

What is an Intervener?

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 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 throughout the instructional day. Working under the guidance 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 typically gained through vision and hearing;
- 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.

(National Center on Deaf-Blindness (NCDB) Intervener Services Initiative; www.nationaldb.org/pages/show/intervener-services-initiative, 2013)

For More Information on Participating in this Training Contact:

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Intervener Training Program

*Free Online Training
in Deaf-Blindness
and
Deaf-Blind
Intervention
for Interveners and
Other Educators*

Indiana Deaf-Blind Services Intervener Training Program

What is the Intervener Training Program?

The Project uses the Open Hands-Open Access (OHOA) Intervener Learning Modules as the main component of the training program. The project provides a facilitator for the modules who can, answer questions, support participants understanding of content and technology, and enrich their learning with more information, as needed. Having a facilitator means that individuals, or teams working with a student, can progress through the modules in much the same way as they would participate in a distance education class.

Participants work through the modules and supplemental materials at their own pace. Assignments are submitted to the facilitator and each participant receives comments and feedback, as well as the opportunity to ask questions of the instructor and others in the program. Participants will be required to engage in online conversations around the content as it applies to either their particular student or to deaf-blind students in general. In addition, teams working through the modules will have assignments specific to their particular student. Online discussions will focus on how the content applies to each

child. Other supplemental workshops and webinars may be added as needed.

Each team completing the modules may include the parent(s), the classroom teacher, the intervener and other educators and related service providers. Although not required, we encourage both the intervener and the classroom

What are the OHOA Deaf-Blind Intervener Learning Modules?

The Open Hands Open Access 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. They are aligned with the Council for Exceptional Children's Specialization Knowledge and Skillset for Paraeducators who are Interveners for Individuals with Deaf-Blindness.

The module content was created by a diverse group of experts in the field of deaf-blindness including 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 videos, photographs, slide presentations, and learning activities. In addition, they have been reviewed by a variety of experts in deaf-blindness and the process of intervention, experts in module design, and field-test participants.

***As with any educational resource, the modules themselves do not constitute a formal training program, nor does completion of the modules independently result in one becoming an intervener.

teacher to go through the modules together.

The modules that currently are available for the training program include: Overview of Deaf-Blindness; The Sensory System, The Brain, and Learning; The Role of Interveners in Educational Settings; Building Trusting Relationships and Positive Self-Image; Availability for Learning; Understanding Communication Principles with Students who are Deaf-Blind; Emergent Communication; and, Progressing from Non-Symbolic to Symbolic Communication and Complex Language. Further topics will be added as new modules are developed.

Certificates of Completion for specific groups of modules with the appropriate number of contact hours will be provided for each participant. The first Certificate will be issued after the first four modules are completed. These modules provide a basic background in deaf-blindness for intervener. Contact hours for the first four modules will be approximately 24-32 hours (6-8 hours per module).

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