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AODD / INTERVENERS IN EDUCATION



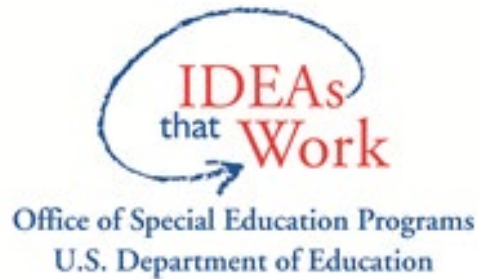
# A Message from NMPED

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“Evidence-based interventions for individuals with deafblindness are not universal. Although these are evidence-based interventions, they should be individualized for a particular student. In the education setting, the IEP team will develop the plan for that student. The IEP team shall review an IEP at least on an annual basis.”

# Project for New Mexico Children and Youth Who Are Deafblind

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**DEAF-BLIND NETWORK**  
TECHNICAL ASSISTANCE ACROSS THE NATION

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326T180030. However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



# Interveners in Education

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SUPPORT FOR STUDENTS WHO ARE DEAF-BLIND



# Project for New Mexico Children and Youth Who Are Deaf-Blind

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Center for Development & Disability  
2300 Menaul Blvd NE  
(505) 272-0321  
Toll Free:(877) 614-4051  
Email: [hsc-nmdb@salud.unm.edu](mailto:hsc-nmdb@salud.unm.edu)

Airth McCourt, M. Ed, BCBA  
Education Consultant  
[aimccourt@salud.unm.edu](mailto:aimccourt@salud.unm.edu)



# Outcomes

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- Participants will be able to define deaf-blindness and describe how it impacts learning.
- Participants will be able to define intervener and describe how interveners support education of a child who is deaf-blind.
- Participants will understand the use of interveners on a national level and how different states recognize interveners.
- Participants will be able to identify how to get support for children and youth who are deaf-blind in New Mexico.



# Who is Deaf-Blind?

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# Definition of Deaf-Blind

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**Federal definition for students in early childhood special education (3-5) and school aged special education programs (6-21):**

*Deafblindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.*

**For infants and toddlers receiving Part C early intervention services, Deafblindness is defined as:**

*Combined hearing and vision impairments or delays, the combination of which causes such severe communication and other developmental and intervention needs that specialized early intervention services are needed.*





# Definition of Deaf-Blind

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Deaf-blindness refers to individuals with *varying* degrees of vision and hearing impairments. Most children and youth who are deafblind have some vision and hearing.



# Definition of Deaf-Blind





# Impact of Deaf-Blindness

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80% of  
Learning is  
Through  
Vision

