COMPETENCY STANDARD 1.0: HEALTH

1.0 The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

1.1 Health problems common in infants and toddlers with disabilities, with chronic disorders, and/or with communicable disease

*Suggestions for portfolio activities; choose **one***

1.1a describe the characteristics of health problems

- describe health problems often experienced by infants and young children with common disabilities, such as genetic syndromes, seizure disorders, neural tube defects, etc.
- describe health problems (including signs and symptoms) often experienced by infants and young children with chronic disorders, such as BPD, congenital heart defects, etc.
- describe health problems (including signs and symptoms) often experienced by infants and young children with communicable disease such as colds, chicken pox, AIDS, CMV, etc.

1.1b implement procedures

- describe and implement best practice procedures for caring for children with disabilities in early intervention settings
- describe and implement best practice procedures for caring for children with chronic disorders in early intervention settings
- describe and implement best practice procedures for caring for children with communicable diseases in early intervention settings
- describe ways health problems impact the family's ability to participate in early intervention activities, strategies for assisting the family to cope with these situations, and methods of adapting the outcomes can be achieved

1.1c discuss research

- discuss relevant research regarding health problems often experienced by infants and young children with common disabilities, such as genetic syndromes, seizure disorders, neural tube defects, etc.
- discuss relevant research regarding health problems often experienced by infants and young children with chronic disorders, such as BPD, congenital heart defects, etc.
- discuss relevant research regarding health problems often experienced by infants and young children with communicable diseases, such as colds, chicken pox, AIDS, CMV etc.

1.2 Health, medical resources, services, and procedures to access well child care with a primary health care provider, vision/hearing screening, and immunizations according to established protocols

*Suggestions for portfolio activities; choose **one***

1.2a implement best practice procedures in consulting with team members about health problems/concerns

1.2b implement best practice procedures when referring children and families to appropriate health and medical resources and services

1.2c implement best practice procedures to help families access a system for well child care with primary medical care provider

1.2d implement best practice procedures in consulting with and refer to appropriate early intervention program personnel for vision and hearing screening

1.2e implement best practice procedures to monitor/update immunization status of each child for whom the Early Intervention Specialist is service coordinator for

.

1.3 Appropriate nutritional guidelines for the child birth to age three

*Suggestions for portfolio activities; choose **one***

1.3a discuss relevant research and accepted practice concerning feeding and nutrition in children birth to age three including:
- bottle feeding
- introducing solid foods
- recommended amounts of daily fluid intake

1.3b describe and implement best practice procedures in consulting with team members about nutritional problems/concerns including:
- low appetite
- picky eaters
- low caloric intake
- feeding in premature babies

1.3c describe and implement best practice procedures when referring children and families to appropriate nutritional and dietician resources and services

1.3d Identify, and discuss the sequences/stages/milestones and variations/ranges of physical development in the child birth through age 3, including size, nutrition, sleep, feeding and physical maturation.

1.4 Basic health, safety, and nutrition practices and procedures that facilitate growth and prevent disease and injury in children implement best practice procedures

*Suggestions for portfolio activities; choose **one***

1.4a maintain current infant CPR and first aid certification

1.4b maintain a current food handlers permit, if food preparation is a part of duties

1.4c implement best practice procedures in consulting with the program nurse or dietitian to assure appropriate nutritional/growth status for each child for whom they are service coordinator

1.4d implement best practice procedures to refer to appropriate services for feeding evaluation, if needed

1.4e implement universal precautions and other appropriate health care practices

1.5 Child abuse, neglect, emotional distress, and the obligation and procedures for reporting suspected abuse or neglect

*Suggestions for portfolio activities: choose **one***

1.5a Implement best practice procedures in dealing with child abuse, neglect, and emotional distress
- identify indicators of child abuse and neglect
- identify indicators of emotional distress relative to the child and family

1.5b Follow all state laws and program procedures for reporting suspected abuse or neglect

1.5c Access appropriate resources for child abuse, neglect, and emotional distress

1.6 Individualized service patterns to accommodate the child's changing nutrition, health, and medical status

*Suggestions for portfolio activities: choose **one***

1.6a discuss the impact of the above health problems on the child in the early intervention service system, including implications for service delivery, personal health, family and community perceptions, etc.

