

Name: _____ State _____ Date Submitted _____

Initial Credential Received on: _____ Total Points _____

Activity to Earn CEUs	Documentation/Artifact	Possible Points	Points	
			Tracked	Earned
Learning through Experience				
Years of experience working as an intervener *Bonus CEUs awarded for each additional student who is DeafBlind you have supported	Letter(s) from teachers or supervisors to verify number of years and a written reflection	5 points/year (e.g., 3 yrs.= 15 pts) *Add 5 bonus points for any year you have a new student		
Learning from People with Lived Experience				
Read a book or an article by a DeafBlind author (150 pages +)	Written report of bullet points that addresses: Book/article title, Author(s) # of pages, 4-5 major take aways from; reflection of how content will impact your work with student	5-10 points Points vary based on length of book		
Involvement in the DeafBlind community	Reflection on your experience (what did you do, what did you learn, what would you do differently) and how it will impact your work as an intervener; include one or more photos if possible	2 points/hour		
Watching a movie or show with DeafBlind actors, producers, and/or directors	Written report of bullet points that addresses movie title, name of DeafBlind adults(s), 4-5 major takeaways, reflection of how contact will impact work with your student	2 points/hour		
Doing respite with families of children who are DeafBlind	Reflection on experience (home vs. school, how things vary across families- e.g., single parent vs. two-parent, socioeconomic status, family dynamic, level of inclusion in the family) and how it will impact your work as an intervener; include one or more photos if possible	2 points/hour		

Learning from Experts in Deafblindness

Additional coaching visits from state DeafBlind project staff or a local Teacher of the DeafBlind	Written feedback and recommendations from the coach (see form); reflection on how the feedback will be incorporated into your work as an intervener	10 points *Limit one coaching visit per year		
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Work Samples

Develop new materials for your student or modify existing materials to better meet their needs *Bonus points for collaborating with two or more team members	Photos and reflection on how the accommodation/material has impacted the student's participation/engagement *If you modify existing materials, you must include before and after photos	Finite lesson: 1 point System: 5 points *Add five points for team collaboration		
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Professional Development *PD must be on a variety of relevant topics. For example, credit cannot be earned on two trainings on calendar systems.

Take applicable college/university class	Transcripts, course title, and description; reflection on how the content will impact your work as an intervener	8-week class- 15 points 16-week class- 30 points		
Participate in a conference on deafblindness (or related)	Certificate of participation/attendance, conference agenda, reflection on how the content will impact your work as an intervener	2 points/hour attended e.g., two-day conference, 6 hours/day = 12 points		
Participate in a training, workshop, or webinar on deafblindness (or related)	Certificate of participation/attendance, agenda, reflection on how the content will impact your work as an intervener	2 points/hour attended		
Training offered for work (e.g., challenging behaviors, G-Tube training, seizure training, etc.)	Certificate of participation/attendance or a letter of confirmation; agenda, reflection on how the content will impact your work as an intervener	1 point/hour attended		

Developing your “elevator pitch”				
Video record an articulate description of your role as an intervener *You may do this once per recredentialing cycle. If you do it in another cycle, you must explain how your view of your role has changed.	Video recording (15-20 seconds) *longer videos will not be scored.	5 points		
Leadership and Policy Work				
Giving a presentation about interveners/intervention at an event	Agenda, PPT, reflection on how the content impacted the audience, how presentation was received, etc.	10 points		
Serving on a panel for an event to represent your role as an intervener	Agenda, PPT, reflection on content included, questions asked and answered, feeling on how the panel went- on topic? Off topic? etc.	10 points		
Working at an information table about interveners/intervention at an event	Agenda, event flyer, reflection that includes a description of your interactions (number of people, topics discussed, etc.)	5 points		
Working on revisions of the CEC competencies for interveners (through invitation to formal work group)	Letter of invitation to participate and confirmation of participation; write a reflection on the value of your experience for your work as an intervener	20 points		
Meeting with school or district administrators regarding role or pay, challenges or issues on the job	Letter of confirmation; reflection on how the meeting went, did it accomplish your goals for the meeting, how the discussion and outcomes will impact your future work as an intervener	10 points		
Meeting with policy or law makers advancing recognition of the role of the intervener and/or pay to recognize unique knowledge and skills	Agenda, photos, reflection on the experience- people in the meeting, what was said, what might come of the efforts	15-20 depending on the event		

Interveners **must earn 100 points every five years** to maintain their National Intervener Credential through the National Resource Center for Paraeducators, Interveners, and Related Service Providers (NRCPara).

NOTE: Points must come from **five of the seven** different categories identified above. Points earned during a five-year period cannot be banked for the next five-year cycle. For example, if you earn 150 points in a five-year cycle, you cannot bank 50 points toward the next recredentialing cycle.

NOTE: Also, if you submit points in less than five years, e.g., 3 years or less, then the five year clock begins again.

The NRCP would like to acknowledge the support/guidance it received from Dr. Ritu Chopra and the NICE Project based out of the PAR2A Center, University of Colorado in developing the Credentialing Matrix.