldb.org/mod/resource/view.php?id=1615) (pdf)

[Module 3 CEC Competencies Sheet](https://moodle.nationaldb.org/mod/resource/view.php?id=915) (pdf)

[Module 3 Suggested Rubric](https://moodle.nationaldb.org/mod/resource/view.php?id=23038) (pdf)

News forum (You must access the News Forum from within online course)

[CEC Standards and Content Alignment by Module](https://moodle.nationaldb.org/mod/page/view.php?id=50281) (word)

## INTRODUCTION (10 MINUTES)

Let’s get started! Click on the link to watch a 2-minute video called “Children Who Are Deaf-Blind.”

**Image:** a woman and an adolescent boy names Jarvis. They are using tactile signing.

**Video:** [Children who are Deaf-Blind](https://youtu.be/uvg1KlNQfXQ)

### Described Video: [Children who are Deaf-Blind](http://youdescribe.org/player.php?v=uvg1KlNQfXQ&amp;prefer_d=amandama)

## INQUIRY CHALLENGE (50 MINUTES)

**Step 1:** Watch the following 3-minute video called “Interveners at Work.”

**Step 2:** Open your intervener journal for Module 3 and respond to the Inquiry Challenge Questions. You may also want to record any other thoughts or impressions you have about this video. You will add to these responses at the end of the module. **Image:** a young woman standing in front of a bicycle with an open backpack.

**Video:** [Interveners and Students Working Together - Module 3](http://www.youtube.com/watch?feature=player_embedded&amp;v=aKIXMD3NQIA)

### Described Video: [Interveners and Students Working Together - Module 3](http://youdescribe.org/player.php?v=aKIXMD3NQIA&amp;prefer_d=katpeters)

**Takeaway:** This video montage provides further insight into the role of the intervener. The assignment offers an opportunity to reflect on your understanding of the role of an intervener, and the process of intervention, prior to learning the content of the module.

## LEARNING ACTIVITY 1: THE MEANING OF “INTERVENER” (60 MINUTES)

**Step 1:** Watch the slide presentation “What is an Intervener?”

**Step 2:** Watch the slide presentation “Interveners at Work.”

**Step 3:** Watch the slide presentation “Lessons Learned about the Role of the Intervener for Academic Students.”

**Step 4:** Read the articles “Comparison of Interveners and Paraprofessionals” by Alsop, et al. and “What’s My Role” by Morgan.

**Step 5:** Read “Intervener Services and Interveners in Educational Settings: Definition.”

**Step 6:** Participate in Learning Activity 1 Discussion Board.

### [Slide Presentation “What is an Intervener?”]

**Slide 1:** What Is an Intervener?

**Image:** A boy sits almost all the way laying down in a netted hammock hung from the ceiling. His intervener peaks her head in between the hammock. The boy and his intervener smile at the camera.

**Slide 2:** An Intervener is someone who…

Believes and expects that, with the right information, provided in a way that the student understands, he or she WILL LEARN.

Source: Monaco & Ramey, 2004

**Image:** An intervener rests on her knees while the student stands and copies the interveners signs. The boy is standing about a book of symbols.

**Slide 3:** An Intervener is someone who…

Offers access to and inclusion in the world

Reduces the isolation of deaf-blindness using strategies individualized for their student

Fosters meaningful participation and engagement in activities

Expands upon and clarifies information

Supplies incidental information

Facilitates learning

Seizes opportunities to expand concept and skill development

**Image:** A teen boy sits looking at a computer with his hand on an open small book.

**Slide 4:** An Intervener is someone who…

Develops a bond and fosters a trusting relationship

Decreases the anxiety of the student

Encourages interaction and opportunities to socialize with peers and adults

Supports independence and self-determination

**Image:** A boy sits in the lap of his intervener. The boy puts his hands on top of hers and makes direct eye contact.

**Slide 5:** An Intervener is someone who…

Facilitates effective expressive and receptive communication with classmates, adults, and family members

Is a motivating and trusted partner

Responds to all communication attempts

Provides consistency and allows for anticipation

Seeks to do WITH, not for

**Image:** Two women sit on either side of the image. A boy sits in front of the woman on the right and has a large yellow ball in his hands. The woman on the left holds her hands out as if to catch the ball.

**Slide 6:** An Intervener is someone who…

…makes a difference!

Caroline describes the difference interveners have made for her daughter.