1.6b describe and implement best practice procedures for making adaptations throughout the IFSP process to meet the child’s changing nutrition, health, or medical needs

1.6c give examples of ways health problems impact the family's ability to participate in early intervention activities, strategies for assisting the family to cope with these situations, and methods of adapting the outcomes that can be achieved

1.7 Precautionary measures to protect personal health during service delivery

*Suggestions for portfolio activities: choose **one***

1.7a implement universal precautions and other appropriate health care practices during service delivery

1.7b plan and implement a personal safety plan for home visits including:
- a plan to take another person with your if you question your safety
- a plan to let people know where you will be
- a plan to get out of dangerous situations

PORTFOLIO ENTRY SHEET

Competency: 1.0 Health

Sub-competency: 1.1

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply in work practices: health problems common in infants and toddlers with disabilities, with chronic disorders, and/or with communicable disease

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 1.0 Health

Sub-competency: 1.2

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply in work practices: 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.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 1.0 Health

Sub-competency: 1.3

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply in work practices: appropriate nutritional guidelines for the child birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 1.0 Health

Sub-competency: 1.4

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply in work practices: basic health, safety, nutrition practices and procedures that facilitate growth and prevent disease and injury in children

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 1.0 Health

Sub-competency: 1.5

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply in work practices: signs of child abuse, neglect, and emotional distress; the obligation and procedures for reporting suspected abuse or neglect.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 1.0 Health

Sub-competency: 1.6

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply in work practices: individualized service patterns to accommodate the child's changing nutrition, health, and medical status

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 1.0 Health

Sub-competency: 1.7

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply in work practices: precautionary measures to protect personal health during service delivery.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

COMPETENCY STANDARD 2.0: CHILD DEVELOPMENT

2.0 The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

2.1 Physical Development, Motor, Sensory Integration

2.1a Theories and patterns of normal gross motor development birth to age three

*Suggestions for portfolio activities; choose **one***

2.1a.a Identify and discuss the sequences/stages/milestones and the variations/ranges of gross motor development in the child birth to age 3 such as
- reflexes
- mobility/movement patterns
- postures
- muscle tone, strength, endurance
- motor planning

2.1a.b Implement best practice in dealing with children with gross motor delays and their families, demonstrate through providing families with specific strategies to meet the needs of their child.

2.1b Theories and patterns of normal fine motor development birth to age three

*Suggestions for portfolio activities; choose **one***

2.1b.a Identify, and discuss the sequences/stages/milestones and the variations/ranges of fine motor development in the child birth through age 3 such as:
- grasp and prehension
- voluntary release
- specific fine motor tasks
- midline & two-handed activities
- motor planning

2.1b.b Implement best practice in dealing with children with fine motor delays and their families, demonstrate through providing families with specific strategies to meet the needs of their child

2.1c Function of sensory integration and it's affect on the development of the child birth to age three

*Suggestions for portfolio activities; choose **one***

2.1c.a identify and discuss the sequences/stages/milestones and the variations/ranges of sensory processing skills in the child birth through age 3 such as:
- oral/motor skills
- early development in the sensory systems, including vestibular, proprioceptive, tactile, hearing, visual, gustatory, olfactory

2.1c.b identify and discuss behavior states and the effect of different sensory sensitivities on a young child's behavior

2.1c.c define and discuss sensory processing disorder, the atypical reaction to ordinary sensory experiences including vestibular, proprioceptive, and touch

2.1d Early warning signs of delayed or atypical development that would require referral to a specialist in gross and fine motor, and sensory integration

*Suggestions for portfolio activities; choose **one***

2.1d.a discuss the ways in which delays in gross motor development effect the child with the disability and his family

2.1d.b identify and discuss early warning signs of atypical development

2.1d.c implement best practice in identifying early warning signs of atypical development and referring to the appropriate specialist

