

SAMPLE LETTER TO SCHOOL DISTRICT REGARDING INTERVENER

This letter is an example developed from an actual letter a parent wrote when advocating for an Intervener. Consider this a template for you to personalize as needed to reflect your child's communication, medical, and other needs. Blue text should be replaced by information specific to you and your child. The remainder is a sample. 2 page maximum length

Date

School District

Address

RE: Child's name

Dear (special education director or appropriate person's name):

I am the **mother/father/etc.** of **name of child**. She/he is currently attending **name of school, program, classroom etc** special education classroom. **Name of child** has **condition (if known), i.e. CHARGE Syndrome** and is deaf and blind with ...**add other significant info but keep it brief**. She/he has been attending the **name of school** program since **date**.

(This paragraph is the place to be positive about what the IEP team has done/achieved/ helped with, etc; describing specific examples like the following) **Name of child** has made some nice progress since attending **pre-school/first grade/etc**. She/he is (able to tolerate the transition from different environments and people handling **her/him**. She/he is not as sensitive to touching different textures as **she/he** was when **she/he** was younger. Since the Fall **she/he** is able to drink most of **her/his** formula using a sippy cup (**she/he** has a gastrostomy tube) and able to taste certain foods. **She/he** has improved a lot with **her/his** oral motor with the support from school. **She/he** is also able to sit in **her/his** chair for a longer period, at least 15 minutes. With the consistent signing at home, **name of child** has learned to sign "mom", "more", and "all done" since the Fall.)

(This paragraph is the place to request an Intervener) Although [name of child](#) has made some progress this school year, I feel that [she/he](#) needs additional support in accessing information to [her/his](#) environment and learning to develop and use formal communication. I am writing this letter to request that an Intervener be added to [name of child](#)'s team through the [name of school district](#) to support [name of child](#). An Intervener trained in deafblindness will be able support [name of child](#) to access information from [her/his](#) environment and help to develop (or expand) [her/his](#) formal communication. The Intervener must be fluent in sign language to be able to support the development and use of communication with [name of child](#).

(This paragraph uses your child's recent review to rationalize the need for an Intervener) During the last review in [when, ie, the Spring 2020](#), one of the main goals for [name of child](#) this school year is to help [her/him \(this is an example\)](#): develop formal communication. Tactile signing and sign language have become [her/his](#) primary languages at home because [she/he](#) is currently not getting any sound through [her/his](#) cochlear implant ([if relative to your situation](#)). Another surgery is necessary to repair [her/his](#) current cochlear implant, however, there is little guarantee that the cochlear implant will provide [her/him](#) with enough sound to communicate orally in the future.

(This paragraph describes the access issues caused by deafblindness) [Name of child](#) vision and hearing losses gives [her/him](#) incomplete access to [her/his](#) environment, [she/he](#) has difficulty learning on her own using skills such as observing or independent exploring. There is currently a huge gap in [her/him](#) receiving and understanding what is happening to [her/him](#) or the activities that [she/he](#) participates in and understanding the environment around [her/him](#), and [her/him](#) being able to develop a formal communication in [her/his](#) classroom. [She/he](#) misses out because [she/he](#) is not able to compensate [her/his](#) vision for her hearing or [her/his](#) hearing for [her/his](#) vision which are the two critical senses to access information.

(This paragraph shows the access provided by an Intervener) Studies have shown that with an Intervener, a deafblind child can access information and is able to communicate and excel developmentally, use objects, cues, and eventually formal language. It also reports an increase in

communication behaviors and a decrease in self-stimulation behaviors. A deafblind child also needs consistency to build trust before they can interact with different people, so support from the same person is crucial. The Intervener understands how information should be presented and communicated to the child, also helps in interpreting to team members the child's needs. The studies have shown positive reports of the deafblind child improving developmentally. I believe that with an Intervener support for [name of child](#), that [he/she](#) has the capability to develop communication and social skills and be educated. There are multiple opportunities for training a paraprofessional to become an Intervener.

Please consider this request for the Intervener to support [name of child](#) at school. I understand that [name of child](#)'s IEP meeting will be scheduled [date of next IEP meeting](#) and I would like to discuss this request further at this meeting. I have copies of articles on Interveners if you or your staff would like more information. Please visit the Intervener.org website for more information. I have also requested an observation to be done by the [state](#) Deaf Blind Project for [name of child](#)'s school program. I am hoping to have the recommendations from the observation ready for the IEP Meeting. I would like to thank you and your staff for the support and willingness to have this assessment for [name of child](#).

Thank you for your time and consideration.

Sincerely,

[Parents' name](#)

Parent of ([name of child](#))

[Date](#)

[Address](#)

[Phone number](#)

cc: anyone else involved, ie teacher, other team members, advocacy group, etc.

Examples of articles on Deafblindness and Interveners to print and give to the team (there are many more):

DEAFBLINDNESS

- [Overview on Deafblindness](#)
- [Children Who Are DeafBlind](#)

INTERVENERS

- [The Intervener in Early Intervention and Educational Settings for Children and youth with Deafblindness](#)
- [Comparison of Possible Supports for Students Who are DeafBlind](#)
- [Interveners for Students with Deafblindness in Texas: A Model of Individual Support to Provide Appropriate Access to Education for Students who are DeafBlind](#)