

# WV Birth to Three

## Comprehensive System of Personnel Development

### CORE COMPETENCIES FOR EARLY INTERVENTION AND SERVICE COORDINATION SPECIALISTS



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#### Acknowledgments

The WV Birth to Three credential requirements outlined in this document were developed with the assistance of the WV Birth to Three Redesign Personnel Workgroup. This group was composed of individuals representing a wide variety of roles including but not limited to parents of children with disabilities, service providers, service coordinators, higher education faculty, local WV Birth to Three program administrators, Head Start, Preschool Special Needs, early care and education, child care and state agency personnel. A special thank you to Diane Michael for her knowledge, expertise and leadership as facilitator of the Personnel Workgroup. WV Birth to Three would also like to thank the Indiana and Missouri First Steps early intervention systems for sharing resource materials as research for this document.

# WV BIRTH TO THREE CORE COMPETENCIES FOR EARLY INTERVENTION SPECIALISTS

## Early Intervention Foundations

**Outcome:** WV Birth to Three personnel demonstrate an understanding of the historical, philosophical, legal and organizational components that provide the foundation for West Virginia's early intervention system.

- 1.0 Demonstrate knowledge of the historical roots and family centered philosophy of the WV Birth to Three system.
- 1.1 Demonstrate knowledge of relevant federal legislation and regulations, and state policies, rules and procedures that provide a foundation for the WV Birth to Three system.
- 1.2 Demonstrate knowledge of the IFSP process including:
  1. Referral and initial contacts
  2. Evaluation, assessment and determination of eligibility
  3. IFSP development, implementation and monitoring
  4. Transition
  5. Service coordination
  6. Procedural safeguards
- 1.3 Demonstrate knowledge of the organizational structures that support the WV Birth to Three (e.g. lead agency, State Interagency Coordinating Council, Regional Administrative Units, etc.)
- 1.4 Demonstrate knowledge of current trends and issues, and ability to apply recommended research-based effective practices in early intervention.
- 1.5 Demonstrate a commitment to professional growth and development through on-going participation in training, professional organizations and literature review and research.

## Family Centered Practices

**Outcome:** WV Birth to Three personnel recognize the provision of individualized informed decisions about their child within the context of each unique family structure.

- 2.0 Demonstrate the ability to build and maintain parent-professional partnerships with families.
- 2.1 Demonstrate knowledge of and sensitivity to the cultural diversity of families participating in the WV Birth to Three system.
- 2.2 Demonstrate knowledge of and respect for the diverse family structures, dynamics, learning styles and coping skills of families participating in the WV Birth to Three system.

- 2.3 Demonstrate the ability to support families as the primary decision-maker in regards to services and supports for their child and family.
- 2.4 Demonstrate an understanding of the empowerment model of supporting families of children with special needs.
- 2.5 Demonstrate an understanding of the role of the early intervention specialist in advocating for the child and family including the levels and methods of advocacy.

### **Effective Team Practices**

**Outcome:** WV Birth to Three personnel recognize that teaming through collaborative interactions and relationships is the cornerstone of developing and delivering effective early intervention services and supports to infants and toddlers and their families.

- 3.0 Demonstrate knowledge of team models (multi-disciplinary, inter disciplinary and trans-disciplinary), how teams develop and team processes and dynamics.
- 3.1 Demonstrate the ability to effectively communicate with a variety of people (e.g., families, service providers, community providers) in a jargon free and culturally sensitive manner both orally and in written formats.
- 3.2 Demonstrate the ability to use effective problem-solving, decision-making, and conflict resolution strategies.
- 3.3 Demonstrate the ability to work effectively and consult with a variety of early intervention team members and community partners in the evaluation and assessment process, designing integrated intervention strategies and in providing early intervention services and supports to children and their families.

### **Infant and Toddler Development**

**Outcome:** WV Birth to Three personnel utilize knowledge of typical and atypical infant/toddler development in providing research based, developmentally appropriate early intervention services.

- 4.0 Demonstrate an understanding of typical infant/toddler development including an understanding of child development theories, developmental sequences, impact of maturation, the interrelatedness of developmental domains and the variability of development from child to child.