**Video:** [Caroline See Intervention Action](http://www.youtube.com/watch?feature=player_embedded&amp;v=CD-eXV1sFOY)

**Slide 7:** Patti describes the different that interveners have made in her son, Hunter’s, life.

**Video:** [Patti Eyes Ears](http://www.youtube.com/watch?feature=player_embedded&amp;v=LeYbd4fY1Aw)

**Slide 8:** Johanna, a teacher of deaf-blind students, talks about the importance of interveners.

**Video:** [Johanna Isolation](https://youtu.be/FW8Fr3SuQ3Y)

**Slide 9:** An Intervener is someone who…

Patient

Responsive

Intuitive

Caring

Flexible

Self-motivated

Energetic

Persistent

Assertive

**Image:** Two women kneel on a section of pink foam and a trash bag which lay on the soil outside of a greenhouse. The student and communication partner tactically explore a garden tool.

**Slide 10:** Separating Myths from Facts Myths about interveners:

They hinder the student’s ability to connect and interact

They create dependence

They are the same as an aide or a paraprofessional Facts about Interveners:

They provide a necessary bridge to the world

They promote independence by doing “with, not for”

They are trained in deafblindness, so have specialized knowledge and skills Source: Alsop, et al., 2012, p.13

**Slide 11:** Responsibilities

While the role of the intervener is consistent internationally, his or her responsibilities while working at a school will vary slightly from place to place.

**Image:** a woman and a young girl, sitting by a stream. The woman is holding a salamander and the girl is looking at it and touching it.

**Slide 12:** Key Items to Remember

Students who are deaf-blind become dependent on the INFORMATION provided, *not on the intervener*

The *need for information* will not decrease over time, though the *type of information needed* will evolve with the changing needs of the student.

**Image:** A student and her intervener take a selfie together. The two smile to the camera.

**Slide 13:** ER… or… OR??

As you do your reading and research, you will encounter two different spellings:

In the United States, intervener is spelled with an “er.”

In Canada, intervenor is spelled with an “or.”

**Image:** A boy sits in a blue chair as his intervener leans into the image.

**Slide 14:** To Learn More

Continuing education is a critical piece of being an intervener. These modules are an important step.

Learn more about what it means to be an intervener by exploring [www.intervener.org](http://www.intervener.org/) and [http://www.nationaldb.org](http://www.nationaldb.org/)

**Slide 15:** OHOA Deaf-Blind Intervener Learning Modules

A national resource designed to increase awareness, knowledge, and skills related to the process of intervention for students who are deaf-blind. Developed by National Center on Deaf-Blindness.

[Partners and Contributors](file:///C:\My%20Documents\Dropbox%20(NCDB)\OHOA%20Modules%20files\Modules\Module%203\New%20Accessbility%20Document\nationaldb.org\ohoamoodle\contributors.html)

For more information, contact NCDB at [info@nationaldb.org](mailto:info@nationaldb.org).

The contents of this presentation were developed under a grant from the U.S. Department of Education #H326T130013. However, those contents do not necessarily represent the policy of The Research Institute, nor the US Department of Education, and you should not assume endorsement by the Federal Government.

Project Officer, Jo Ann McCann.

**Image:** Open Hands Open Access Deaf-Blind Intervener Learning Modules Logo

**Image:** The National Center on Deaf-Blindness Logo, IDEAs logo, and TA&D Network Logo

**[End of Slide Presentation]**

### [Slide Presentation “Interveners at Work”]

**Slide 1:** Interveners at Work

This presentation shows three interveners working with children who are deaf-blind.

**Image:** A child signs the letter R and another set of hands adjust their formation of the letter.

**Slide 2:** Ducks in the Pool

Helping a child to experience the world

Concept development: A student learns about ducks

Hand-under-hand learning

**Slide 3:** Ducks in the Pool

**Video:** [Baby Ducks Swim](http://www.youtube.com/watch?feature=player_embedded&amp;v=yHsblG_hMa8)

### Described Video: [Baby Ducks Swim](http://youdescribe.org/player.php?v=yHsblG_hMa8&amp;prefer_d=katpeters)

**Slide 4:** Morning Routine

* + Intervener helps a student to comb her hair
  + Techniques shown
  + Modeling
  + Waiting
  + Doing with, not for
  + Not forcing

