



Utah Baby Watch Early Intervention Standards

(Based on the CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set)

Utah Early Intervention Standards
1.0 Typical & Atypical Development
<p>Early intervention professionals understand theories and patterns of typical development across the developmental domains from birth to age three including:</p> <ul style="list-style-type: none"> • Physical development (gross and fine motor) • Cognitive development • Communication development (receptive and expressive language) • Social and Emotional development • Self-help and adaptive skill development (including feeding & eating)
<p>Early intervention professionals understand etiologies and characteristics of conditions associated with specific disabilities and the effect on early development and child-caregiver interactions including:</p> <ul style="list-style-type: none"> • Impact of health, trauma and chronic disorders • Impact of vision and hearing loss • Impact of medical conditions • Impact of language delays
Early intervention professionals understand biological and environmental factors that affect pre-, peri-, and postnatal developmental and learning
Early intervention professionals understand that infants and young children develop and learn at varying rates
Early intervention professionals understand the interrelatedness of the developmental domains as they influence the overall development
Early intervention professionals understand the family's role in the development of the very young child, including the development of infants and young children
Early intervention professionals understand the factors that affect the mental health and social-emotional development of infants and young children
Early intervention professionals develop and match learning experiences and strategies to characteristics of infants and young children
Early intervention professionals develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families
Early intervention professionals support and facilitate family and child interactions as primary contexts for development and



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learning
Early intervention professionals support caregivers to respond to child’s cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations
Early intervention professionals identify red flags for autism
2.0 Natural Environments & Community Supports
Early intervention professionals understand the family’s role in the development of the very young child, including the child with special needs
Early intervention professionals understand the importance of play and relationship-based approaches to promote development
Early intervention professionals understand the impact of social and physical environments on development and learning
Early intervention professionals offer assistance to families in accessing supports and services, coordinating services across agencies including medical and health providers
Early intervention professionals support caregivers in embedding learning opportunities in everyday routines, relationships, activities, and places
Early intervention professionals support caregivers in structuring social environments, using peer models, proximity, and responsive adults, to promote interactions among peers, parents, and other caregivers
Early intervention professionals implement basic health, nutrition and safety management procedures for infants and young children
Early intervention professionals consider/are aware of health, medical resources, services, and procedures to access well child care with a primary health care provider, specialized health care provider, vision/hearing screening, and immunizations according to established protocols
3.0 Foundations of Early Intervention
Early intervention professionals understand the purpose of screening, evaluation, and assessment in the EI system in Utah, including determination of initial and ongoing eligibility, identifying strengths and needs for IFSP outcome development, and measuring progress toward outcome attainment
Early intervention professionals understand the philosophy of developing and maintaining a family-centered IFSP
Early intervention professionals understand the legal requirements related to the IFSP process and service provision for children birth to age three and their families
Early intervention professionals understand the legal restrictions of HIPAA and FIRPA as they apply to early intervention



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programs
Early intervention professionals develop and maintain a family-centered IFSP
Early intervention professionals implement family services consistent with due process safeguards
Early intervention professionals implement the IFSP including gathering data, adapting and developing materials, evaluating, and modifying intervention strategies when needed
Early intervention professionals utilize a strength-based approach with families, and support the ability of the family to build on what is working, to identify and solve their problems, and to be an effective advocate for their child
Early intervention professionals implement processes and strategies that support transitions among settings for infants and young children
Early intervention professionals implement coaching to train parents
4.0 Infant/Toddler and Family Assessment
Early intervention professionals understand the importance of identifying and using valid, reliable, and culturally sensitive assessment measures and methods that ensure an accurate assessment of social emotional skills needs of children ages birth to three
Early intervention professionals appropriately select, administer, and score individualized assessments for the child birth to age three
Early intervention professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities
Early intervention professionals integrate and interpret assessment information; summarize and present results of assessment information to the family in jargon-free language and in the context of child strengths
Early intervention professionals collaborate with the family in the evaluation and assessment process to identify the current level of functioning, strengths and needs of the child, including interactions between the child and caregivers in multiple settings
Early intervention professionals utilize family-directed assessment including concerns, priorities, and resources of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of the child birth to age three
Early intervention professionals functionally assess progress in the five developmental domains, play and temperament
Early intervention professionals conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness
Early intervention professionals emphasize child and family's strengths and needs in assessment reports



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5.0 Intervention Planning and Effective Strategies
Early intervention professionals use functional positive strategies for supporting appropriate behaviors and preventing/reducing inappropriate behaviors
Early intervention professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
Early intervention professionals establish communication systems for young children that support the ability to communicate for themselves (self-expression)
Early intervention professionals use positioning and handling techniques for implementation in intervention across environments
Early intervention professionals design intervention strategies incorporating information from multiple disciplines
Early intervention professionals develop individualized plans that support development and learning as well as caregiver responsiveness
Early intervention professionals use evidence based intervention, strategies, activities, and resources that focus on children's interests within the context of family preferences and daily routines, including natural interactions with family members and other caregivers
6.0 Professional Learning and Ethical Practice
Early intervention professionals understand how foundational knowledge and current issues influence professional practice
Early intervention professionals understand that diversity is a part of families, cultures, and <i>communities</i> , and that complex human issues can interact with the delivery of special education services
Early intervention professionals understand the significance of lifelong learning
Early intervention professionals understand the cultures and values in ethical practice
Early intervention professionals respect individual family cultures and values and understand how they affect parent-professional relationships
Early intervention professionals use appropriate personal/professional boundaries and basic staff safety considerations in home-based work
Early intervention professionals recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures
Early intervention professionals participate in professional activities and ongoing professional development
Early intervention professionals advocate on behalf of infants and young children and their families
7.0 Collaboration
Early intervention professionals understand the importance of communicating effectively with other team members and



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professionals for the purpose of integrating knowledge and supporting the family with an interdisciplinary approach to services
Early intervention professionals collaborate with caregivers, professionals, and agencies to support children's development and learning including cross training with other disciplines
Early intervention professionals cultivate collaborative partnerships with families that build families' sense of parenting competence and confidence
Early intervention professionals employ adult learning principles in consulting, coaching and training family members and service providers
Early intervention professionals implement family-oriented services based on the family's identified resources, priorities, and concerns