**CEC Intervener Standards Note Taking Template**

Adapted from: Council for Exceptional Children. (2022). Specialty Set: Special Education Paraeducator Intervener for Individuals with Deafblindness. In *What Every Special Educator Must Know: Professional Ethics and Standards*, Arlington, VA: CEC

| **Competency Code** | **Competency Text** | **Notes** |
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| **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines** |
| DBI.1.K1 | The impact of personal biases and the effect on teamwork. |  |
| DBI.1.S1 | Adhere to the identified code of ethics and promote ethical practices, including confidentiality across all settings. |  |
| DBI.1.S2 | Engage in professional development specific to deafblindness and related topics based on the needs of the student being served. |  |
| DBI.1.S3 | Participate in team meetings and professional dialogue about the needs of the student. |  |
| DBI.1.S4 | Engage in self-reflection and self-assessment, identifying strengths and areas for improvement. |  |
| DBI.1.S5 | Explain the intervener role and process of intervention as one to provide individualized support, optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings, concepts, and skills. |  |
| DBI.1.S6 | Follow policies and procedures at classroom, school, community, and district levels. |  |
| DBI.1.S7 | Establish and maintain personal boundaries. |  |
| DBI.1.S8 | Consider one's own knowledge and skills when accepting work with specific students and ask for support when needed. |  |
| DBI.1.S9 | Engage in culturally responsive practices by demonstrating respect for students and colleagues from culturally, linguistically, and ethnically diverse backgrounds. |  |
| **Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs** |
| DBI.2.K1 | Definition of deafblindness and specific causes of deafblindness. |  |
| DBI.2.K2 | Anatomy and function of the eyes and ears. |  |
| DBI.2.K3 | Types and degrees of vision and hearing loss. |  |
| DBI.2.K4 | Audiological and ophthalmological conditions and functioning of the individual. |  |
| DBI.2.K5 | Development of the brain and implications of brain-based vision and hearing loss. |  |
| DBI.2.K6 | Differences between concept development and skill development, and the effect of deafblindness on each. |  |
| DBI.2.K7 | Impact of deafblindness on communication development, including communicative intent/function and the progression from pre-emergent/pre-symbolic communication to symbolic/proficient language. |  |
| DBI.2.K8 | Forms of expressive and receptive communication used by individuals who are deafblind. |  |
| DBI.2.K9 | Effect of deafblindness on psychological development including self-identity, autonomy, and independence throughout the lifespan. |  |
| DBI.2.K10 | Effect of deafblindness related to isolation, stress, vulnerability including aspects of sexuality. |  |
| DBI.2.K11 | Effect of additional disabilities on individuals with deafblindness. |  |
| DBI.2.K12 | Individual's preferences, dislikes, strengths and needs, taking into consideration access and experiential limitations. |  |
| DBI.2.S1 | Use and maintain amplification, cochlear implants, and assistive listening devices as directed. |  |
| DBI.2.S2 | Use and maintain glasses, low vision devices, and prostheses as directed. |  |
| DBI.2.S3 | Maximize the use of residual vision, hearing, and touch across multiple environments. |  |
| DBI.2.S4 | Implement tactile strategies based on student needs to support inclusion, learning, and interaction. |  |
| DBI.2.S5 | Encourage and support the individual's use of their senses to supplement learning, including gustatory, olfactory, proprioceptive, and vestibular. |  |
| DBI.2.S6 | Utilize strategies that support the development of body awareness, spatial relationships, and related concepts. |  |
| DBI.2.S7 | Make adaptations consistent with the cognitive, physical and medical needs of the individual as directed. |  |
| **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge** |
| DBI.3.K1 | Instructional and assistive technologies specific to deafblindness and individual students' needs. |  |
| DBI.3.S1 | Adapt and provide access to general education and deafblind specific curricula for instruction of academics, related arts subjects, physical education, and the expanded core curriculum under teacher direction and supervision. |  |
| DBI.3.S2 | Facilitate the use of calendar systems and other tools for transition and communication across educational environments. |  |
| DBI.3.S3 | Use student preferences to adapt curricular content as directed. |  |
| DBI.3.S4 | Provide opportunities for the student to generalize and maintain knowledge and skills across environments. |  |
| DBI.3.S5 | Create and implement the use of adapted books and other learning materials as directed. |  |
