**National Intervener Certification E-Portfolio (NICE)**

**Mentor or Supervising Teacher Pre-Assessment of Intervener Competence**

**October 2019**

We would like to thank you in advance for completing this survey concerning your experience mentoring and/or supervising an intervener who is beginning the NICE process. Your opinions are valuable in order for us to better serve future mentors/supervising teachers and interveners. The survey should take no longer than 10-15 minutes to complete. Please be assured that all the answers you provide will be held in the strictest confidence.Please enter the response that best represents your view on the scale from **Strongly disagree** to **Strongly agree**. Please enter **Not applicable** **(N/A)** for any survey items that you are not able to rate. The items are from the Council for Exceptional Children standards for interveners (2015).

**Please rate the following items from 0 to 5.**

**0 = N/A 1 = Strongly disagree  2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree**

***Standard 1: Learner Development and Individual Learning Differences***

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| The Intervener that I mentor and/or supervise is aware of the: |
| Differences between congenital and acquired deafblindness | **0** | **1** | **2** | **3** | **4** | **5** |
| Implications of the age of onset of vision and hearing loss, the types and degrees of loss, and the presence of additional disabilities on development and learning | **0** | **1** | **2** | **3** | **4** | **5** |
| Impact of combined vision and hearing loss on development and learning | **0** | **1** | **2** | **3** | **4** | **5** |
| Anatomy and function of the eyes and ears | **0** | **1** | **2** | **3** | **4** | **5** |
| Impact of deafblindness on bonding, attachment, and social interaction | **0** | **1** | **2** | **3** | **4** | **5** |
| Impact of deafblindness on psychological development and on the development of self-identity | **0** | **1** | **2** | **3** | **4** | **5** |
| Impact of deafblindness related to isolation, stress, and vulnerability | **0** | **1** | **2** | **3** | **4** | **5** |
| Impact of deaf-blindness on aspects of sexuality | **0** | **1** | **2** | **3** | **4** | **5** |
| Impact of additional disabilities on individuals with deafblindness | **0** | **1** | **2** | **3** | **4** | **5** |
| Brain development and the neurological implications of combined visionand hearing loss | **0** | **1** | **2** | **3** | **4** | **5** |
| Specific causes of the deafblindness | **0** | **1** | **2** | **3** | **4** | **5** |
| Strengths and needs of the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Likes and dislikes of the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Learning style and communication of the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Audiological and ophthalmological conditions and functioning of the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Additional disabilities of the individual(s) with whom they work (if present) )t | **0** | **1** | **2** | **3** | **4** | **5** |
| Effects of additional disabilities on the individual(s) with whom they Work (if present) | **0** | **1** | **2** | **3** | **4** | **5** |

***Standard 2: Learning Environments***

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| The Intervener that I mentor and/or supervise is aware of the: |
| Differences between concept development and skill development, and the impact of deafblindness on each | **0** | **1** | **2** | **3** | **4** | **5** |
| Process of intervention for individuals with deafblindness | **0** | **1** | **2** | **3** | **4** | **5** |
| Strategies that promote visual and auditory development | **0** | **1** | **2** | **3** | **4** | **5** |
| Concepts of basic communication development | **0** | **1** | **2** | **3** | **4** | **5** |
| Impact of deafblindness on communication and interaction | **0** | **1** | **2** | **3** | **4** | **5** |
| Modes/forms of communication and devices used by individuals who are deafblind | **0** | **1** | **2** | **3** | **4** | **5** |
| Importance of establishing a trusting relationship with the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Importance of providing an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual(s) with whom you work | **0** | **1** | **2** | **3** | **4** | **5** |
| Importance of promoting positive self-esteem and well-being in the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Importance of promoting social interactions and the development of meaningful relationships with an ever-expanding number of people | **0** | **1** | **2** | **3** | **4** | **5** |
| Use and how to maintain amplification, cochlear implants, and assistive listening devices as directed | **0** | **1** | **2** | **3** | **4** | **5** |
| Use and how to maintain glasses, low vision devices, and prostheses as directed | **0** | **1** | **2** | **3** | **4** | **5** |
| Way to maximize the use of residual vision and hearing | **0** | **1** | **2** | **3** | **4** | **5** |
| Process of using health and safety practices | **0** | **1** | **2** | **3** | **4** | **5** |

***Standard 3: Curricular Content Knowledge***

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| The Intervener that I mentor and/or supervise is aware of the: |
| Use of calendar systems | **0** | **1** | **2** | **3** | **4** | **5** |
| Facilitation of the individual(s), with whom they work, understanding and development of concepts | **0** | **1** | **2** | **3** | **4** | **5** |

***Standard 4: Assessment***

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| The Intervener that I mentor and/or supervise is aware of the: |
| Method to collect data and monitor progress as directed | **0** | **1** | **2** | **3** | **4** | **5** |