2.1e Use of appropriate positioning and handling techniques and the implementation in interventions across environments

*Suggestions for portfolio activities; choose **one***

2.1e.a describe specific positioning and handling techniques that you may have to use with children with specific disabilities including:
- Down Syndrome
- Spina Bifida
- Seizure disorders
- Cerebral palsy

2.1e.b implement best practice in handling children who require specific positioning and handling techniques. Demonstrate and provide families with specific strategies adapted to meet the needs of their child across environments

2.1f Evidence based interventions, strategies, activities and resources that address the outcomes related to the physical development and sensory integration of the child

*Suggestions for portfolio activities; choose **one***

2.1f.a identify and discuss research that supports specific strategies you have used in interactions with families

2.1f.b identify and discuss resources you have used to learn specific strategies and activities related to motor and sensory integration and how you have applied them with the children you work with

2.1f.c discuss specific activities you have introduced to families to promote gross motor, fine motor and sensory development of a child (describe at least three activities)

2.1f.d identify and discuss the inter-relatedness of the developmental domains, such as:

- how sensorimotor development influences cognitive, perceptual, social, and language skills;
- how physical and health development can influence skill acquisition in all developmental domains;
- how delays in other areas of development effect physical and sensory development

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.1a Physical Development, Motor, Sensory Integration

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: theories and patterns of normal gross motor development birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.1b Physical Development, Motor, Sensory Integration

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: theories and patterns of normal fine motor development birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.1c Physical Development, Motor, Sensory Integration

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: function of sensory integration and it's affect on the development of the child birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.1d Physical Development, Motor, Sensory Integration

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: early warning signs of delayed or atypical development that would require referral to a specialist in gross and fine motor and sensory integration.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.1e Physical Development, Motor, Sensory Integration

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: use of appropriate positioning and handling techniques and the implementation in interventions across environments.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.1f Physical Development, Motor, Sensory Integration

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: evidence based interventions, strategies, activities and resources that address the outcomes related to the physical development and sensory integration of the child.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

2.2 Cognitive Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

2.2a The significance of early brain development that occurs during a child's first 3 years of life

*Suggestions for portfolio activities; choose **one***

2.2a.a discuss the importance of the first three years of life to a child's developing brain including:
- significant periods of growth
- the importance of experience in creating synapses
- myelination

2.2a.b discuss the impact of early experiences on the development on the brain

2.2a.c discuss the impact of stress (including environmental and physiological) on early brain development. Include any long term or permanent effects that may be observed in development in later years.

2.2a.d implement best practice in helping families understand the importance of the first three years of life for brain growth and development and the impact those formative years have on development in later years

2.2b Cognitive development from birth to age three

*Suggestions for portfolio activities; choose **one***

2.2b.a identify, and discuss the sequences/stages/milestones and the variations/ranges of cognitive development in the child birth through age 3 (choose 3)
- cause & effect
- object permanence
- books and pictures
- problem solving
- memory
- learning
- imitation and turn-taking
- attention
- play: categories of play, sequence of play development, symbolic and representational play

- object use
- discrimination and classification
- perception (receiving and analyzing information)

2.2b.b identify areas of delay in a child with cognitive delays and discuss what you did to help the progress in that area

2.2b.c implement best practice in dealing with children with cognitive delays and their families, demonstrate through providing families with specific strategies to meet the needs of their child

2.2c Emergent literacy development in children birth to age three

*Suggestions for portfolio activities; choose **one***

2.2c.a identify, and discuss the sequences/stages/milestones and the variations/ranges of literacy development in the child birth through age 3

2.2c.b identify pre-literacy outcomes for a young child you work with and discuss what activities you used to make progress towards the outcomes

2.2c.c implement best practice in teaching families about literacy development, demonstrate through providing families with specific strategies adapted to meet the needs of their child

2.2d The impact of vision and hearing loss on the development of the child

*Suggestions for portfolio activities; choose **one***

2.2d.a identify and discuss the sequences/stages/milestones and the variations/ranges of vision development

2.2d.b discuss strategies to address developmental growth in the following domains when vision is impaired:

- Gross motor
- Fine motor
- Sensory
- Cognitive
- Receptive language
- Expressive language
- Social / emotional
- Self Help

2.2d.c identify and discuss the impact vision loss has on the different developmental domains

2.2d.d implement best practice in working with children with vision loss and their families. Demonstrate through providing families with specific strategies adapted to meet the needs of their child.