- 4.1 Demonstrate an understanding of the impact of family structure, dynamics, health, mental health and bilingual language on infant/toddler development.
- 4.2 Demonstrate an understanding of the impact of cultural influences such as economic status, racism, violence in the home, community and on TV on infant/toddler development.
- 4.3 Demonstrate knowledge of how atypical development impacts each of the developmental domains: communication, motor including vision and hearing, cognitive, adaptive and social emotional.
- 4.4 Demonstrate knowledge of medical conditions, and biological and environmental risk factors that effect infant/toddler development including issues related to prematurity, special health care needs, and prenatal exposure to toxins and infectious diseases.
- 4.5 Demonstrate knowledge of the etiology and characteristics of common disabilities in young children, and the implications for infant/toddler development.
- 4.6 Demonstrate knowledge of nutritional issues that effect infant/toddler development.
- 4.7 Demonstrates an understanding of the importance of responsive parent-child interactions in the development of attachment and emotional development.

### **Evaluation and Assessment**

**Outcome:** As guided by each family's needs and concerns for their child's development, WV Birth to Three personnel will gather, synthesize and interpret information through the use of appropriate informal and formal screening, evaluation and assessment methods, observations and procedures.

- 5.0 Demonstrate an understanding of the differences between the Multi disciplinary evaluation process for eligibility determination and the on going assessment process for the development, implementation and evaluation of the IFSP.
- 5.1 Demonstrate knowledge of the unique issues in infant and toddler evaluation and assessment such as the importance of validity, reliability in selecting appropriate screening, evaluation and assessment tools for infants and toddlers with disabilities.

- 5.2 Demonstrate the ability to screen, evaluate and assess infant and toddler development by selecting and using a variety of culturally sensitive informal and formal methods and procedures (including observational methods) as guided by the family's needs, concerns, and priorities for their child's development.
- 5.3 Demonstrate the ability to engage family members as active participants in the evaluation and assessment process based on the concerns, priorities and resources of the family.
- 5.4 Demonstrate the ability to adapt evaluation and assessment methods to meet the unique needs of individual infants and toddlers.
- 5.5 Demonstrate the ability to utilize naturally occurring activities and routines at home and in the community to assess the child's functional abilities and motivators, parent-child or caregiver-child interactions and the need for assistive technology and/or environmental adaptations.
- 5.6 Demonstrate the ability to effectively utilize responsive and respectful interview technics including the use of family assessment tools to gather information from parents, family members, care givers and others as identified by the family.
- 5.7 Demonstrate the ability to assess the child and family's on going progress and satisfaction through data collection, interview, informal and formal assessment methods and observation.
- 5.8 Demonstrate the ability to write evaluation and assessment reports that include functional, relevant and meaningful descriptions of the infant and toddlers abilities, written in language that is easily understood by families and provides information in regards to the child's performance in daily activities and routines within the home and community.
- 5.9 Demonstrate the ability to provide families screening, evaluation, assessment and other information in understandable language and in a sensitive manner.

## **Individualized Family Service Plan**

**Outcome:** Guided by each family's concerns, priorities, and resources, WV Birth to Three personnel assist families, other early intervention providers and community partners in designing functional and meaningful IFSPs to meet the developmental needs of children and to enhance the capacity of families to meet those developmental needs.

- 6.0 Demonstrate an understanding of the intent of the IFSP as a process that documents the changes a family wants to see for themselves and their child and a process that enhances the capacity of families to meet the special needs of their infants and toddlers.
- 6.1 Demonstrate the ability to describe the infant and toddler's present level of performance in all areas of development including what the child does well and areas of concern.
- 6.3 Demonstrate the ability to assist families to identify the daily activities and routines in which intervention strategies will be implemented.
- 6.4 Demonstrate the ability to utilize evaluation and assessment information to design intervention strategies to support the daily activities and routines of the child and family within the home and community.
- 6.5 Demonstrate the ability to assist families in identifying appropriate criteria for success in meeting the outcomes they have identified for their child and family.
- 6.6 Demonstrate the ability to assist families in identifying informal support systems (primary teachers) for the implementation of the IFSP prior to identifying formal support systems.
- 6.7 Demonstrate the ability to assist families in deciding which combination and frequency of early intervention services may be appropriate in providing consultation, training and direct services to the primary teachers implementing the IFSP.
- 6.8 Demonstrate the ability to design strategies that support the use of assistive technology throughout the daily activities and routines of the child within the home and community settings.