Disruption to  
Incidental  
Learning

Need  
Specialized  
Support



# Impact of Deaf-Blindness

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Lack of Access

Missing  
Information

Missed  
Communication

Not Enough Time to Respond

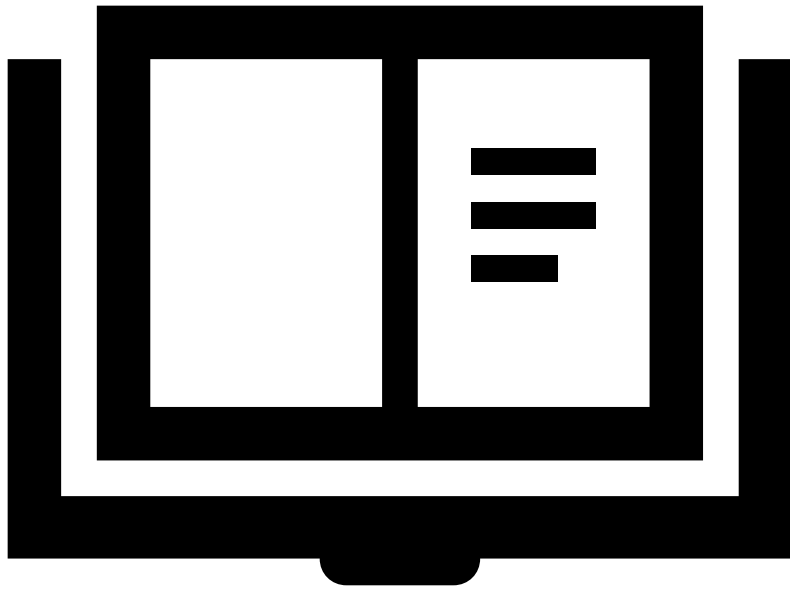
Isolation

Educators May Not Have Experience with  
Deafblindness



# Impact of Deaf-Blindness

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How do we give students who are deafblind consistent access to their environment and peers?



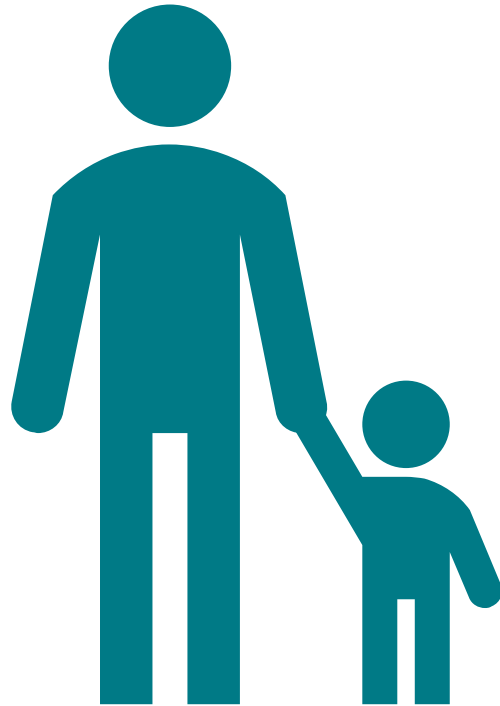
# Intervener

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# Definition of Intervener

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A person who works consistently one-to-one with an individual who is deaf-blind to help them gather information, develop and use communication skills, and establish relationships.



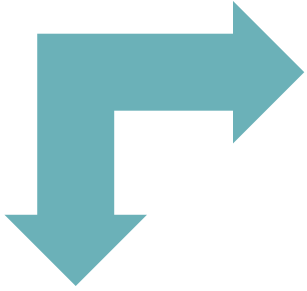
# Definition of Intervener

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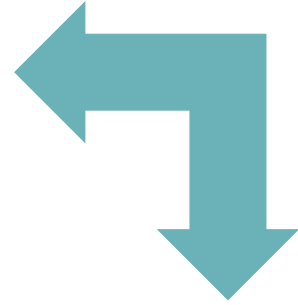
Interveners provide consistent access to instruction and environmental information that is usually gained by typical students through vision and hearing, but that is unavailable or incomplete to an individual who is deaf-blind.







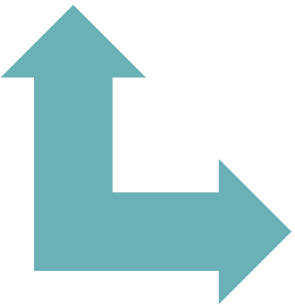
Part of Educational Team



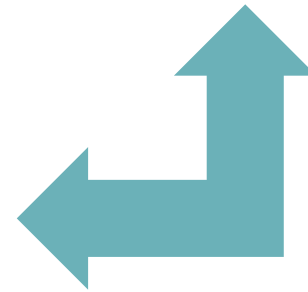
Participates in Therapies and Activities



Takes Direction From the Teacher



Participates in IEP Meetings





# Intervener: Access to Communication

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Each student with deaf-blindness is unique and communicates differently. An intervener may need to be knowledgeable in a different communication methods that are specific to that student.