**Slide 5:** Morning Routine

**Video:** [Lauren's morning routine at school](http://www.youtube.com/watch?feature=player_embedded&amp;v=WNHJnUIGQ_U)

### Described video: [Lauren's morning routine at school](http://youdescribe.org/player.php?v=WNHJnUIGQ_U&amp;prefer_d=katpeters)

**Slide 6:** Christopher and Luis at Christopher’s Locker

* + Luis became Christopher’s intervener in February of Christopher’s 6th grade school year
  + This was Luis’s first experience as an intervener

**Slide 7:** Locker Routine

**Video:** [Intervener student relationship for 3 years during locker routine](http://www.youtube.com/watch?feature=player_embedded&amp;v=hKJQjFcPJ8w)

### Described Video: [Intervener student relationship for 3 years during locker routine](http://youdescribe.org/player.php?v=hKJQjFcPJ8w&amp;prefer_d=katpeters)

**Slide 8:** 6th Grade

* Learning to communicate
* Christopher’s new experiences
  + Having his own locker
  + Carrying his own backpack
* Establishing trust
* Promoting independence

**Slide 9:** 7th Grade

* A stronger bond develops between Christopher & Luis
* Using a calendar system & tactile symbols
* Encouraging, but not forcing
* Consistent routines

**Slide 10:** 8th Grade

* + A strong & trusting bond has been established
  + Christopher wears his backpack!
  + Expanded use of calendar system & symbols
  + Improved communication
  + A comfortable and familiar routine promotes learning & confidence

**Slide 11:** “How Bond Developed”

**Video:** [How Bonds Develop](http://www.youtube.com/watch?feature=player_embedded&amp;v=t7c8vm1yCm4)

**Slide 12:** OHOA Deaf-Blind Intervener Learning Modules

A national resource designed to increase awareness, knowledge, and skills related to the process of intervention for students who are deaf-blind. Developed by National Center on Deaf-Blindness.

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**Image:** Open Hands Open Access Deaf-Blind Intervener Learning Modules Logo

**Image:** The National Center on Deaf-Blindness Logo, IDEAs logo, and TA&D Network Logo

**[End of Slide Presentation]**

### [Slide Presentation “TSBVI Lessons Learned About the Role of the Intervener”]

**Slide 1:** Adapted from: “What Works in Texas” TSBVI Outreach Programs

**Image:** A gold star is surrounded by in red by Texas School for the Blind and Visually Impaired. Under the star the letters TSBVI in braille and TSBVI Outreach in large letters along the bottom.

Lessons Learned about the Role of the Intervener for Academic Students Presented by

Robbie Blaha, M.Ed. Chris Montgomery, M.Ed. Edgenie Bellah, M.Ed.

**Slide 2:** Our Student, Jessy

* + 15 years old in 8th grade.
  + Bilateral sensorineural hearing loss.
  + Retinitis Pigmentosa resulting in progressive tunnel vision.
  + Communication Modes:
    - Speech
    - Sign
    - Fingerspelling
    - Total Communication

**Image:** Teenage Jessy in a blue shirt smiles at the camera while taking a picture of himself. Jessy has no atypical features and has sunglasses on top of his head.

Texas School for the Blind and Visually Impaired Outreach Program [http://www.tsbvi.edu](http://www.tsbvi.edu/) / / 1100 W. 45th St., Austin, TX 78756 Copyright TSBVI 2009. All rights reserved

**Image:** A gold star is surrounded by in red by Texas School for the Blind and Visually Impaired. Under the star the letters TSBVI in braille and TSBVI Outreach in large letters along the bottom.

**Slide 3:** Jessy’s Life Before an Intervener Jessy’s Educational Team Ensured That He Had:

* Well Designed Program
* State of the Art Technology
* CCTV
* Personal Computer Magnifiers
* Cochlear Implant
  + FM system
  + Microphone for the Teacher
* Educational Interpreter Services
* IEP Accommodations
* Reduced Assignments
* Daily Study Hall with the Teacher of the HI

**Image:** Jessy sitting at a desk in a classroom using a laptop to enlarge his interpreter. **Image:** A collection of 9 different hearing assistive devices labeled A to I. A is a hearing loop system. B is a set of small on-ear headphones. B is a set of large over-ear headphones. D is small in-ear earbuds connected by a hand band. E is a single headphone speaker with a loop to hang it on an ear. F is small in-ear earbuds connected by cord. G is a single in-ear earbud. H is two tips for in-ear earbuds. I is a set of in-ear earbuds connected by a headband.