***Standard 5: Instructional Planning and Strategies***

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| The Intervener that I mentor and/or supervise is aware of the: |
| Strategies of providing one-on-one intervention | **0** | **1** | **2** | **3** | **4** | **5** |
| Use of routines and functional activities as learning opportunities | **0** | **1** | **2** | **3** | **4** | **5** |
| Ways to facilitate direct learning experiences | **0** | **1** | **2** | **3** | **4** | **5** |
| Use of techniques to increase anticipation, motivation, communication, and confirmation | **0** | **1** | **2** | **3** | **4** | **5** |
| Ways to facilitate interdependence for the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Strategies to vary the level and intensity of input and the pacing of activities | **0** | **1** | **2** | **3** | **4** | **5** |
| Ways to adapt materials and activities to the individual(s) needs with whom they work, as directed | **0** | **1** | **2** | **3** | **4** | **5** |
| Use of strategies that provide opportunities to solve problems and to make decisions and choices | **0** | **1** | **2** | **3** | **4** | **5** |
| Way to implement intervention strategies for the individual’s daily care, self-help, transition, and job training | **0** | **1** | **2** | **3** | **4** | **5** |
| Use of prescribed strategies to respond to the individual’s behavior | **0** | **1** | **2** | **3** | **4** | **5** |
| Ways to provide the individual(s) with whom they work with opportunities for self-determination | **0** | **1** | **2** | **3** | **4** | **5** |
| Use of touch to supplement auditory and visual input and to convey information | **0** | **1** | **2** | **3** | **4** | **5** |
| Way to facilitate individual’s use of touch for learning and interaction | **0** | **1** | **2** | **3** | **4** | **5** |
| Way to facilitate individual’s use of the other senses to supplement learning modalities | **0** | **1** | **2** | **3** | **4** | **5** |
| Use of strategies that support the development of body awareness, spatial relationships, and related concepts | **0** | **1** | **2** | **3** | **4** | **5** |
| Way to make adaptations for the cognitive and physical needs of the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Ways to make important adaptations consistent with the medical needs of the individual(s) with whom they work as directed | **0** | **1** | **2** | **3** | **4** | **5** |
| Use of strategies that promote independent and safe movement and active exploration of the environment | **0** | **1** | **2** | **3** | **4** | **5** |
| Steps to implement positioning and handling as directed by the OT/PT/O&M specialists | **0** | **1** | **2** | **3** | **4** | **5** |
| Ways to promote the use of sighted guide, trailing, and protective techniques as directed by the O&M specialist | **0** | **1** | **2** | **3** | **4** | **5** |
| Manner to make adaptations for auditory needs as directed | **0** | **1** | **2** | **3** | **4** | **5** |
| Manner to make adaptations for visual needs as directed | **0** | **1** | **2** | **3** | **4** | **5** |
| Method to facilitate language and literacy development | **0** | **1** | **2** | **3** | **4** | **5** |
| Techniques to observe and identify the communicative behaviors and intents | **0** | **1** | **2** | **3** | **4** | **5** |
| Approach to implement methods and strategies for effectively conveying information to the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Way to respond to the individual(s) with whom they work, attempts at communication | **0** | **1** | **2** | **3** | **4** | **5** |
| Use of communication techniques specific to the individual(s) with whom they work | **0** | **1** | **2** | **3** | **4** | **5** |
| Way to incorporate/embed language and communication into all routines and activities | **0** | **1** | **2** | **3** | **4** | **5** |
| Method to use strategies for eliciting expressive communication | **0** | **1** | **2** | **3** | **4** | **5** |
| Method to use strategies to promote turn-taking | **0** | **1** | **2** | **3** | **4** | **5** |
| Ways to use strategies to enhance and expand communication | **0** | **1** | **2** | **3** | **4** | **5** |

***Standard 6: Professional Learning and Ethical Practice***

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| The Intervener that I mentor and/or supervise is aware of the: |
| Role of the intervener in the process of intervention | **0** | **1** | **2** | **3** | **4** | **5** |
| Roles and responsibilities of interveners in various settings | **0** | **1** | **2** | **3** | **4** | **5** |
| Responsibility to adhere to the identified code of ethics including confidentiality | **0** | **1** | **2** | **3** | **4** | **5** |
| Need to pursue ongoing professional development specific to their role and responsibilities | **0** | **1** | **2** | **3** | **4** | **5** |

***Standard 7: Collaboration***

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| The Intervener that I mentor and/or supervise is aware of the: |
| Difference between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants | **0** | **1** | **2** | **3** | **4** | **5** |
| Roles and supervisory responsibilities of team members and consultants | **0** | **1** | **2** | **3** | **4** | **5** |
| Manner to utilize teaming skills in working with team members | **0** | **1** | **2** | **3** | **4** | **5** |
| Way to share observations of individual’s communication skills with others | **0** | **1** | **2** | **3** | **4** | **5** |
| Method to communicate and problem-solve with the IFSP/IEP team about the student’s needs as appropriate | **0** | **1** | **2** | **3** | **4** | **5** |
| Way to interact with families as directed | **0** | **1** | **2** | **3** | **4** | **5** |

**Reference**

Council for Exceptional Children. (2015). Specialty set: Special education paraeducator intervener for individuals with deafblindness (PDBI). In CEC, *What every special educator must know: Professional ethics and standards*. Arlington, VA: CEC. Also available online at <https://www.cec.sped.org//>

**This document was prepared by the PAR2A Center as a handout for** [**The Role of a Mentor [Webinar]**](https://nationaldb.org/events/detail/webinars/0/1649)**, November 13, 2019, presented by Ritu V. Chopra, William Hepworth, & Leanne Cook.**