

Interveners and the Provision of FAPE and LRE

- Interveners can play a critical role
- FAPE mandates
 - Access to general education, the general curriculum, and activities
 - Access to specialized educational services
- LRE is based upon “Access”
 - Not a place
 - Supports and services that provide access, participation, and progress in the general education curriculum



Related to the provision of a Free and Appropriate Public Education, or FAPE, and the provision of the Least Restrictive Environment, or LRE, for children who are deafblind, interveners can play a critical role. FAPE mandates access to general education, the general curriculum, and activities and access to specialized educational services. The Least Restrictive Environment is also based upon “Access.” LRE is not a place, but refers to the supports and services that provide access, participation, and progress in the general education curriculum.

Interveners and the Provision of FAPE and LRE

- Access:
 - A key term in IDEA
 - A critical issue for children who are deafblind
 - Without it educational environments are restrictive

- The intervener can:
 - Be the individualized support that facilitates access to information, participation, and progress
 - Facilitate LRE
 - Support the provision of FAPE



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“Access” is a key term in the requirements of IDEA, and it is an especially critical issue for children who are deafblind, because of their lack of access to visual and auditory information. Without access to the information needed for learning and interaction, educational environments are restrictive. The intervener can be the individualized support that facilitates “access” to information, participation, and progress; facilitate LRE; and support the provision of FAPE.

Interveners and the IEP

Interveners can:

- Be designated as **related services** or as **supplementary aids and services**
- Help children who are deafblind:
 - Advance appropriately to obtain goals
 - Be involved in and make progress in the general education curriculum
 - Be educated and participate with other children with and without disabilities



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Under the IEP process, interveners can be designated as “related services” or as “supplementary aids and services” (depending upon the individual state). As such, they can help children who are deafblind advance appropriately to obtain goals, be involved in and make progress in the general education curriculum, and be educated and participate with other children with and without disabilities.

Determining the Need for an Intervener

- How will the access of visual and auditory information be provided?
- What support will be provided for communication and interaction?
- How will the Least Restrictive Environment be provided?
- How will FAPE be ensured?



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When determining the need for an intervener during the IEP process, some important questions should be considered: How will the access of visual and auditory information be provided to this child? What support will be provided to the child for communication and interaction? How will the Least Restrictive Environment be provided? And how will FAPE be ensured?