

TIP SHEET

DeafBlind Intervener (Intervener) Services: Related Service or Supplementary Aids and Services?

The purpose of this Tip Sheet is to:

- clarify that services from a DeafBlind Intervener can be either a related service and/or supplementary aids and services used to address a child's unique needs;
- provide essential questions to support individualized education program teams in addressing all the child's unique needs in a total school environment; and,
- provide other technical assistance resources on this topic.

DeafBlind Intervener services should be considered for a student who:

- Has combined vision and hearing loss that impacts their ability to access both visual and auditory information about people and things in the environment necessary for learning, communication, and overall development
- Has challenges accessing the educational system and/or their free and appropriate public education in the least restrictive environment without support in communication and concept development

Roles and Responsibilities of DeafBlind Interveners:

- 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 DeafBlind.
- In educational environments, Intervener services are provided by an individual, typically a paraeducator, who has received specialized training in DeafBlindness and the process of intervention.
- An Intervener provides consistent one-to-one support to a student who is DeafBlind in varying settings throughout the instructional day.

[National Center on DeafBlindness](#)

Data to Determine Need for Intervener Services:

The IEP team is required to use the Communication Plan Worksheet for any student with a diagnosed hearing loss with ANY eligibility area in order to document the student's functional



language and vocabulary levels based on current and relevant data. This document also provides information about a student’s communication needs, as well as defines their primary mode of communication.

Additionally, teams are encouraged to use the document created by the National Center on DeafBlindness entitled [“Are Intervener Services Appropriate for Your Student Who is DeafBlind?”](#) (also available in Spanish) in order to review the information needed to make decisions about when and how to use Intervener services.

	Intervener Services as a Related Service	Intervener Services as a Supplementary Aid or Service (Accommodation)
Description of Services	<ul style="list-style-type: none"> • Supportive services required for the child to benefit from special education services • Specially designed to meet IEP goals • These services can integrate with existing services to meet IEP goals 	<ul style="list-style-type: none"> • Accommodations or modifications that allow the child access to both education-related and nonacademic school-related activities • Can also include: <ul style="list-style-type: none"> ○ Other types of direct services and supports ○ Support and training for relevant school staff
Application	<ul style="list-style-type: none"> • Used to indicate the level (frequency and duration) of support necessary to address IEP goals 	<ul style="list-style-type: none"> • Used to describe the supplemental aids and services necessary for the student to access the learning environment

Determining Service Delivery

All determinations regarding service delivery should be made by an IEP team of qualified members, using current and relevant data from multiple sources.

IEP Teams are encouraged to review the definitions below in order to determine how to best document Intervener services based on how they are required for access for the student.

Key Regulatory/Operational Definitions

[§ 300.34 Related services.](#) (excerpts)



- (a) **General. Related services** means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

300.42 Supplementary aids and services.

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate

The team should consider the following:

1. What percentage of the school day will the student be educated alongside typically developing peers and/or in general education settings that would require Intervener services in order to provide full and complete access?
2. What percentage of the school day will the student be receiving specially designed instruction and/or related services that would require Intervener services in order to provide full and complete access?
3. What percentage of the school day does the student require integrated services from both a DeafBlind Intervener and other service providers in order to make progress toward IEP goals?

[Additional Technical Assistance Resources](#)