2.2e The importance of play and relationship-based approaches to promote development

*Suggestions for portfolio activities; choose **one***

2.2e.a identify and discuss the sequences/stages/milestones of play development in the child birth through age 3

2.2e.b define play and discuss the importance of play and relationship-based approaches in the development of the young child

2.2e.c implement best practice in teaching families about play development and the importance of play interactions with their child within daily routines

2.2e.d demonstrate the importance of relationship-based approaches by modeling and providing families with specific strategies and activities adapted to meet the needs of their child

2.2f Early warning signs of delayed or atypical development that would require a referral to a specialist in cognitive, hearing and vision development

*Suggestions for portfolio activities; choose **one***

2.2f.a discuss the ways in which delays in cognitive, hearing, and vision development effect the child with the disability and his family

2.2f.b identify and discuss early warning signs of atypical development in cognitive, hearing and vision

2.2f.c implement best practice in identifying early warning signs of atypical development and referring to the appropriate specialist

2.2g Evidence based interventions, strategies, activities and resources that address the outcomes relating to the cognitive development of the child

*Suggestions for portfolio activities; choose **one***

2.2g.a identify and discuss research that supports specific strategies you have used in interactions with families

2.2g.b discuss specific activities you have introduced to families to promote cognitive development of a child (describe at least three activities)

2.2g.c identify and discuss resources you have used to learn specific strategies and activities related to cognitive and vision development and how you have applied them with the children you work with

2.2g.d identify and discuss the inter-relatedness of the developmental domains, such as:

- how sensorimotor development influences cognitive skills
- how cognition development effects all other domains
- how delays in other areas of development effect cognitive development

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.2a Cognitive Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: the significance of early brain development that occurs during a child's first 3 years of life.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.2b Cognitive Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: theories and patterns of normal cognitive development from birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.2c Cognitive Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: emergent literacy development in children birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.2d Cognitive Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: the impact of vision and hearing loss on the development of the child.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.2e Cognitive Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: the importance of play and relationship-based approaches to promote development.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.2f Cognitive Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: early warning signs of delayed or atypical development that would require a referral to a specialist in cognitive, hearing and vision development.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.2g Cognitive Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: evidence based interventions, strategies, activities and resources that address the outcomes relating to the cognitive development of the child.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

2.3 Social/Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

2.3a Social and emotional development in children birth to age three

*Suggestions for portfolio activities; choose **one***

2.3a.a Identify and discuss the sequences/stages/milestones and the variations/ranges of social-emotional development, such as:

- attachment, separation, individuation
- state modulation and self regulation
- social interaction with peers
- interactions with parents and other adults
- awareness of self; self esteem; formation of identity
- mastery of motivation and initiation
- sense of humor
- temperament (activity level, adaptability, reactivity)
- dramatic play and what it indicates about the child's emotional development
- social responses and their impact on others, i.e. smile, stranger anxiety, and separation anxiety
- independence

2.3a.b identify an area of social-emotional delay in a child you are working with and write appropriate outcomes for the child, including activities to accomplish outcomes

2.3a.c implement best practice in working with children with social / emotional delays and their families, provide families with specific strategies to meet the needs of their child

2.3a.d model and encourage participation in activities with child and family that encourages the social-emotional competence of the child

2.3b Principles of infant mental health, such as attachment, bonding, responsive care-giving, and building confidence and social competencies within the context of relationships

*Suggestions for portfolio activities; choose **one***

2.3b.a Identify the sequences/stages/milestones and the variations/ranges of attachment and bonding, when and how it occurs

2.3b.b discuss and demonstrate what responsive care-giving looks like and its effect on social / emotional development

