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

**Mentor Confidence Inventory**

We would like to learn more about your beliefs in your role as a mentor. Your participation is valuable in helping future mentors and interveners. The inventory should take no longer than 5-10 minutes to complete. Your responses will be held in the strictest confidence.

Please enter the response that best represents your view on the scale from **Not at all confident** to **Extremely confident**. Please enter **Not applicable** **(N/A)** for any survey items that you are not able to rate. Please circle only one number per survey item.

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

**0 = N/A 1 = Not Confident   2 = Somewhat 3 = Not sure   4 = Confident 5 = Extremely Confident**

**As a mentor, I am confident:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Helping my mentee understand his or her responsibilities as an Intervener. | **0** | **1** | **2** | **3** | **4** | **5** |
| I can monitor that my mentee/intervener demonstrates familiarity with the strengths and needs of the individual(s) with whom they work. | **0** | **1** | **2** | **3** | **4** | **5** |
| I provide appropriate feedback effectively. | **0** | **1** | **2** | **3** | **4** | **5** |
| I monitor that my mentee/intervener exhibits a **trusting** relationship with the individual(s) with whom they work. | **0** | **1** | **2** | **3** | **4** | **5** |
| I can act as an advocate for my mentee/intervener in work-related matters. | **0** | **1** | **2** | **3** | **4** | **5** |
| I can assist my mentee/intervener in identifying a starting point for his or her personal growth. | **0** | **1** | **2** | **3** | **4** | **5** |
| I monitor that my mentee/intervener shows competency in the use of calendar systems. | **0** | **1** | **2** | **3** | **4** | **5** |
| I help my mentee/intervener develop a personal awareness of his or her learning style and strengths . | **0** | **1** | **2** | **3** | **4** | **5** |
| I oversee that my mentee/intervener collects data and monitors progress as directed. | **0** | **1** | **2** | **3** | **4** | **5** |
| I am able to support my mentee/intervener’s own problem solving through good use of questioning. | **0** | **1** | **2** | **3** | **4** | **5** |
| I promote my mentee/intervener’s use of routines and functional activities as learning opportunities. | **0** | **1** | **2** | **3** | **4** | **5** |
| I oversee that my mentee/intervener provides the individual(s) with whom they work, opportunities for self-determination. | **0** | **1** | **2** | **3** | **4** | **5** |
| I can act as an advocate for my mentee in non-work-related matters. | **0** | **1** | **2** | **3** | **4** | **5** |
| I assist my mentee/intervener in utilizing strategies to promote sensory integration. | **0** | **1** | **2** | **3** | **4** | **5** |
| I encourage my mentee/intervener to adapt materials and activities to the individual’s needs, **as directed.** | **0** | **1** | **2** | **3** | **4** | **5** |
| I am continually finding ways to be a better mentor. | **0** | **1** | **2** | **3** | **4** | **5** |
| I encourage my mentee/intervener to use strategies that promote free, safe movement and active exploration of the environment. | **0** | **1** | **2** | **3** | **4** | **5** |
| I believe I have the necessary skills to be an effective mentor. | **0** | **1** | **2** | **3** | **4** | **5** |
| I monitor that my mentee/intervener uses strategies to promote turn taking effectively. | **0** | **1** | **2** | **3** | **4** | **5** |
| I encourage my mentee/intervener to ask questions. | **0** | **1** | **2** | **3** | **4** | **5** |
| I oversee that my mentee/intervener demonstrates competency in the roles and responsibilities of interveners in various settings. | **0** | **1** | **2** | **3** | **4** | **5** |
| I am effective in monitoring my mentee/intervener’s professional growth. | **0** | **1** | **2** | **3** | **4** | **5** |
| I ensure that my mentee/intervener maintains the confidentiality of the individual(s) with whom they work. | **0** | **1** | **2** | **3** | **4** | **5** |
| I use good listening skills when communicating with my mentee/intervener. | **0** | **1** | **2** | **3** | **4** | **5** |
| I have no trouble acknowledging the accomplishments of my mentee/intervener. | **0** | **1** | **2** | **3** | **4** | **5** |
| I ensure that my mentee/intervener is skillful working with team members. | **0** | **1** | **2** | **3** | **4** | **5** |
| I can communicate how being a mentor has promoted my own personal and professional growth. | **0** | **1** | **2** | **3** | **4** | **5** |
| I oversee that my mentee/intervener effectively interacts with families **as directed**. | **0** | **1** | **2** | **3** | **4** | **5** |
| I have no difficulty managing our sessions, so that we accomplish assignments. | **0** | **1** | **2** | **3** | **4** | **5** |

**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. It was adapted from a survey developed by the PAR2A Center under a Transition to Teaching grant, 2012.**