**Image:** The side of a child’s head wearing cochlear implant. Hanging on the child’s ear is the microphone and sound processor (similar looking as a hearing aid). Attached to the child’s head is a round flat disk.

Texas School for the Blind and Visually Impaired Outreach Program [http://www.tsbvi.edu](http://www.tsbvi.edu/) / / 1100 W. 45th St., Austin, TX 78756 Copyright TSBVI 2009. All rights reserved

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**Slide 4:** How it Worked for Jessy Jessy knew WHEN and HOW to use:

* Every piece of technology
* Interpreter services

Yet, despite best efforts, Jessy was:

* “Not demonstrating academic progress”
* Showing signs of the emotional toll of his efforts to keep up
  + Frustrated
  + Overwhelmed

**Slide 5:** Before: The Wicked Problems

* It was not feasible for Jessy to:
* Coordinate the use of technology in real time situations
* Have a cohesive experience of the lesson
* The Interpreter couldn’t do her job
* Jessy came in with a different base of experiences and knowledge because of his deafblindness

**Slide 6:** After: The Solutions

* Jessy’s team decided to use the intervener model to **facilitate the access of information:**
* Provide “real time” coordination of technology
* Information is cohesive rather than fragmented
* Do timely comprehension checks
* See what Jessy missed or misunderstood in each lesson as the class progresses
* Make sure directions and concepts are understood
* Re-teach or reinforce concepts
* Re-establish benefit or during Study Hall
* Provide ongoing important environmental information Texas School for the Blind and Visually Impaired Outreach Program [http://www.tsbvi.edu](http://www.tsbvi.edu/) / / 1100 W. 45th St., Austin, TX 78756

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**Slide 7:** After: The Solution

* The Intervener supported an effective **Interpreter Model:**
  + Interpreter:
    - Interpreting the instructor's lecture for both students
    - Facilitate interaction with the instructor for Jessy’s specific questions
  + Intervener:
    - Everything Else
      * Sharpen Pencil
      * Do Comprehension Checks
      * Etc.

**Image:** Jessy sitting at a desk in a classroom using a laptop to enlarge his interpreter. Texas School for the Blind and Visually Impaired Outreach Program [http://www.tsbvi.edu](http://www.tsbvi.edu/) / / 1100 W. 45th St., Austin, TX 78756

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**Image:** A gold star is surrounded by in red by Texas School for the Blind and Visually Impaired. Under the star the letters TSBVI in braille and TSBVI Outreach in large letters along the bottom.

**Slide 8:** Meet Jessy and His Team

**Image:** Teenage Jessy in a blue shirt smiles at the camera while taking a picture of himself. Jessy has no atypical features and has sunglasses on top of his head

**Image:** Graham, Jessy’s intervener is leaned back in a chair with his hands in motion. He has short brown hair and is wearing a red printed shirt that reads “Bastrop”.

**Image:** Melody, Jessy’s mom, sits upright in mid speech. She has shoulder length blond hair and is wearing a black and white printed shirt.

**Image:** Anna, Jessy’s interpreter, is sitting upright in mid speech with her hands in motion. She as blond hair that hangs a little past her ears. She is wearing a monotonic gray suit.

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**Slide 9:** After: The Solution

* The intervener supports Jessy with:
* Concept development
* Incidental learning

**Image:** Jessy and his intervener sitting at a desk in a classroom, looking at an assignment. In front of Jessy is a computer open.

Texas School for the Blind and Visually Impaired Outreach Program [http://www.tsbvi.edu](http://www.tsbvi.edu/) / / 1100 W. 45th St., Austin, TX 78756 Copyright TSBVI 2009. All rights reserved

**Image:** A gold star is surrounded by in red by Texas School for the Blind and Visually Impaired. Under the star the letters TSBVI in braille and TSBVI Outreach in large letters along the bottom.

**Slide 10:**

**Video:** [Jessy's team and the role of the intervener](http://www.youtube.com/watch?feature=player_embedded&amp;v=5ASqlcSzOIE)

### Described Video: [Jessy's team and the role of the intervener](http://youdescribe.org/player.php?v=5ASqlcSzOIE&amp;prefer_d=katpeters)

Adapted from: “What Works in Texas”

Presented by: Robbie Blaha, M.Ed.

