

Early Intervention Specialist

COMPETENCY AREA 1: Infant And Toddler Development

Competency Indicator	Entry 1 (Knowledge Sources)	Entry 2 (Professionalism)	Entry 3 (Depth of Practice)	Entry 4 (Breadth of Practice)
1.1 Demonstrate knowledge of theories of infant and toddler development, including content, sequences, range and variability within developmental domains.	✓		✓	
1.2 Demonstrate knowledge of etiology, characteristics of common developmental disabilities and risk factors as well as their effect on early development and child-caregiver interactions.	✓		✓	
1.3 Demonstrate knowledge of the impact of prematurity on development.	✓			✓
1.4 Demonstrate knowledge of the impact of environmental, cultural, family, biological and health/medical influences on child growth and development, as well as access to information sources and techniques to address the impact.	✓		✓	
1.5 Summarize the implications of recent brain research on child growth, development and learning opportunities.	✓		✓	
1.6 Describe a child's play behaviors across developmental domains and identify intervention strategies.	✓		✓	
1.7 Incorporate caregiver/child interactions in outcomes and strategies.	✓		✓	

COMPETENCY AREA 2: Evaluation and Assessment

Competency Indicator	Entry 1 (Knowledge Sources)	Entry 2 (Professionalism)	Entry 3 (Depth of Practice)	Entry 4 (Breadth of Practice)
2.1 Collect, interpret and report information from available records.			✓	
2.2 Demonstrate knowledge of the functions of various evaluation and assessment procedures and instruments (screening, standardized evaluation, criterion-referenced assessment, ecological assessment and assessments to help families determine their priorities, resources and concerns).	✓		✓	
2.3 Conduct family interview and incorporate information into other team assessment data.			✓	
2.4 Initiate pre-assessment planning with the family, including facilitating the participation of the family in the assessment at the level desired by the family.			✓	

2.5 Demonstrate knowledge of state eligibility criteria, ability to conduct eligibility evaluation, and ability to interpret information to family and team.	✓		✓	
2.6 Individualize and adapt assessment procedures to meet the special needs of the child, the culture of the family and the variety of contexts of the child's daily life (home, community settings, child care).	✓		✓	
2.7 Administer a criterion referenced assessment instrument to determine child progress and demonstrate the ability to discuss the results by communicating effectively with family members.			✓	
2.8 Demonstrate skills in alternative methods of assessment including: informant interview, behavior rating scales, parent-child interaction and observation of daily routines and play environments.	✓		✓	
2.9 Collaborate with the family to identify current level of functioning, strengths and needs of the infant/toddler.	✓		✓	
2.10 Demonstrate cultural responsiveness throughout the evaluation and assessment process.	✓			✓
2.11 Conduct an environmental assessment of an infant/toddler child care or community setting to determine how an infant/toddler can be supported in that environment.				✓

COMPETENCY AREA 3: Family Centered Services And Supports

Competency Indicator	Entry 1 (Knowledge Sources)	Entry 2 (Professionalism)	Entry 3 (Depth of Practice)	Entry 4 (Breadth of Practice)
3.1 Demonstrate understanding of the roles, responsibilities and relationships of families in caring for and educating young children with disabilities, including recognition of strengths and resources that families contribute to the child's development.	✓		✓	
3.2 Demonstrate knowledge of family-centered principles and the ability to apply family-centered principles to services and supports while working in collaboration with families.	✓		✓	
3.3 Demonstrate knowledge of family systems theory, interactions, and how a disability effects family functioning.	✓		✓	
3.4 Demonstrate understanding and respect of the diversity and individuality of family functioning, including influences of culture and ethnicity.	✓		✓	
3.5 Demonstrate leadership in advocating for families to meet concerns and priorities for their child and family.			✓	

3.6 Share complete and unbiased information with families to enhance their ability to weigh the pros and cons of services, supports and techniques.			✓	
3.7 Provide a flexible menu of participation and support opportunities for families regarding identification, implementation and evaluation of child and family outcomes and strategies.			✓	
3.8 Demonstrate the ability to evaluate family centered communication skills through self-assessment.		✓		

COMPETENCY AREA 4: Individualized Family Service Plan (IFSP)

Competency Indicator	Entry 1 (Knowledge Sources)	Entry 2 (Professionalism)	Entry 3 (Depth of Practice)	Entry 4 (Breadth of Practice)
4.1 Explain the IFSP process to promote a family's comfort level and participation in the process.			✓	
4.2 Facilitate the IFSP meeting and record decisions made regarding outcomes, strategies and services.	✓		✓	
4.3 Demonstrate skills and knowledge to generate functional outcomes and strategies with the team, including the parents.	✓		✓	
4.4 Develop IFSPs that meet IDEA regulations and DPH Operational Standards.	✓		✓	
4.5 Prepare the family and other team members for the review of the IFSP.			✓	

