**

**See** [**Coaching Practitioners of Children Who Are Deaf-Blind**](http://nationaldb.org/pages/show/coaching-practitioners-of-children-who-are-deaf-blind) **for additional resources.**

# **Intervener Coaching Form: Introduction**

To develop the knowledge and skills needed to work effectively with a child who is deaf-blind, interveners need one-to-one coaching as well as coursework and practical experience. Through coaching, an intervener can develop or strengthen critical skills and fill in knowledge gaps.

This coaching form, based on Council for Exceptional Children standards for interveners (CEC, 2015), can be used by interveners and coaches over a series of coaching sessions.

Interveners must be able to show evidence they have acquired CEC competencies in order to receive a National Intervener Certification E-Portfolio (NICE) Certificate or National Intervener Credential from the National Resource Center for Paraeducators.

**Intervener Coaching Form**

**Intervener Name:**

**Coach Name:**

This form is intended for use across multiple coaching sessions. It is based on skill competencies outlined in Standards 2 through 7 of the Council for Exceptional Children’s (2015) standards for interveners, *Specialty Set: Special Education Paraeducator Intervener for Individuals With Deafblindness*.

**Instructions**

1. Enter a date for each coaching session.
2. Prior to each session, the intervener should review the competencies and put a check by those for which he or she would like to receive coaching. The “Intervener Comments” space below each standard is for additional notes about coaching needs (include a date for each comment, as this same form is used for repeated coaching sessions).
3. The coach then reviews the form.
4. The intervener and coach meet (in person, via phone, or online) to discuss the intervener’s needs and modify the form if necessary.
5. Before, during, and after the session, the coach follows [best practices indicated by research on coaching](http://documents.nationaldb.org/Coaching/CoachingBestPractices_a.pdf).
6. During the session, the coach makes notes to share with the intervener on the Coaching Session Summary Form.
7. After the session, the intervener and coach discuss what took place, review the coach’s notes and observations, and complete the Coaching Session Summary Form.
8. The coach sends the intervener an e-mail with the form attached and five comments:
	1. A positive statement
	2. Performance-based feedback on correct use of the strategy or strategies addressed during the session
	3. Suggestions for improvement
	4. A request that the intervener acknowledge receipt of the email and express any questions or concerns
	5. A closing positive statement

## Standard 2: Learning Environments

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Establish a trusting relationship with the individual  |  |  |  |  |  |  |  |  |
| Provide an atmosphere of acceptance, safety, and security that is reliable and consistent for the individual  |  |  |  |  |  |  |  |  |
| Promote positive self-esteem and well-being in the individual  |  |  |  |  |  |  |  |  |
| Promote social interactions and the development of meaningful relationships with an ever-expanding number of people |  |  |  |  |  |  |  |  |
| Use and maintain amplification, cochlear implants, and assistive listening devices as directed |  |  |  |  |  |  |  |  |
| Use and maintain glasses, low vision devices, and prostheses as directed |  |  |  |  |  |  |  |  |
| Maximize the use of residual vision and hearing |  |  |  |  |  |  |  |  |
| Utilize health and safety practices |  |  |  |  |  |  |  |  |

Intervener Comments (Learning Environments):

Intervener Comments (Learning Environments – cont.):

## Standard 3: Curricular Content Knowledge

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Facilitation of the individual’s understanding and development of concepts |  |  |  |  |  |  |  |  |

Intervener Comments (Curricular Content):

## Standard 4: Assessment

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Collect data and monitor progress as directed |  |  |  |  |  |  |  |  |

Intervener Comments (Assessment):

