

Comparison of Interveners and Paraprofessionals

Intervener	Paraprofessional
◆ Works under the direction of the classroom teacher (regardless of supervisory funding source)	◆ Works under the direction of the classroom teacher
◆ Abides by district or agency policies	◆ Abides by district or agency policies
◆ Assigned to work one-to-one with a student who is deafblind to facilitate the process of intervention	◆ Usually works with groups of students but can work one-to-one when assigned by the teacher
◆ Must have comprehensive specialized training in <i>deafblindness</i>	◆ Typically does not receive disability specific training
◆ Has skills in deafblind intervention including communication methods, environmental access, sensory loss, deafblind instructional strategies, and how to create independence rather than dependence	◆ Has varying levels of skills dependent on assignment, experience, and training
◆ Prepares materials for the one student who is deafblind with whom he/she works in coordination with the teacher	◆ Responsible for materials preparation for entire class as assigned by the teacher (e.g., copying, cutting, activity preparation)
◆ Not assigned to do classroom maintenance because of the continuous one-to-one time required by the student with deafblindness	◆ Responsible for classroom maintenance as assigned by the teacher (e.g., bulletin boards, setting up and cleaning up materials)
◆ Usually attends regularly scheduled planning and feedback meetings with the teacher and other team members	◆ Typically does not attend planning meetings
◆ Participates as an active member of the student's team including attendance at IEP meetings in order to contribute valuable day-to-day knowledge of the student	◆ Generally does not attend IEP meetings
◆ Not generally assigned to additional school duties because of one-to-one time required by the student	◆ May be assigned to additional school duties such as lunchroom, bus, playground, etc.
◆ Facilitates the student's connection to others by explaining and modeling the student's specific communication system, acting as a bridge to the world, and creating a safe and supportive environment that encourages successful interactions	◆ Typically is not required to facilitate communication connections between students and others

Alsop, L., Robinson, C., Goehl, K., Lace, J., Belote, M., & Rodriguez-Gil, G. (2007). *Interveners in the classroom: Guidelines for teams working with students who are deafblind*. Logan, UT: SKI-HI Institute.