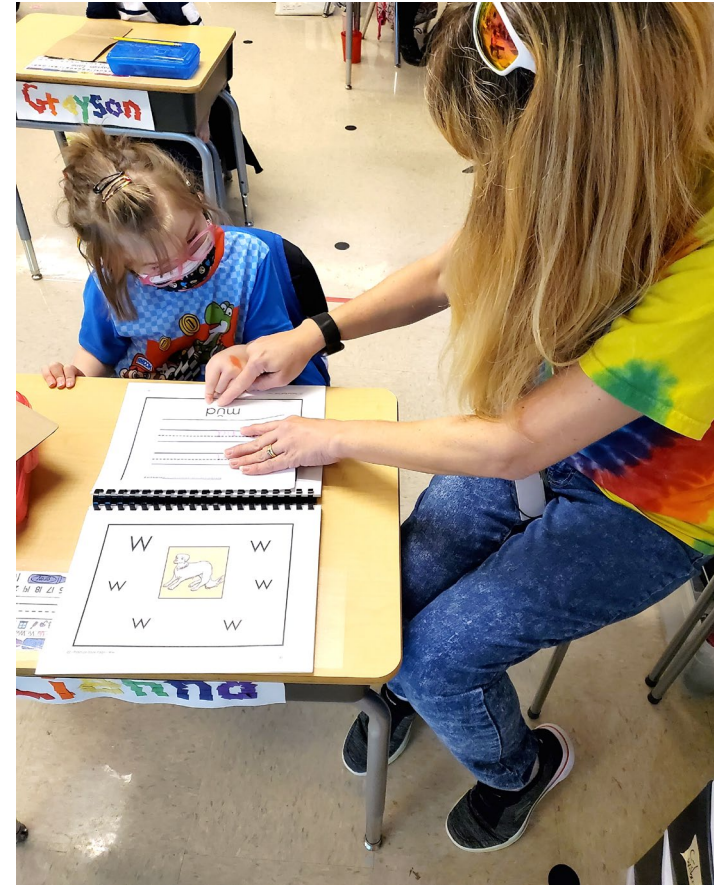
Here is a list of possible communication forms an intervener may use when working with a student with deafblindness:

- American Sign Language (ASL)
- Tactile Sign Language
- Haptics
- Tactile Fingerspelling
- Braille
- ProTactile Communication
- Vocal Language
- Gestures
- Touch Cues
- Tangible Objects
- Pictures