## Standard 5: Instructional Planning & Strategies

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Provide one-on-one intervention |  |  |  |  |  |  |  |  |
| Use routines and functional activities as learning opportunities  |  |  |  |  |  |  |  |  |
| Facilitate direct learning experiences |  |  |  |  |  |  |  |  |
| Use techniques to increase anticipation, motivation, communication, and confirmation |  |  |  |  |  |  |  |  |
| Facilitate independence for the individual  |  |  |  |  |  |  |  |  |
| Vary the level and intensity of input and the pacing of activities  |  |  |  |  |  |  |  |  |
| Adapt materials and activities to the individual’s needs, as directed  |  |  |  |  |  |  |  |  |
| Use strategies that provide opportunities to solve problems and to make decisions and choices |  |  |  |  |  |  |  |  |
| Implement intervention strategies for the individual’s daily care, self-help, transition, and job training  |  |  |  |  |  |  |  |  |
| Use prescribed strategies to respond to the individual’s behavior |  |  |  |  |  |  |  |  |
| Provide the individual with opportunities for self-determination |  |  |  |  |  |  |  |  |
| Use touch to supplement auditory and visual input and to convey information |  |  |  |  |  |  |  |  |
| Facilitate individual’s use of touch for learning and interaction |  |  |  |  |  |  |  |  |
| Facilitate individual’s use of the other senses to supplement learning modalities  |  |  |  |  |  |  |  |  |
| Utilize strategies that support the development of body awareness, spatial relationships, and related concepts |  |  |  |  |  |  |  |  |
| Make adaptations for the cognitive and physical needs of the individual  |  |  |  |  |  |  |  |  |
| Make important adaptations consistent with the medical needs of the individual as directed  |  |  |  |  |  |  |  |  |
| Utilize strategies to promote sensory integration  |  |  |  |  |  |  |  |  |
| Utilize strategies that promote independent and safe movement and active exploration of the environment |  |  |  |  |  |  |  |  |
| Promote the use of sighted guide, trailing, and protective techniques as directed by the O&M specialist  |  |  |  |  |  |  |  |  |
| Implement positioning and handling as directed by related-service specialists (e.g., occupational therapist, physical therapist, orientation and mobility [O&M] specialist) |  |  |  |  |  |  |  |  |
| Implement strategies for travel as directed by an O&M specialist  |  |  |  |  |  |  |  |  |
| Implement the use of mobility devices as directed by the O&M specialist |  |  |  |  |  |  |  |  |
| Make adaptations for auditory needs as directed  |  |  |  |  |  |  |  |  |
| Make adaptations for visual needs as directed  |  |  |  |  |  |  |  |  |
| Facilitate language and literacy development |  |  |  |  |  |  |  |  |
| Observe and identify communicative behavior and intent |  |  |  |  |  |  |  |  |
| Implement methods and strategies for effectively conveying information to the individual  |  |  |  |  |  |  |  |  |
| Respond to the individual’s attempts at communication  |  |  |  |  |  |  |  |  |
| Use communication techniques specific to the individual |  |  |  |  |  |  |  |  |
| Incorporate or embed language and communication into all routines and activities |  |  |  |  |  |  |  |  |
| Use strategies for eliciting expressive communication |  |  |  |  |  |  |  |  |
| Use strategies to promote turn taking |  |  |  |  |  |  |  |  |
| Use strategies to enhance and expand communication |  |  |  |  |  |  |  |  |

Intervener Comments (Instructional Planning):

## Standard 6: Professional Learning & Ethical Practice

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adhere to the identified code of ethics, including confidentiality |  |  |  |  |  |  |  |  |
| Pursue ongoing professional development specific to role and responsibilities |  |  |  |  |  |  |  |  |

Intervener Comments (Professional Learning):

## Standard 7: Collaboration

| **Skill Competencies** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Utilize teaming skills in working with team members  |  |  |  |  |  |  |  |  |
| Share observations of the individual’s communication skills with others |  |  |  |  |  |  |  |  |
| Communicate and problem solve with the individualized family service program or individualized education program team about the student’s needs as appropriate  |  |  |  |  |  |  |  |  |
| Interact with families as directed |  |  |  |  |  |  |  |  |

Intervener Comments (Collaboration):

## Reference

Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. Arlington, VA: CEC. Available at: <https://www.cec.sped.org/Standards/Paraeducator-Preparation-Guidelines>

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