Christ Montgomery, M. Ed. Edgenie Bellah, M. Ed.

**Slide: 11:** OHOA Deaf-Blind Intervener Learning Modules

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**Image:** Open Hands Open Access Deaf-Blind Intervener Learning Modules Logo

**Image:** The National Center on Deaf-Blindness Logo, IDEAs logo, and TA&D Network Logo

**[End of Slide Presentation]**

[[Readings] Articles by Alsop, et al., and Morgan](https://moodle.nationaldb.org/mod/folder/view.php?id=442)

[[Reading] Intervener Services and Interveners in Educational Settings: Definition](https://moodle.nationaldb.org/mod/url/view.php?id=4749)

[Discussion Board] Learning Activity 1: Intervener Role Compared to Paraprofessionals and Interpreters Forum (You must access the Discussion Board from within online course)

**Takeaway:** The content and assignments in the learning activity explain the role of intervener in educational settings.

## LEARNING ACTIVITY 2: SIMULATION EXPERIENCES (60 MINUTES)

Step into the shoes of someone else for a few minutes. What is it like, even for a few moments, to do everyday activities as a person who is temporarily deaf-blind?

**Step 1:** Read the “Module 3 Simulation Instructions” and do simulations 1 and 2 as directed.

**Step 2:** Complete the "Think-Reflect-Pair and Share" assignment and submit below. T[he sample Think-Reflect-Pair and Share Form](https://moodle.nationaldb.org/mod/resource/view.php?id=441) provides an example and you can use it to collect your own information.

[Module 3 Simulation Instructions](https://moodle.nationaldb.org/mod/resource/view.php?id=439)

[Sample Think-Reflect-Pair and Share Form](https://moodle.nationaldb.org/mod/resource/view.php?id=441)

Submit Think-Reflect-Pair-Share Assignment. (You must submit your assignment from within online course.)

**Takeaway:** The simulation provides a deeper understanding of both the impact of deaf-blindness and the importance of intervention for learners who are deaf-blind.

## LEARNING ACTIVITY 3: THE PRINCIPLES OF INTERVENTION (90 MINUTES)

Congratulations on making progress in the module!

As you have been learning, interveners have a very specific role in providing access and support to a student who is deaf-blind. Now you will learn about the principles of intervention and take a trip with Jarvis to the drum store.

**Step 1:** Watch the video “Principles of the Concept of Intervention.” Get ready for plenty of examples and take notes!

**Video:** [Module 3 Intervention Principles](http://youtu.be/PTOKriVLt2o)

### Video visual description transcript: [Module 3 Intervention Principles](https://docs.google.com/document/d/1O8p5nEXqATBOX5aNNAdtKEhWWs2PtJuBcvfOc4%20%20hIAsY/edit?usp=sharing)

[[Reading] Principles of Intervention](https://moodle.nationaldb.org/mod/resource/view.php?id=15536)

### Step 2: Take the Video Analysis Quiz. (You must take the quiz from within online course.)

**Image:** a woman and an adolescent boy named Jarvis. They are signing.

**Takeaway:** The content and assignments provide a rich opportunity to learn about the Canadian Principles of Intervention.

## LEARNING ACTIVITY 4: INTRODUCTION TO TEAM PROCESS AND MODULE REVIEW (60 MINUTES)

**Step 1:** Watch the slide presentation “Intervention is a Team Process.”

**Step 2:** Take a bit of time to review your notes from the presentations, readings, and videos.

**Step 3:** Take the open-note quiz that covers all of the module content.

[Quiz] Comprehensive Review (You must take the quiz from within online course.)

### [Slide Presentation “Intervention is a Team Process”]

**Slide 1:** Intervention Is a Team Process

Adapted with permission from a presentation by Susan Edelman, of the Vermont Sensory Access Project, and Sam Morgan, of the New York Deaf-Blind Collaborative

**Image:** An illustrated image of figures in a huddle. Each figure is a different color.

**Slide 2:** Intervention: Definition

* “Intervention” means to go between or mediate between. It is the process that allows an individual who is deaf-blind to receive non-distorted information so that he can interact with his environment.
* Intervention is information.
* It is access to what is happening.
* It looks different for every person who receives it.
* Intervention, as a means of meeting the needs of a person who is deaf-blind, began in Canada as a result of the work of Jacquie and John McInnes.