# *Do With Me, Not For Me*



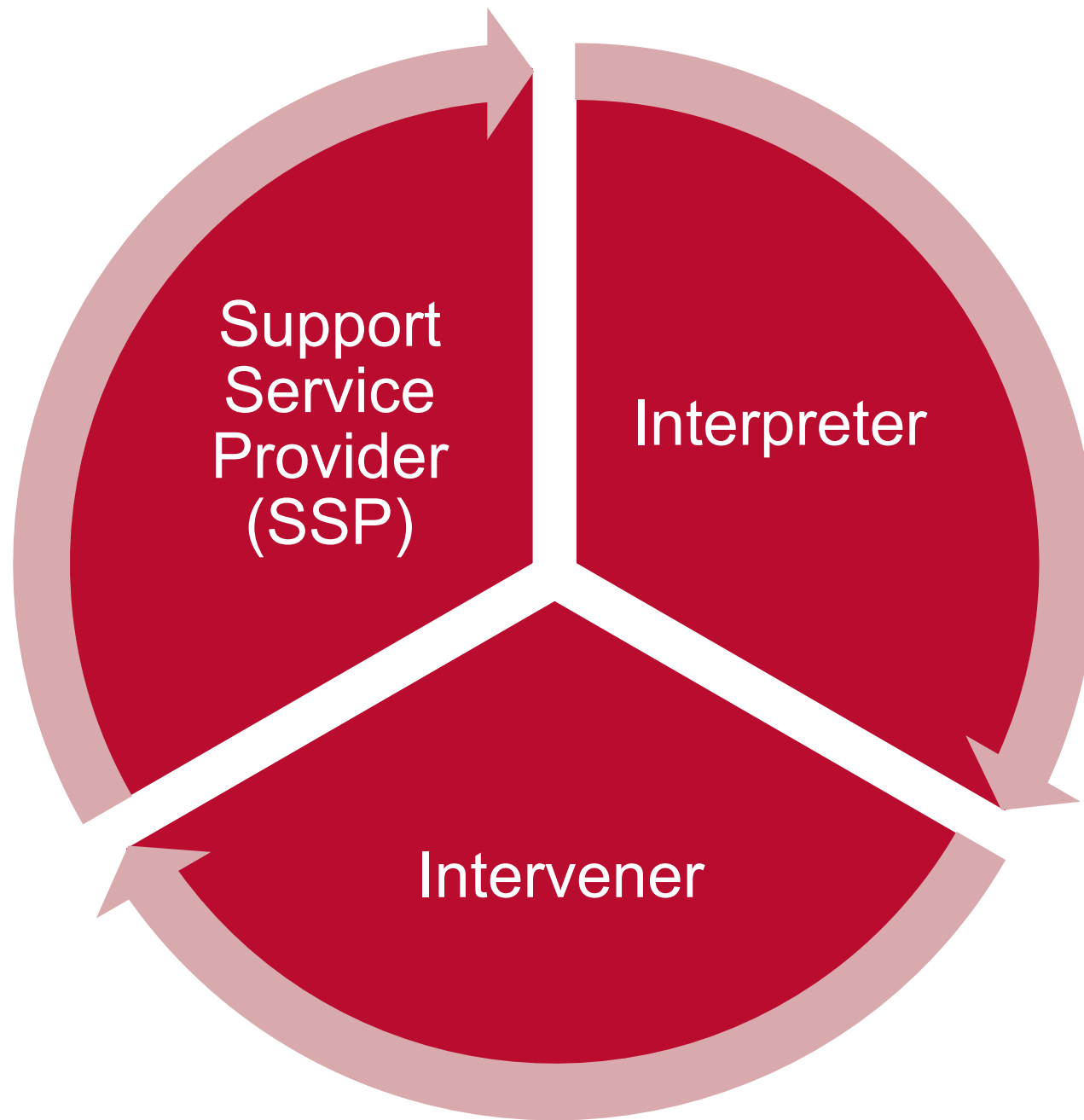




# Results of Using an Intervener

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# National Intervener Movement

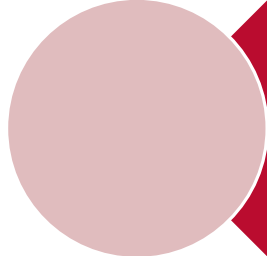
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# National Intervener Movement

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National Center on  
Deaf-Blindness (NCDB)



National Intervener &  
Advocate Association (NIAA)



National Family Association  
for Deaf-Blind (NFADB)