2.3b.c identify and demonstrate strategies for encouraging confidence and competence in the caregivers as they play and care for their child with special needs

2.3b.d implement best practice in teaching families about the importance of bonding and attachment in social / emotional development and demonstrate through providing families with specific strategies to help them be responsive to their child throughout the day and in all family routines

2.3b.e model and encourage participation in activities with child and family that encourages positive infant mental health of the child

2.3c Principles of state regulation and temperament

*Suggestions for portfolio activities; choose **one***

2.3c.a identify and discuss the basic infant states and temperament types and how they effect the social / emotional development of a child

2.3c.b discuss and demonstrate strategies for accommodating different temperament types to maximize the goodness of fit between caregiver and child

2.3c.c implement best practice in teaching families about state regulation and temperament in social / emotional development demonstrate by providing families with specific strategies to meet the needs of their child

2.3d Children's behavioral responses to trauma

*Suggestions for portfolio activities; choose **one***

2.3d.a identify and discuss the possible behavioral responses to trauma and the effect trauma has on the body's regulation

2.3d.b discuss the importance of responsive care-giving in helping a child cope with trauma, demonstrate specific strategies for helping the parent support a child who has had or is having significant trauma

2.3d.c implement best practice in teaching families about the effects of trauma in social / emotional development and provide families with specific strategies or resources to meet the needs of their child and the parent's needs for support

2.3e Positive strategies for supporting appropriate behaviors and reducing inappropriate behaviors

*Suggestions for portfolio activities; choose **one***

2.3e.a discuss with the family common reasons for difficult behaviors in young children, look at the environmental factors that might be increasing inappropriate behaviors

2.3e.b give the family specific strategies for supporting appropriate behaviors and reducing inappropriate behaviors in the context of family routines

2.3e.c implement best practice in teaching families about appropriate behavior and discipline for the child's age and developmental level

2.3f Methods of behavior support and management appropriate for children birth to three

*Suggestions for portfolio activities; choose **one***

2.3f.a research best practice theories of behavioral support for young children, use specific strategies for managing behaviors that are appropriate for children birth to three

2.3f.b learn and help families understand the difference between punishment and positive behavior supports and the development of positive behaviors in the child

2.3f.c implement best practices in teaching families appropriate behavior management strategies that are specific to the child's age and developmental level

2.3f.d model and coach families to use appropriate behavior management strategies that are age appropriate, developmentally appropriate, and specific to the child's needs and characteristics

2.3g Early warning signs of delayed and atypical social and emotional development and referral to specialist when appropriate

*Suggestions for portfolio activities; choose **one***

2.3g.a discuss the ways in which delays in social / emotional development effect the child and his family

2.3g.b identify and discuss early warning signs of atypical development

2.3g.c implement best practice in identifying early warning signs of atypical development and referring to the appropriate specialist

2.3h Evidence based interventions, strategies, activities and resources that address the outcomes relating to the social and emotional development of the child

*Suggestions for portfolio activities; choose **one***

2.3h.a identify and discuss research that supports specific strategies you have used in interactions with families

2.3h.b discuss specific activities you have introduced to families to promote social / emotional development of a child (describe at least three activities)

2.3h.c identify a child with social-emotional delays you work with and write appropriate outcomes to address the delays, include interventions, strategies, activities, or resources to give the family

2.3h.d identify and discuss the inter-relatedness of the developmental domains, such as:

- how sensory development influences relationships and social / emotional development
- how delays in social / emotional development effect all other domains
- how delays in other areas of development effect social / emotional development

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.3a Social and Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: theories and patterns of normal social and emotional development in children birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.3b Social and Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: principles of infant mental health, such as attachment, bonding, responsive care-giving, and building confidence and social competencies within the context of relationships.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.3c Social and Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: principles of state regulation and temperament.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.3d Social and Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: children's behavioral responses to trauma.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.3e Social and Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: positive strategies for supporting appropriate behaviors and reducing inappropriate behaviors.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.3f Social and Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: methods of behavior support and management appropriate for children birth to three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.3g Social and Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: early warning signs of delayed and atypical social and emotional development and referral to specialist when appropriate.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.3h Social and Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: evidence based interventions, strategies, activities and resources that address the outcomes relating to the social and emotional development of the child.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