**Slide 3:** Carolyn Monaco of George Brown College in Canada describes the importance of deaf-blind intervention

**Video:** [Carolyn](http://www.youtube.com/watch?v=EyH_ZXAFvGE)

**Slide 4:** Key Points

* An intervener is a person. Intervention is a process. It should be provided by a whole TEAM, not just one person on the team.
* Changes in staff will happen. To minimize the disruptive effects of staff turnover, take steps to insure that the skill set of the person leaving and the person being hired are comparable.
* Training for TEAM members is a critical part of providing intervention.

**Slide 5:** Beth talks about staff turnover.

**Video:** [Beth Interview: Staff Turnover](http://www.youtube.com/watch?v=7o-TNYIeMoA)

**Slide 6:** The Role of the Intervener

* Facilitate access to environmental information that would otherwise be unavailable or incomplete to the student who is deaf-blind.
* Facilitate the development or use of receptive and expressive communication skills.
* Develop and maintain a trusting, interactive relationship that promotes social and emotional well-being for the student who is deaf-blind.

Source: Alsop, Blaha, & Kloos, 2000, p. 7

Seek to do WITH not for

**Image:** a woman and a boy sitting at a table interacting with a learning toy together.

**Slide 7:** Some of the Specialized Knowledge and Skills of the Intervener

* Knowledge of deaf-blindness and its impact on learning and development.
* Characteristics and affects of different causes of deaf-blindness.
* The impact of deaf-blindness on concept development and how to facilitate learning.
* Strategies to provide access to auditory and visual information.
* Impact on communication and language development.
* Modes of communication that are accessible to the student, including formal language and literacy.
* Impact on social emotional development and supporting meaningful relationships with others.

Source: Alsop, 2004, pp. 1-4

**Image:** a young boy in a wheelchair. He is smiling at a woman who is sitting next to him and has her hand placed gently on his head.

**Slide 8:** The Role of the Intervener for Instruction

* Follow lesson plans and guidelines of the teacher and team.
* Develop instructional materials with team support.
* Keep materials organized and accessible.
* Use consistent routines in interactions and instruction.
* Provide choices and opportunities for student empowerment.
* Provide direct learning experiences that are meaningful and functional.
* Use appropriate prompting techniques and hierarchies.
* Utilize good observational skills to collect data and information (work samples, photos, etc.) as directed by the team.

Source: Alsop, et al., 2007, pp. 11-14

**Image:** An intervener holds out a basket for a deaf-blind student to take things from. The student holds a red plastic item above the basket.

**Slide 9:** Intervener as Team Member

* Participates in team and individualized education plan (IEP) meetings. For more information on IEPs go to: <http://nichcy.org/schoolage/iep/iepcontents>
* Communicates on a daily basis with the team on student progress and needs. Has regularly scheduled time with the teacher for planning and sharing information.
* Understands roles and responsibilities of team members, and knows that the teacher has ultimate responsibility for instruction.
* Receives support and direction from the team.
* Facilitates and supports team members in working effectively with the student.

Source: Alsop, et al., 2007, pp. 14-15

**Slide 10:** Listen to Johanna describe the intervener’s role

**Video:** [Johanna, a teacher of the deafblind, describes an intervener's role](https://www.youtube.com/watch?v=hOhP-6X1f-Q&amp;feature=player_embedded)

**Slide 11:** Intervener as Team Member (cont.)

* Contributes information and ideas and offers assistance to team members.
* Understands IEP and team goals and how to work towards them.
* Incorporates techniques used by team members into functional and instructional routines.
* Serves as a resource to the team on issues related to deaf-blindness.

Source: Alsop, et al., 2007, p. 15

**Slide 12:** Jennifer, a classroom teacher, describes how she came to understand more about deaf-blindness

**Video:** [Jennifer](http://www.youtube.com/watch?v=yFI812TkAKU)

**Slide 13:** The Teacher…

* Can succinctly describe the role of the intervener.
* Orients the intervener to the team and school—policies, procedures, etc.
* Supervises and supports the intervener.
* Prepares activities and lesson plans.
* Delivers instruction to the student.
* Spends enough time with the student to evaluate progress and address changing needs.
* Facilitates inclusion in class activities and lessons.
* Coordinates data collection and assessment.