COMPETENCY AREA 5: Service Coordination

Competency Indicator	Entry 1 (Knowledge Sources)	Entry 2 (Professionalism)	Entry 3 (Depth of Practice)	Entry 4 (Breadth of Practice)
5.1 Use effective communication skills and productive problem-solving or mediation strategies as a team member with a variety of audiences.			✓	
5.2 Demonstrate knowledge of specialty service providers, public/private community providers, their rules and requirements to network and advocate in order to increase options for children and families.	✓		✓	
5.3 Demonstrate skills to create natural learning opportunities for young children and a sense of belonging for families.	✓		✓	

5.4 Implement plans to promote smooth transitions for children from EI to Early Childhood Special Education or other community programs.	✓		✓	
5.5 Coordinate and maintain regular communication with medical and health care professionals for individual children.			✓	
5.6 Identify and assist a family to access other financial resources for their child (Medicaid, SSI, CHIP)			✓	
5.7 Monitor and coordinate the delivery of early intervention services on the IFSP.			✓	
5.8 Coordinate and schedule evaluations, IFSP meetings and reviews to meet timelines.			✓	
5.9 Demonstrate knowledge of local, regional, state and federal agencies that focus on the social, financial, health, developmental and other needs of infants/toddlers and their families.			✓	
5.10 Advocate for resources needed by families and enhance the family's capacity for self-advocacy.			✓	

COMPETENCY AREA 6: Intervention Strategies

Competency Indicator	Entry 1 (Knowledge Sources)	Entry 2 (Professionalism)	Entry 3 (Depth of Practice)	Entry 4 (Breadth of Practice)
6.1 Create and adapt learning environments that enhance infant/toddler learning opportunities and positive behaviors in natural settings.	✓		✓	
6.2 Use activity-based intervention to integrate individual needs of infants/toddlers within activities and routines.			✓	
6.3 Develop strategies for intervention based on individual strengths and needs of the family.			✓	
6.4 Plan for and implements home visits designed to produce positive outcomes for children and families.			✓	
6.5 Use a daily routine format to embed individual outcomes and strategies for a child throughout the day/week.	✓		✓	
6.6 Combine developmentally appropriate practice with functional intervention strategies to individualize across developmental domains.	✓		✓	
6.7 Demonstrate the ability to lift, carry, position and facilitate mobility and function for a child with disabilities.				✓

6.8 Plan for health, nutrition and feeding needs of specific infants and toddlers.	✓			✓
6.9 Support an infant's or toddler's learning and sensory needs.	✓		✓	
6.10 Teach others to implement specific strategies to adapt routines/equipment that promote the acquisition of skills and active participation in age appropriate activities.			✓	
6.11 Design and implement individual activities using adaptive and assistive technology to facilitate a child's participation and autonomy.	✓			✓

COMPETENCY AREA 7: Team Collaboration

Competency Indicator	Entry 1 (Knowledge Sources)	Entry 2 (Professionalism)	Entry 3 (Depth of Practice)	Entry 4 (Breadth of Practice)
7.1 Demonstrate knowledge of the role, functions and composition of different team models.	✓		✓	
7.2 Facilitate team or IFSP meetings through agendas, preparing families and delineating responsibilities.			✓	
7.3 Serve as a resource and consultant to the family and team members regarding information and methods specific to her/his own discipline to promote the optimal development of the infant/toddler.	✓		✓	
7.4 Collaborate and consult with other agencies and community programs to provide needed services without duplication, gaps or delays.			✓	
7.5 Demonstrates ability to utilize negotiation and conflict management techniques.	✓		✓	
7.6 Demonstrate understanding of the different roles and competence of different disciplines.	✓		✓	
7.7 Consistently evaluate with team members the effectiveness of services being delivered to adapt to any changes in infant/toddler or family.			✓	

COMPETENCY AREA 8: Policies And Procedures

Competency Indicator	Entry 1 (Knowledge Sources)	Entry 2 (Professionalism)	Entry 3 (Depth of Practice)	Entry 4 (Breadth of Practice)
8.1 Demonstrate a basic knowledge of relevant federal and state legislation, regulations and policies (including IDEA, FERPA, MASS EI Standards, and vendor policies) that impact services and supports to children and families.	✓		✓	
8.2 Demonstrate knowledge of due process and procedural safeguards and the ability to communicate the purpose and content of each to all families served.	✓		✓	

COMPETENCY AREA 9: PROFESSIONALISM

Competency Indicator	Entry 1 (Knowledge Sources)	Entry 2 (Professionalism)	Entry 3 (Depth of Practice)	Entry 4 (Breadth of Practice)
9.1 Participate in opportunities for continued training and education.		✓		
9.2 Periodically use self-evaluation for the purpose of targeting goals and specifying steps to ensure ongoing personal professional growth.		✓		
9.3 Demonstrate flexibility in response to diversity and change.		✓		
9.4 Demonstrate professional work habits including dependability, time management, independence and responsibility.		✓		
9.5 Demonstrate knowledge of current research concerning efficacy of early intervention.		✓		
9.6 Demonstrate appreciation for diverse perspectives, needs and characteristics of individuals.		✓		
9.7 Demonstrate use of current Early Care and Education, Early Intervention, or Early Childhood Special Education, or pediatric research literature to solve problems and/or modify practice.		✓		
9.8 Contribute to the body of knowledge in the field by participation in professional organizations, studies, sharing of data, writing and/or presenting information.		✓		