## **Early Intervention Service Delivery**

**Outcome:** Guided by each family's concerns, priorities, and resources, WV Birth to Three personnel provide services and supports that are integrated into daily activities and routines within natural environments where children live, learn and play.

- 7.0 Demonstrate knowledge of current trends, practices, research and ethical considerations regarding early intervention services.
- 7.1 Demonstrate the ability to support and facilitate parent/child and care giver/child interactions as the primary context for development and learning.
- 7.2 Demonstrate an understanding of the importance of early intervention services supporting the child in the daily activities and routines within natural environments where children live, learn and play.
- 7.3 Demonstrate the ability to assist families in understanding their child's delay, medical condition or risk factors and how these issues impact infant and toddler development.
- 7.4 Demonstrate the ability to acquire and integrate knowledge from other disciplines and professions in order to meet the interrelated developmental needs of infants and toddlers.
- 7.5 Demonstrate the ability to identify adult learning styles in order to design individualized approaches including coaching, training and consultation methods to support the family and other primary teachers in enhancing the child's development.
- 7.6 Demonstrate the ability to select developmentally appropriate activities and materials that support the infant and toddler's developmental progress.
- 7.7 Demonstrate the ability to implement individualized intervention strategies that support the infant and toddler's ability to participate in the daily activities and routines of the family within natural environments where children live, learn and play.
- 7.8 Demonstrate an understanding of the basic components of assistive technology and augmentative communication as well as adaptations and modifications to the environment, activities, materials and equipment.
- 7.9 Demonstrate an understanding of the benefits of inclusion of infants and toddlers with disabilities with peers within

community activities and settings.

- 7.10 Demonstrate the ability to implement methods of positive behavioral support which is developmentally appropriate for infants and toddlers with special needs.
- 7.11 Demonstrate the ability to provide effective consultation services in community settings including how to support children with special needs through the design of physical space, staffing patterns, adapted materials, activities and intervention strategies.
- 7.12 Demonstrate awareness of health, nutrition, and safety practices for infants and toddlers as well as basic strategies for personal safety for the early intervention provider.
- 7.13 Demonstrate the ability to recognize signs of emotional distress, child abuse, and neglect in young children and follow proper reporting procedures.

### **Supporting Transitions**

**Outcome:** Guided by each family's concerns, priorities and resources, WV Birth to Three personnel provide services and supports that facilitate a smooth transition into, within and out of early intervention services.

- 8.0 Demonstrate knowledge of the types of life circumstances that create change that impact infants and toddlers and their families including economic, geographic, family structure, health issues, mental health issues, and movement from home to community settings.
- 8.1 Demonstrate the ability to assess the skills the infant and toddler will need within the next environment.
- 8.2 Demonstrate the ability to provide families with the information they need to make informed decisions in regards to the transition.
- 8.3 Demonstrate the ability to design appropriate transition strategies and supports with the family, early intervention team and community partners to promote successful transitions into, within and out of early intervention services through the transition planning process.
- 8.4 Demonstrate the ability to provide support, consultation and training to personnel in the receiving agency when a child and family transitions out of early intervention services.

# WV BIRTH TO THREE CORE COMPETENCIES FOR SERVICE COORDINATOR CREDENTIAL

## Early Intervention Foundations

**Outcome:** WV Birth to Three personnel demonstrate an understanding of the historical, philosophical, legal and organizational components that provide the foundation for West Virginia's early intervention system.

- 1.0 Demonstrate knowledge of the historical roots and family-centered philosophy of the WV Birth to Three system.
- 1.1 Demonstrate knowledge of relevant federal legislation and regulations, and state policies, rules and procedures that provide a foundation for the WV Birth to Three system.
- 1.2 Demonstrate knowledge of the IFSP process including:
  1. Referral and initial contacts
  2. Evaluation, assessment and determination of eligibility
  3. IFSP development, implementation and monitoring
  4. Transition
  5. Service coordination
  6. Procedural safeguards
- 1.3 Demonstrate knowledge of the organizational structures that support WV Birth to Three (e.g. lead agency, State Interagency Coordinating Council, Regional Administrative Units, etc.)
- 1.4 Demonstrate knowledge of current trends and issues, and ability to apply recommended research-based effective practices in early intervention.
- 1.5 Demonstrate a commitment to professional growth and development through on-going participation in training, professional organizations and literature review and research.