# Alice Cogswell and Anne Sullivan Macy Act



# Where are interveners recognized?

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Texas

Colorado

Illinois

California

Minnesota

Utah

Virginia

West Virginia



Wisconsin

Arizona

Oregon

Indiana

Louisiana

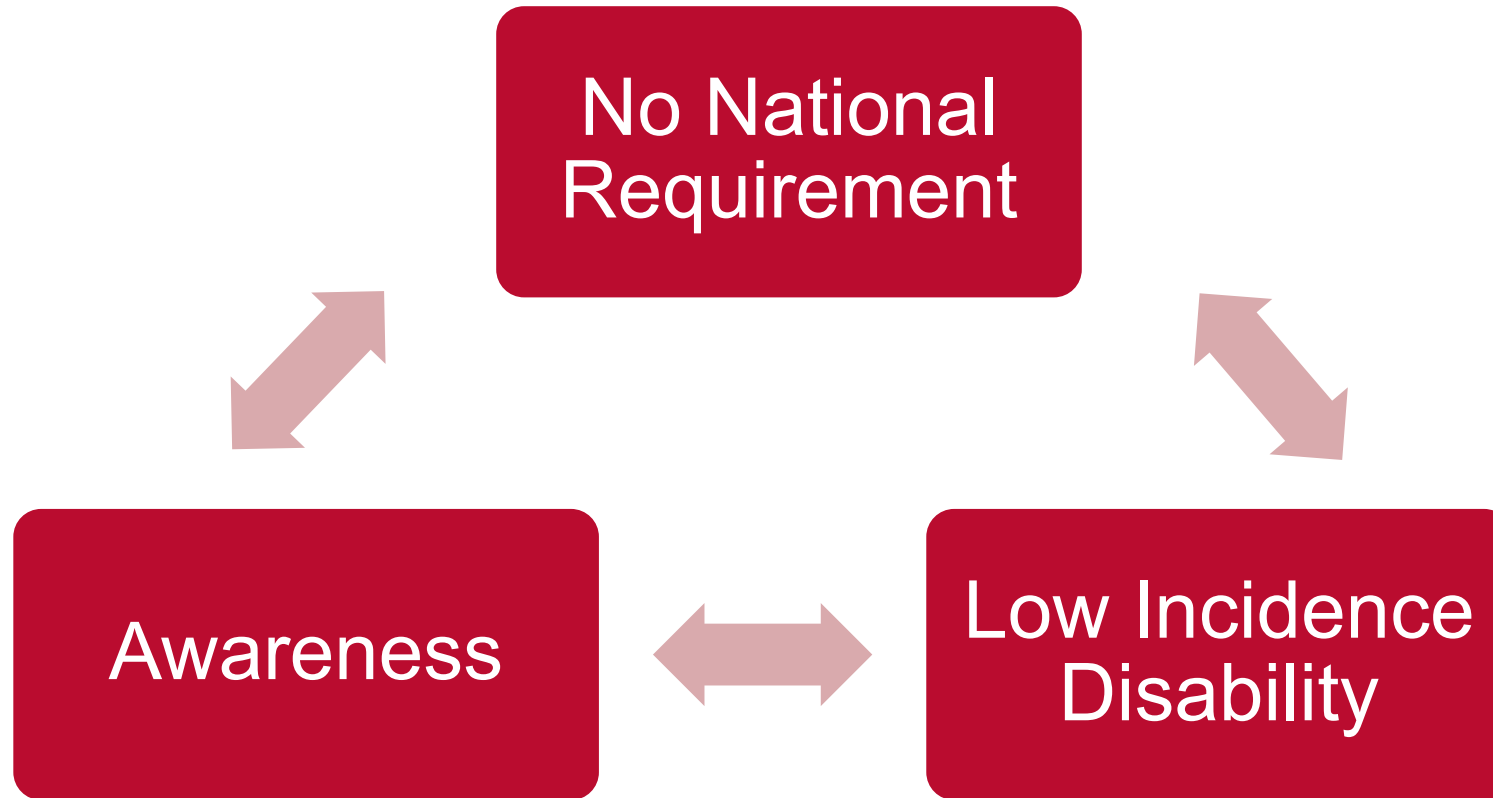
Ohio

Washington



# What impacts students with Deafblindness from being provided with an intervener?

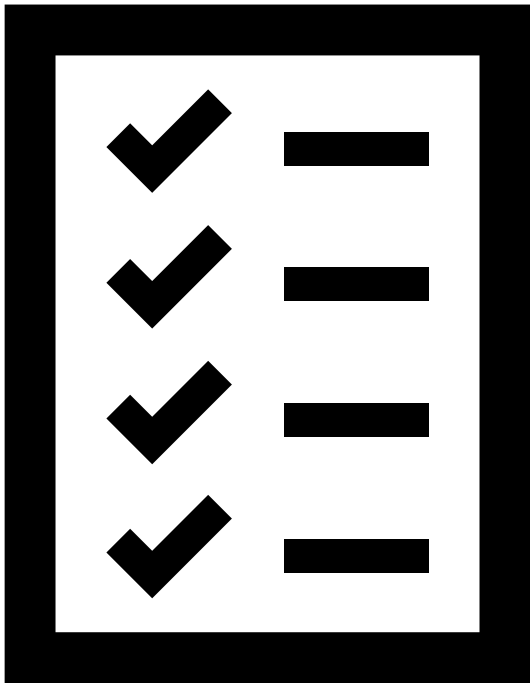
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# Let's Review...

