

Name of Intervener: _____

(FOR INTERVENER TO COMPLETE)

INTERVENER PORTFOLIO ASSESSMENT					Portfolio Types of Documentation					
<p align="center">Knowledge and Skill Alignment with Intervener Standards</p>					A			B		
					Certificate of Completion	Transcript/ Course Completion	Assignment	Test	Reflection Narrative	Observation & Summary
<p align="center">Preparation Standard 1: Learner Development and Individual Learning Differences</p>					<p align="center">Two lines of evidence are suggested for each competency.</p>					
KNOWLEDGE:										
1.1	Definition of deafblindness			<u>4660</u> Unit 1						
1.2	Differences between congenital and acquired deafblindness			<u>4660</u> Unit 1						
1.3	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			<u>4660</u> Unit 1						
1.4	Anatomy and function of the eyes and ears			<u>4660</u> Unit 3 Unit 5						
1.5	Effect of combined vision and hearing loss on development and learning			<u>4660</u> Unit 1						
1.6	Effect of deafblindness on bonding, attachment, and social interaction			<u>4660</u> Unit 1						
1.7	Effect of deafblindness on psychological development and on the development of self-identity			<u>4840</u> Unit 6						
1.8	Effect of deafblindness related to isolation, stress, and vulnerability			<u>4660</u> Unit 1						

1.9	Effect of deafblindness on aspects of sexuality			<u>4840</u>	Unit 13					
1.10	Effect of additional disabilities on individuals with deafblindness			<u>4660</u>	Unit 1					
1.11	Brain development and the neurological implications of combined vision and hearing loss			<u>4660</u>	Unit 2					
CHILD-SPECIFIC KNOWLEDGE:										
1.12	Specific causes of the deafblindness (The individual's specific etiology and related characteristics)									
1.13	Strengths and needs of the individual									
1.14	Likes and dislikes of the individual									
1.15	Learning style and communication of the individual									
1.16	Audiological and ophthalmological conditions and functioning of the individual									
1.17	Additional disabilities of the individual, if present									
1.18	Effects of additional disabilities on individual, if present									

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<p><u>Preparation Standard 2:</u> Learning Environments</p>	Two lines of evidence are suggested for each competency.								
KNOWLEDGE:									
2.1. Differences between concept development and skill development, and the effect of deafblindness on each			<u>4660</u>	Unit 8					
2.2. Process of intervention for individuals with deafblindness			<u>4660</u>	Unit 10					
2.3. Strategies that promote visual and auditory development			<u>4660</u>	Unit 4 Unit 6					
2.4. Basic communication development			<u>4840</u>	Unit 3					
2.5. Effect of deafblindness on communication and interaction			<u>4840</u>	Unit 3					
2.6. Modes or forms of communication and devices used by individuals who are deafblind			<u>4840</u>	Unit 4					

SKILLS:										
2.7 Establish a trusting relationship with the individual										
2.8 Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual										
2.9 Promote positive self-esteem and well-being in the individual										
2.10 Promote social interactions and the development of meaningful relationships with an ever-expanding number of people										
2.11 Use and maintain amplification, cochlear implants, and assistive listening devices as directed										
2.12 Use and maintain glasses, low vision devices, and prostheses as directed										
2.13 Maximize the use of residual vision and hearing										
2.14 Utilize health and safety practices										

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Preparation Standard 3: Curricular Content Knowledge	Two lines of evidence are suggested for each competency.								
KNOWLEDGE:									
3.1 The use of calendar systems			<u>4840</u>	Unit 9					
SKILLS:									
3.2 Facilitation of the individual's understanding and development of concepts									

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<p align="center"><u>Preparation Standard 4:</u> Assessment</p>	Two lines of evidence are suggested for each competency.								
<p>SKILLS:</p>									
<p>4.1 Collect data and monitor progress as directed</p>									

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<p><u>Preparation Standard 5:</u> Instructional Planning and Strategies</p>	Two lines of evidence are suggested for each competency.								
SKILLS:									
5.1 Provide one-on-one intervention									
5.2 Use routines and functional activities as learning opportunities									
5.3 Facilitate direct learning experiences									
5.4 Use techniques to increase anticipation, motivation, communication, and confirmation									
5.5 Facilitate independence/interdependence for the individual									
5.6 Vary the level and intensity of input and the pacing of activities									

5.7	Adapt materials and activities to the individual's needs, as directed									
5.8	Use strategies that provide opportunities to solve problems and to make decisions and choices									
5.9	Implement intervention strategies for the individual's daily care, self-help, transition, and job training									
5.10	Use prescribed strategies to respond to the individual's behavior									
5.11	Provide the individual with opportunities for self-determination									
5.12	Use touch to supplement auditory and visual input and to convey information									
5.13	Facilitate individual's use of touch for learning and interaction									
5.14	Facilitate individual's use of the other senses to supplement learning modalities									
5.15	Utilize strategies that support the development of body awareness, spatial relationships, and related concepts									
5.16	Make adaptations for the cognitive and physical needs of the individual									
5.17	Make important adaptations consistent with the medical needs of the individual as directed									

5.18	Utilize strategies to promote sensory integration									
5.19	Utilize strategies that promote independent and safe movement and active exploration of the environment									
5.20	Implement positioning and handling as directed by related service specialists (e.g., occupational therapist, physical therapist, orientation and mobility [O&M] specialist)									
5.21	Promote the use of sighted guide, trailing, and protective techniques as directed by the O&M specialist									
5.22	Implement strategies for travel as directed by an O&M specialist									
5.23	Implement the use of mobility devices as directed by the O&M specialist									
5.24	Make adaptations for auditory needs as directed									
5.25	Make adaptations for visual needs as directed									
5.26	Facilitate language and literacy development									
5.27	Observe and identify communicative behavior and intent									
5.28	Implement methods and strategies for effectively conveying information to the individual									

5.29	Respond to the individual's attempts at communication									
5.30	Use communication techniques specific to the individual									
5.31	Incorporate or embed language and communication into all routines and activities									
5.32	Use strategies for eliciting expressive communication									
5.33	Use strategies to promote turn taking									
5.34	Use strategies to enhance and expand communication									

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Preparation Standard 6: Professional Learning and Ethical Practice	Two lines of evidence are suggested for each competency.								
KNOWLEDGE:									
6.1 The role of the intervener in the process of intervention			<u>4660</u>	Unit 9					
6.2 The roles and responsibilities of interveners in various settings			<u>4660</u>	Unit 9					
SKILLS:									
6.3 Adhere to the identified code of ethics, including confidentiality									
6.4 Pursue ongoing professional development specific to role and responsibilities									

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<u>Preparation Standard 7:</u> Collaboration					Two lines of evidence are suggested for each competency.									
KNOWLEDGE:														
7.1	The difference between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants						<u>4660</u>	Unit 9						
7.2	The roles and supervisory responsibilities of team members and consultants						<u>4660</u>	Unit 9						
SKILLS:														
7.3	Utilize teaming skills in working with team members													
7.4	Share observations of the individual's communication skills with others													
7.5	Communicate and problem solve with the individualized family service program or individualized education program team about the student's needs as appropriate													
7.6	Interact with families as directed													