## Family Centered Practices

**Outcome:** WV Birth to Three personnel recognize the provision of individualized family centered services is a dynamic process that supports the family to make informed decisions about their child within the context of each unique family structure.

- 2.0 Demonstrate the ability to build and maintain parent-professional partnerships with families.
- 2.1 Demonstrate knowledge of and sensitivity to the cultural diversity of families participating in the WV Birth to Three system.
- 2.2 Demonstrate knowledge of and respect for the diverse family structures, dynamics, learning styles and coping skills of families participating in the WV Birth to Three system.
- 2.3 Demonstrate the ability to support families as the primary decision-maker in regards to services and supports for their child and family.
- 2.4 Demonstrate an understanding of the empowerment model of supporting families of children with special needs.
- 2.5 Demonstrate an understanding of the role of the service coordinator in advocating for the child and family including levels and methods of advocacy.

### **Effective Team Practices**

**Outcome:** WV Birth to Three personnel recognize that teaming through collaborative interactions and relationships is the cornerstone of developing and delivering effective early intervention services and supports to infants and toddlers and their families.

- 3.0 Demonstrate knowledge of team models (multi-disciplinary, inter-disciplinary and trans-disciplinary), how teams develop and team processes and dynamics.
- 3.1 Demonstrate the ability to effectively communicate with a variety of people (e.g., families, service providers, community providers) in a jargon-free and culturally sensitive manner both orally and in written formats.
- 3.2 Demonstrate the ability to use effective problem-solving, decision-making, and conflict resolution strategies.
- 3.3 Demonstrate the ability to work effectively with a variety of early intervention team members and community partners in designing integrated intervention strategies and in providing early intervention services and supports to children and their families.

## **Infant and Toddler Development**

**Outcome:** WV Birth to Three personnel utilize knowledge of typical and atypical infant/toddler development in providing research based, developmentally appropriate early intervention services.

- 4.0 Demonstrate an understanding of typical infant/toddler development including an understanding of child development theories, developmental sequences, impact of maturation, the interrelatedness of developmental domains and the variability of development from child to child.
- 4.1 Demonstrate an understanding of the impact of family structure, dynamics, health, mental health and bilingual language on infant/toddler development.
- 4.2 Demonstrate an understanding of the impact of cultural influences such as economic status, racism, violence in the home, community and on TV on infant/toddler development.
- 4.3 Demonstrate knowledge of how atypical development impacts each of the developmental domains: communication, motor including vision and hearing, cognitive, adaptive and social emotional.
- 4.4 Demonstrate knowledge of medical conditions, and biological and environmental risk factors that effect infant/toddler development including issues related to prematurity, special health care needs, and prenatal exposure to toxins and infectious diseases.
- 4.5 Demonstrate knowledge of the etiology and characteristics of common disabilities in young children, and the implications for infant/toddler development.
- 4.6 Demonstrate knowledge of nutritional issues that effect infant/toddler development.
- 4.7 Demonstrate an understanding of the importance of responsive parent-child interactions in the development of attachment and emotional development.

## **Evaluation and Assessment**

**Outcome:** As guided by each family's needs and concerns for their child's development, WV Birth to Three personnel will gather, synthesize and interpret information through the use of appropriate informal and formal screening, evaluation and assessment methods, observations and procedures.

- 5.0 Demonstrate an understanding of the differences between the multi disciplinary evaluation process for eligibility determination and the on going assessment process for the development, implementation and evaluation of the IFSP.
- 5.1. Demonstrate the ability to utilize a variety of information gathering techniques including interview, person-centered planning and mapping to assist families in identifying their hopes, dreams, greatest fears and to plan in meeting the unique needs of the child and family.
- 5.2 Demonstrate the ability to conduct voluntary family assessment including utilizing culturally sensitive and family centered family needs assessment tools, methods and interview techniques.
- 5.3 Demonstrate the ability to effectively coordinate the multi disciplinary evaluation process for eligibility determination and re determination on an annual basis.
- 5.4 Demonstrate the ability to effectively coordinate the initial and on going assessment process for development, implementation and evaluation of the IFSP.

