NORTH CAROLINA
DeafBlind Project

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DB INTERVENER NEWSLETTER

• NOVEMBER 2025 •

ALL IN!

When you step into the world of DeafBlind education, you quickly discover that being an intervener isn't just a job—it's a calling. It's a role that asks for more than training or techniques; it asks for commitment, curiosity, and connection. To be effective, you must be all-in—fully engaged in learning, growing, and walking alongside the learner every step of the way.

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UNDERSTANDING THE ROLE: A BRIDGE, NOT A BARRIER

An intervener acts as a bridge between the learner with DeafBlindness and the world around them. DeafBlindness creates unique challenges with access to both auditory and visual information, which means typical paths for learning and social interaction are limited. The intervener's job is to open those paths—to connect the learner to people, environments, and experiences that might otherwise remain out of reach. Being "all-in" starts with understanding this sacred responsibility. It's not about taking over for the learner—it's about "doing with, not for." Interveners make information accessible and empower learners to take ownership of their experiences.

BUILDING TRUST: THE FOUNDATION OF EVERYTHING

Before communication or learning can happen, there must be trust. Learners with DeafBlindness depend on consistent, reliable interactions. That means showing up every day with patience and predictability. You become a safe base—someone the learner can depend on to interpret their world and their emotions.

Being "all-in" here means:

- Learning how the learner communicates—even if it's through subtle gestures, touch cues, or facial expressions.
- Respecting the learner's pace and comfort level.
- Celebrating small steps and seeing progress through their eyes.
- Trust isn't built quickly, but once it's established, it becomes the bridge to meaningful learning.

COMMITMENT TO COMMUNICATION

Every learner with DeafBlindness communicates differently. Some may use tactile sign language, object symbols, or touch cues; others may use speech, pictures, or augmentative systems. The intervener's commitment is to learn the learner's language—and then help expand it.
Being "all-in" with communication means:

- Becoming fluent in the learner's preferred communication methods.
- Modeling communication clearly and consistently.
- Interpreting communication both ways—helping the learner understand others, and helping others understand the learner.

This is an ongoing process. The intervener must continually observe, reflect, and adjust based on the learner's changing needs and communication growth.

PROVIDING ACCESS: THE KEY TO CONCEPT DEVELOPMENT

Interveners are not just assistants—they are access specialists. Learners with DeafBlindness need intentional exposure to the world in ways that build concepts—the foundation for all learning. Without visual or auditory access, many concepts (like "under," "far," "fast," or "next") must be experienced through touch and movement.
Being "all-in" means:

- Structuring environments so the learner can explore safely and meaningfully.
- Providing hands-on, real experiences before introducing symbolic learning.
- Breaking down routines, lessons, and daily events into accessible, step-by-step experiences.

Interveners don't simply teach—they translate the world into experiences that make sense to the learner.

COLLABORATION AND REFLECTION

No intervener works in isolation. Collaboration with teachers, therapists, and families is essential. Being “all-in” means being willing to ask questions, share insights, and learn from feedback. It means reflecting daily: What worked today? What didn’t? What can I try next time?
Intervener growth is ongoing. Professional learning, mentoring, and connecting with the DeafBlind community all strengthen your understanding and skill set.

HEART AND HUMILITY

Perhaps the most defining trait of an “all-in” intervener is humility. You won’t have all the answers, and that’s okay. The learner will teach you as much—if not more—than you teach them. You’ll learn to celebrate nontraditional progress, to see joy in connection, and to recognize that every moment matters.
Being an intervener means offering your presence—your consistent, caring, and attentive self. It’s showing up, hands extended, ready to connect, communicate, and create meaning together.

REACH OUT!

Do you have questions about the role of Interveners or how they support learners with DeafBlindness? We'd love to hear from you! Contact us at: ecutsp@gmail.com

INTERESTED IN JOINING OUR COHORT?

If you know someone who would make a great addition to our DeafBlind Intervener Cohort, please share this information so they can learn more!

And if you've completed the Intervener I Training and are ready to take the next step toward your National Intervener Certification, we'd be happy to help you get started. Contact us today at: ecutsp@gmail.com.

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