2.4 Communication Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

2.4a Receptive communication development from birth to age three

*Suggestions for portfolio activities; choose **one***

2.4a.a identify, and discuss the sequences/stages/milestones and the variations/ranges of receptive communication development, such as:
- (1) receptive communication, its sequence of development, comprehension strategies
- (2) cognitive skills necessary for communication; stages in the development of these skills:
  - understanding of means-ends relationships between entities and events
  - schemes for relating to objects
  - representational or symbolic relationships (relationships that exist between symbols and real things in the environment
- (3) preverbal social skills necessary for communication; stages in the development of these skills:
  - engagement
  - eye contact
  - joint attention
  - spontaneous imitation

2.4a.b implement best practice in your work with children with receptive communication delays and their families, provide families with specific strategies to meet the communication needs of their child

2.4b Expressive communication development from birth to age three

*Suggestions for portfolio activities; choose **one***

2.4b.a identify, and discuss the sequences/stages/milestones and the variations/ranges of expressive communication development, such as:
- (1) expressive communication, its sequence of development, modalities of early communication
- (2) pre-verbal and non-verbal communication
- (3) conversational language, early conversation skills --initiate interaction, turn-taking, establish joint focus, maintain joint referent/focus and their development
- (4) phonology --sound production, cooing, babbling, jargon
- (5) pre-verbal, dyadic interaction skills and their development

2.4b.b implement best practice in working with children with expressive communication delays and their families, provide families with specific strategies to meet the needs of their child throughout the day and in family routines

2.4c Interactive nature of communication for child and parent in social play

*Suggestions for portfolio activities; choose **one***

2.4c.a research best practice strategies and activities to encourage communication development through play and social interactions

2.4c.b discuss the interactive nature of communication in play including:

- caregivers in communication development
- the importance of reciprocal interactions
- how temperament effects interactions

2.4c.c implement best practice in teaching families about reciprocal interactions in play, provide families with specific strategies to encourage reciprocal social interaction and play with the child within all family routines

2.4d Early warning signs of delayed or atypical development that would require a referral to a specialist in communication and language development

*Suggestions for portfolio activities; choose **one***

2.4d.a discuss the ways in which delays in communication development effect the child with the disability and his family

2.4d.b demonstrate knowledge of typical communication development

2.4d.c identify and discuss early warning signs of atypical development

2.4d.d identify a child with communication delays you work with and develop appropriate outcomes for the child including strategies and activities to encourage the development of communication

2.4d.e implement best practice in identifying early warning signs of atypical development and referring to the appropriate specialist

2.4e Use of augmentative devices to facilitate communication

*Suggestions for portfolio activities; choose **one***

2.4e.a become familiar with augmentative devices appropriate for 1 to 3 year olds to facilitate communication

2.4e.b identify and discuss situations that are appropriate for the use of augmentative communication devices including strategies and skills that should be in place before augmentative devices can be effective

2.4e.c implement best practice in identifying children and their families who would benefit from augmentative communication devices and referring to the appropriate specialist

2.4f Evidence based interventions, strategies, activities and resources that address the outcomes relating to the communication development of the child

*Suggestions for portfolio activities; choose **one***

2.4f.a identify and discuss evidence based interventions that supports specific strategies and activities you have used in interactions with families

2.4f.b document the use of specific activities you have introduced to families to promote communication development of a child (describe at least three activities)

2.4f.c identify and discuss the inter-relatedness of the developmental domains, such as:

- how sensory development influences communication development
- how delays in communication development effect all other domains
- how delays in other areas of development effect communication development

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.4a Communication Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: receptive communication development from birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.4b Communication Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: expressive communication development from birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.4c Communication Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: interactive nature of communication for child and parent in social play.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.4d Communication Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: early warning signs of delayed or atypical development that would require a referral to a specialist in communication and language development.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.4e Communication Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: use of augmentative devices to facilitate communication.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.4f Communication Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: evidence based interventions, strategies, activities and resources that address the outcomes relating to the communication development of the child.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