Source: Alsop, et al., 2007, pp. 18-23

**Image:** The teacher has an put an image on the tray of the student's wheel chair. The teacher points at the image.

**Slide 14:** Who else is on the team?

* Members of a student’s team will vary, depending on the needs of the student.
* For example, a team may include one or more of the following: administrator, psychologist, speech and language pathologist, occupational therapist, physical therapist, teacher consultant, orientation and mobility specialist.
* Parents/guardians are key members of the team, and often have key insights that help insure that a student’s needs are being met.

**Slide 15:** Let’s hear from Alex’s VI Teacher about the role of the intervener

**Video:** [VI teacher testimonial for Alex](http://www.youtube.com/watch?v=UuL6gxqB12A)

**Slide 16:** Diane’s and Alex’s experience with intervention

This role is not only supportive to educational teams but is supportive to families:

**Video:** [Diane](https://www.youtube.com/watch?v=yymSf3qJ3Jo&amp;feature=player_embedded)

**Slide:** OHOA Deaf-Blind Intervener Learning Modules

A national resource designed to increase awareness, knowledge, and skills related to the process of intervention for students who are deaf-blind. Developed by National Center on Deaf-Blindness.

For a list of partners and contributors visit: [nationaldb.org/ohoamoodle/contributors.html](http://www.nationaldb.org/ohoamoodle/contributors.html)

For more information, contact NCDB at [info@nationaldb.org](mailto:info@nationaldb.org).

The contents of this presentation were developed under a grant from the U.S. Department of Education #H326T130013. However, those contents do not necessarily represent the policy of The Research Institute, nor the US Department of Education, and you should not assume endorsement by the Federal Government.

Project Officer, Jo Ann McCann.

**Image:** Open Hands Open Access Deaf-Blind Intervener Learning Modules Logo **Image:** The National Center on Deaf-Blindness Logo, IDEAs logo, and TA&D Network Logo

**[End of Slide Presentation]**

**Image:** a young woman standing in front of a bicycle with an open backpack.

**Takeaway:** The content and assignments lead to an understanding that intervention is a team process. The intervener is a member of a team, and can rely on and look to other members of the team for assistance and support.

## REVISITING THE INQUIRY CHALLENGE (30 MINUTES)

At the beginning of the module, in the "Inquiry Challenge" section, you watched a video called "Interveners at Work" and responded to some questions about this video in your journal. Now that you have completed the module, review your initial responses to the questions and add to them based on what you have learned in this module.

Submit your Intervener Journal here. (You must submit your Intervener Journal from within online course.)

## DOCUMENTED ACCOMPLISHMENTS

1. Inquiry Challenge Pre- and Post- Journal Reflections
2. Discussion Board Activity: Intervener Role Compared to Paraprofessionals and Interpreters
3. Think-Reflect-Pair and Share Assignment
4. Video Analysis Quiz (covers intervention principles)
5. Comprehensive Review Quiz (covers all module readings and presentations)

## MODULE WRAP-UP

**Module Takeaway**

In this module, you have learned about the role of the intervener in the educational setting. For the student, the intervener plays an important role in developing a trusting relationship, offering the student greater access to environmental information, and supporting the student's communication development. The intervener also helps the student connect with others in the environment including peers and other educational team members. For the team, the intervener is the person who works most closely with the student at school and can provide the educational team with valuable information for planning the student's educational program. The intervener works under the direction and in partnership with a teacher and incorporates input from multiple team members into how to support the student's access to the environment, learning materials, and communication with people at school.

**Lasting Impact**

Thank you for participating in the Open Hands, Open Access: Deaf-Blind Intervener Learning Modules. Your feedback will be important in making further improvements to the modules. Please reflect on what you are experiencing and being asked to do in each module and give us your honest opinion about your experiences. [This survey](http://www.surveygizmo.com/s3/1731529/Module-Usability-Assessment-Form) is intended to help us make the modules better, so please give your honest opinion about you liked and what you did not like.

## REFERENCES

[Module 3 References](https://moodle.nationaldb.org/mod/resource/view.php?id=1572)

## ADDITIONAL RESOURCES

Sometimes, it helps to have just a few more examples of students and their interveners.

For additional information about deaf-blindness, visit the NCDB Library at [http://nationaldb.org](http://nationaldb.org/)

**Image:** a woman and adolescent boy names Jarvis. Jarvis is touching the woman’s neck with the side of his hand.

## MODULE 3 DEVELOPMENT TEAM:

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