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- Deaf-blindness impacts access to the environment, learning opportunities and peers.
- Interveners are one-to-one supports for individuals with deafblindness who give the child access to information that would otherwise be missed.
- There is an intervener movement to add interveners as a related service in schools nationally.



# Deaf-Blindness in New Mexico

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Where can you get support for intervener training and deaf-blind training in New Mexico?



# Project for New Mexico Children and Youth Who Are Deaf-Blind



Intervener Credential



Educational Teams



Parents/Caregivers



# Project for New Mexico Children and Youth Who Are Deaf-Blind

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- Evidence-based interventions are important for students who are deafblind to ensure they have access to their classroom, their peers and the curriculum.
- The Project for New Mexico Children and Youth Who Are Deafblind can support you to identify training's for anyone working with a child or student between the ages of 0-21.
- The project provides technical assistance to families and educational teams.





How do I support  
someone who is  
deaf-blind in  
New Mexico?



# Parents and Caregivers

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# Early Intervention Providers

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# Schools and Educational Teams

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# References

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Adapted from Kristi Probst presentations titled “State of the Nation, Interveners 2022” and “The Support Community for Individuals Who Are Deaf-Blind: Interpreters, Interveners, and Support Service Providers.” May 2023

*Alice Cogswell and Anne Sullivan Macy Act.* <https://cogswellmacyact.org/> IDEA

DeafBlind Definition obtained from

[https://sites.ed.gov/idea/regs/b/a/300.8/c/2#:~:text=\(2\)%20Deaf%2Dblindness%20means,deafness%20or%20children%20with%20blindness.](https://sites.ed.gov/idea/regs/b/a/300.8/c/2#:~:text=(2)%20Deaf%2Dblindness%20means,deafness%20or%20children%20with%20blindness.)

National Center on Deaf-Blindness (NCDB), <https://www.nationaldb.org/>

Watkins, S., Clark, T., Strong, C., & Barringer, D. (2012, July 11). *The effectiveness of an Intervener model of services for young Deaf-Blind Children.* American Annals of the Deaf. Retrieved May 4, 2023, from <https://muse.jhu.edu/pub/18/article/384766/pdf>



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and Youth Who Are Deafblind**

P: (505) 272-0321

Toll Free: (877) 6144051

Email: [hsc-nmdb@salud.unm.edu](mailto:hsc-nmdb@salud.unm.edu)

Airth McCourt, M. Ed, BCBA

Education Consultant

[aimccourt@salud.unm.edu](mailto:aimccourt@salud.unm.edu)

**Center for Development and Disability:  
UNM CDD**

**CDD Library:**

[CDD Library - Center for Development & Disability](#)

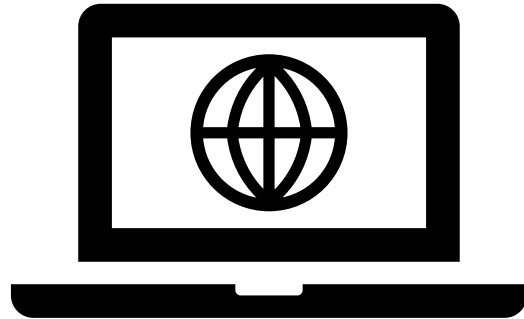
**CDD Information Network:**

[Information Network | Other Disability Resources | Center for Development & Disability | UNM Health System | Albuquerque, New Mexico](#)

P: 505-272-8549



# Want More Info?



Project for New Mexico  
Children and Youth  
Who Are Deaf-Blind:

<https://unmhealth.org/services/development-disabilities/programs/other-disability-programs/deafblind/>



CENTER FOR  
DEVELOPMENT  
& DISABILITY