



# THE TEACHER'S ROLE WITH AN INTERVENER

In an educational setting, an intervener works under the supervision of the classroom teacher. Although this supervisory role can be new to many teachers, building a strong teacher-intervener relationship can greatly enhance the classroom environment and help support all students more effectively.

The supervising teacher may or may not have expertise in deaf-blindness. Importantly, if the student's teacher does not have this training, members of the student's IEP team, including teachers, interveners, and others who work with students who are deaf-blind, should have access to a specialist with expertise in deaf-blindness. Teachers of the deaf or hard of hearing and teachers of students with visual impairments have expertise in their respective areas; however, that combined knowledge is not the same as that of deaf-blind specialists, who "have the unique combination of skills, knowledge, and experience that address the combined impact that vision and hearing loss has on all areas of human development" (Reggio & McLetchie, 2008, p. 25). State deaf-blind projects can also provide training and support to educational teams to help meet the needs of a student who is deaf-blind.

The teacher is responsible for instructional decisions and for supervising the intervener's interactions and work with the student. This includes

- Working with the intervener to prepare/adapt learning materials and activities so they are provided in ways that support the student's needs and preferences

- Sharing lesson plans and/or learning objectives with the intervener so they have adequate time to prepare materials and the learning environment
- Coordinating data collection and teaching the intervener how to collect data
- Assisting the intervener in supporting the student's social development and interactions with peers
- Meeting regularly with the intervener to discuss the student's progress, challenges, learning modifications, and future plans
- Collaborating with the intervener to ensure the student feels safe, supported, and encouraged to participate in class

For the Council for Exceptional Children (CEC) knowledge and skills standards for teachers, see [Specialty Sets for Specific Practice Areas](#).

To learn more, visit [Tools to Employ and Support Intervenors](#).



# REFERENCES

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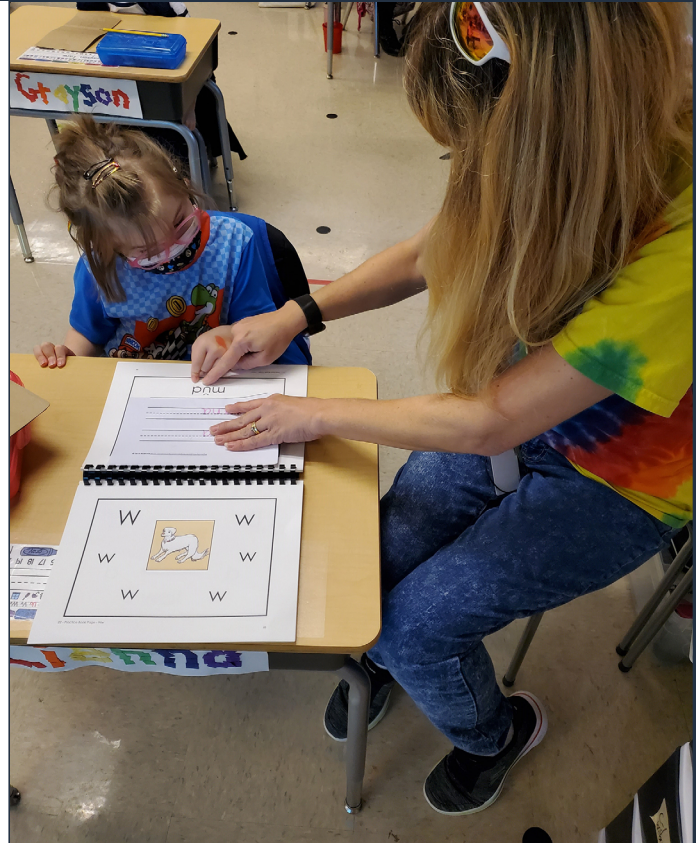
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## National Center on Deaf-Blindness, March 2022 | [nationaldb.org](https://nationaldb.org)

*The contents of this publication were developed under a grant from the U.S. Department of Education, #H326T180026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.*



**National Center  
on Deaf-Blindness**



Office of Special Education Programs  
U.S. Department of Education