| DBI.3.S6 | Provide positive reinforcement and feedback to the student to increase engagement and progress across curricular content. |  |
| DBI.3.S7 | Use of specific adaptive equipment as directed by related-service specialists. |  |
| DBI.3.S8 | Promote the use of sighted guide, trailing, and protective techniques and reinforce travel strategies and the use of mobility devices as directed by the O&M Specialist. |  |
| **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making** |
| DBI.4.S1 | Collect data and monitor progress as directed. |  |
| DBI.4.S2 | Provide input, observations, and support to the assessment team before and during assessment. |  |
| **Standard 5: Supporting Learning Using Effective Instruction** |
| DBI.5.K1 | Principles of least-intrusive instructional support and interaction for individuals with deafblindness. |  |
| DBI.5.S1 | Provide consistent opportunities for students to respond and express themselves before, during and after learning activities using preferred communication modality. |  |
| DBI.5.S2 | Apply child-guided instructional approaches. |  |
| DBI.5.S3 | Provide 1:1 intervention varying the level and intensity of input to reinforce and support student engagement, self-regulation, and learning. |  |
| DBI.5.S4 | Reinforce concepts that are typically learned incidentally that are necessary to engage fully in instruction. |  |
| DBI.5.S5 | Use routines and functional activities as learning opportunities. |  |
| DBI.5.S6 | Use supportive touch to facilitate memory and enhance learning. |  |
| DBI.5.S7 | Provide environmental information across all settings. |  |
| DBI.5.S8 | Assist the individual with deafblindness to organize sensory information and orient to space and objects across all settings. |  |
| DBI.5.S9 | Implement routines to support students' anticipation, motivation, communication, and security. |  |
| DBI.5.S10 | Utilize positioning, environmental modifications, and identified assistive technologies to increase student engagement, and opportunities to respond. |  |
| DBI.5.S11 | Use strategies to promote turn-taking. |  |
| DBI.5.S12 | Make adaptations and offer supports for tactile skill development. |  |
| DBI.5.S13 | Use strategies to elicit, enhance, and expand receptive and expressive communication in all contexts and activities. |  |
| DBI.5.S14 | Implement recommended augmentative and alternative communication systems. |  |
| DBI.5.S15 | Promote opportunities for communication with a variety of peers and staff. |  |
| DBI.5.S16 | Implement modifications and accommodations as specified on an IEP/IFSP. |  |
| DBI.5.S17 | Implement strategies that support IEP transition goals to adult roles, including employment, higher education, and community participation based on the student's interests with the support of the team. |  |
| DBI.5.S18 | Facilitate language and literacy development as directed by certified professionals. |  |
| **Standard 6: Supporting Social, Emotional, and Behavioral Growth** |
| DBI.6.K1 | Effect of deafblindness on bonding, attachment, and social interaction. |  |
| DBI.6.S1 | Establish and maintain a trusting relationship with the individual. |  |
| DBI.6.S2 | Use a range of preventive and responsive practices, documented as effective to support individuals' social, emotional, and educational well-being. |  |
| DBI.6.S3 | Facilitate direct learning experiences. |  |
| DBI.6.S4 | Observe, identify and respond to communicative behavior and intent. |  |
| DBI.6.S5 | Facilitate independence and interdependence for the individual in performing tasks, solving problems, and self-advocating. |  |
| DBI.6.S6 | Provide and reinforce instruction in the areas of daily care and self-help. |  |
| DBI.6.S7 | Apply appropriate prompting system, reinforcement, and other behavioral principles that are supportive to the individual. |  |
| DBI.6.S8 | Provide the individual with opportunities to practice and develop their self-determination skills including choice making and problem solving. |  |
| DBI.6.S9 | Use sensory integration strategies as directed to support self-regulation. |  |
| DBI.6.S10 | Use strategies that promote the individual's independent and safe movement and active exploration of the environment as directed. |  |
| DBI.6.S11 | Promote social interactions and the development of meaningful relationships with an increasing number of people. |  |
| **Standard 7: Collaborating with Team Members** |
| DBI.7.S1 | Articulates the role of the intervener, including the differences between interveners, paraeducators, interpreters, aides, caregivers, and special education assistants. |  |
| DBI.7.S2 | Ongoing communication about the goals of lessons with team members and supervisors as needed. |  |