2.5 Adaptive, Self Help, and Feeding Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

2.5a Adaptive and self-help development from birth to age three, such as feeding, dressing, simple household tasks, and engaging in household routines

*Suggestions for portfolio activities; choose **one***

2.5a.a identify, and discuss the sequences/stages/milestones and the variations/ranges of adaptive and self-help development, such as:
- feeding
- dressing
- simple household tasks
- engaging in household routines

2.5a.b identify a child you work with that has a delay in adaptive, self-help or feeding delays and develop outcomes to address the delay, include activities, strategies to support the outcomes

2.5a.c implement best practice in your work with children with adaptive, self-help and feeding delays and their families, provide families with specific strategies to meet the needs of their child

2.5b Feeding developmental milestones, and positioning for feeding from birth to age three

*Suggestions for portfolio activities; choose **one***

2.5b.a identify, and discuss the sequences/stages/milestones and the variations/ranges of feeding development

2.5b.b demonstrate you knowledge of common positioning techniques that promote feeding at different ages and stages.

2.5b.c describe specific positioning and handling techniques that you may have to use to promote stability for feeding with children with specific disabilities including:
- Down Syndrome
- Premature infants
- Autism
- Cerebral palsy

2.5b.d implement best practice in your work with children with feeding difficulties who require specific positioning and handling techniques, provide families with specific strategies adapted to meet the needs of their child

2.5c Early warning signs of delayed or atypical development that would require a referral to a specialist in adaptive, self-help, and feeding development

*Suggestions for portfolio activities; choose **one***

2.5c.a discuss the ways in which delays in self-help development affect the child with the disability and his family

2.5c.b identify and discuss early warning signs of atypical adaptive, self-help and feeding development

2.5c.c implement best practice in identifying early warning signs of atypical development and referring to the appropriate specialist

2.5d Evidence based interventions, strategies, activities and resources that address those outcomes relating to the adaptive development of the child

*Suggestions for portfolio activities; choose **one***

2.5d.a identify and discuss research that supports specific strategies you have used in interactions with families

2.5d.b discuss specific activities you have introduced to families to promote adaptive, self-help, and feeding development of a child (describe at least three activities)

2.5d.c identify and discuss the inter-relatedness of the developmental domains, such as:

- how delays in self help development effect all other domains
- how delays in other areas of development effect self help development

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.5a Adaptive, Self Help, and Feeding Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: adaptive and self-help development from birth to age three, such as feeding, dressing, simple household tasks, and engaging in household routines.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.5b Adaptive, Self Help, and Feeding Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: feeding developmental milestones, and positioning for feeding from birth to age three.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.5c Adaptive, Self Help, and Feeding Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: early warning signs of delayed or atypical development that would require a referral to a specialist in adaptive, self-help, and feeding development.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 2.0 Child Development

Sub-competency: 2.5d Adaptive, Self Help, and Feeding Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: evidence based interventions, strategies, activities and resources that address those outcomes relating to the adaptive development of the child.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

COMPETENCY STANDARD 3.0: CHILDREN WITH SPECIAL NEEDS

3.0 The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

3.1 Variations in development which may be a result of a disability or health condition and of the potential impact of variations on future development

*Suggestions for portfolio activities; choose **one***

3.1a demonstrate knowledge of current research regarding variations in development for children with conditions such as the following:

(1) cerebral palsy
(2) hypertonia
(3) hypotonia
(4) anthetoid
(5) ataxia
(6) brachial plexus injuries
(7) cardiac problems
(8) developmental incoordination
(9) mental retardation
(10) prematurity
(11) spinal cord injury
(12) ventilator dependent
(13) multiple congenital contractures (arthrogryposis)
(14) osteogenesis imperfecta
(15) muscular dystrophy and spinal muscular atrophy
(16) limb deficiencies
(17) myelodysplasia
(18) autism and pervasive developmental disorder
(19) sensory processing dysfunction
(20) dyspraxia
(21) down syndrome