## **Individualized Family Service Plan**

**Outcome:** Guided by each family's concerns, priorities, and resources, WV Birth to Three personnel assist families, other early intervention providers and community partners in designing functional and meaningful IFSPs to meet the developmental needs of children and to enhance the capacity of families to meet those developmental needs.

- 6.0 Demonstrate an understanding of the intent of the IFSP as a process that documents the changes a family wants to see for themselves and their child and a process that enhances the capacity of families to meet the special needs of their infants and toddlers.
- 6.1 Demonstrate an understanding of the importance of the

IFSP supporting the child and family in the daily activities and routines within the natural environments where the child lives, learns and plays.

- 6.2 Demonstrate the ability to assist the family in identifying functional and meaningful child and family outcomes.
- 6.3 Demonstrate the ability to assist families in understanding their procedural safeguards throughout the IFSP process.
- 6.4 Demonstrate the ability to facilitate the Individualized Family Service Plan meeting.

### **Early Intervention Service Delivery**

**Outcome:** Guided by each family's concerns, priorities, and resources, WV Birth to Three personnel provide services and supports that are integrated into daily activities and routines within natural environments where children live, learn and play.

- 7.0 Demonstrate knowledge of current trends, practices, research and ethical considerations regarding early intervention services.
- 7.1 Demonstrate an understanding of parent-child interactions as the primary context for development and learning.
- 7.2 Demonstrate an understanding of the importance of early intervention services supporting the child in the daily activities and routines within natural environments where children live, learn and play.
- 7.3 Demonstrate the ability to acquire and integrate knowledge from other disciplines and professions in order to effectively coordinate early intervention services authorized through the IFSP process.
- 7.4 Demonstrate the ability to identify adult learning styles in order to individualize approaches in providing effective and meaningful service coordination to eligible families.
- 7.5 Demonstrate an understanding of the benefits of inclusion of infants and toddlers with disabilities with peers within community activities and settings.
- 7.6 Demonstrate the ability to assist families in understanding their child's delay, medical condition or

risk factors and how these issues impact infant and toddler development.

- 7.7 Demonstrate the ability to assist families in developing skills for self advocacy including the ability to tell their story, resolve conflicts with effective problem-solving and negotiation skills.
- 7.8 Demonstrate the ability to inform families of available WV Birth to Three services and supports in a non-biased manner that assists families in making informed decisions for accessing early intervention services to meet the child and family's unique needs.
- 7.9 Demonstrate the knowledge of available community resources including eligibility requirements, application procedures, etc. to assist families in meeting financial, medical, developmental, and basic health and safety needs.
- 7.10 Demonstrate the ability to coordinate WV Birth to Three services with medical and other community services supporting the child and family.
- 7.11 Demonstrate awareness of health, nutrition and safety practices for infants and toddlers as well as basic strategies for personal safety for service coordination personnel.
- 7.12 Demonstrate the ability to recognize signs of emotional distress, child abuse and neglect in young children and follow proper reporting procedures.

### **Supporting Transitions**

**Outcome:** Guided by each family's concerns, priorities and resources, WV Birth to Three personnel provide services and supports that facilitate a smooth transition into, within and out of early intervention services.

- 8.0 Demonstrate knowledge of the types of life circumstances that create change that impact infants and toddlers and their families including economic, geographic, family structure, health issues, mental health issues, movement from home to community settings.
- 8.1 Demonstrate knowledge of Part B regulations, eligibility requirements and family rights.

- 8.2 Demonstrate knowledge of Head Start, Early Head Start and child care regulations, eligibility requirements and family rights.
- 8.3 Demonstrate the ability to provide families with the information they need to make informed decisions in regards to the transition.
- 8.4 Demonstrate the ability to facilitate the 90 day face to face meeting for transition planning including steps to be taken by participants to facilitate a smooth transition.