3.1b demonstrate knowledge of the potential impact of the above conditions on the child's future development

3.1c demonstrate knowledge of the potential impact of health conditions on the child's development

3.1d recognize child characteristics that have been identified as risk factors at two years for persistent expressive language delay at 3 to 5 years

3.1e demonstrate knowledge of early warning signs of delays

3.2 Etiologies and characteristics of conditions associated with specific disabilities and the effect on early development and child-caregiver interactions

Suggestions for portfolio activities; choose one

3.2a demonstrate knowledge of the etiology of the conditions in 3.1a or a child you work with who has a diagnosed condition

3.2b demonstrate knowledge of the characteristics of the conditions listed in

3.1a or a child you work with who has a diagnosed condition as well as the potential effect of those characteristics on the child's development

3.2c demonstrate understanding of the importance of interactions between the child and caregivers in facilitating development of the child and the impact that those conditions may have on that interaction

- characteristics of the child which may affect interactions, i.e., temperament
- characteristics of the parent which may affect interactions
- characteristics of the child as a result of his/her condition that may affect interactions

3.2d implement best practice regarding care-giver interactions with children who have significant developmental delays; implement best practice in your interactions with children who have these conditions

3.3 Interrelatedness of the developmental domains as they influence the overall development of the child

*Suggestions for portfolio activities; choose **one***

3.3a discuss how each developmental domain contributes to development of the other domains to contribute to the overall developmental level of the child including:

- gross motor
- fine motor
- cognitive
- expressive language
- receptive language
- social/Emotional
- self Help
- sensory

3.3b implement best practice in teaching families about the interrelatedness of all the developmental domains, provide families with specific strategies to meet the needs of their child using multiple developmental domains to support overall development.

3.4 Interactions among environment, cultural, family, biological, and health/medical factors that influence the growth and development of the child

*Suggestions for portfolio activities; choose **one***

3.4a demonstrate knowledge of the influences health, medical factors and nutritional needs have on the development of children with special needs and implement procedures for adaptation of services and interventions based on the health and medical factors of the child

3.4b recognize interactions among the familial, cultural, social, and physical environments that may prevent the child from achieving maximum growth and development

3.4c understand and recognize characteristics of children with special needs that result from familial, cultural, or societal factors and use those characteristics to facilitate the development of the child by using strategies and activities that fit the child's family, culture, or environment

3.4d recognize effects of the environment on the neurobehavioral organization of the infant

3.5 Evidence based interventions, strategies, and activities that are adapted to the child's unique characteristics and level of functioning

*Suggestions for portfolio activities; choose **one***

3.5a identify and discuss research that supports specific strategies you have used in interactions with families

3.5b discuss specific activities you have introduced to families to promote overall development of a child using his unique characteristics and level of functioning (describe at least three activities)

3.5c demonstrate how you individualize activities for each child in a playgroup setting

PORTFOLIO ENTRY SHEET

Competency: 3.0 Children with Special Needs

Sub-competency: 3.1

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: variations in development which may be a result of a disability or health condition and of the potential impact of variations on future development.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 3.0 Children with Special Needs

Sub-competency: 3.2

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: etiologies and characteristics of conditions associated with specific disabilities and the effect on early development and child-caregiver interactions.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 3.0 Children with Special Needs

Sub-competency: 3.3

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: interrelatedness of the developmental domains as they influence the overall development of the child.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 3.0 Children with Special Needs

Sub-competency: 3.4

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: interactions among environment, cultural, family, biological, and health/medical factors that influence the growth and development of the child

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 3.0 Children with Special Needs

Sub-competency: 3.5

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: evidence based interventions, strategies, and activities that are adapted to the child's unique characteristics and level of functioning.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

COMPETENCY STANDARD 4.0: INTERACTION WITH FAMILIES

4.0 The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

4.1 The family's role in the development of the very young child, including the child with special needs

*Suggestions for portfolio activities; choose **one***

4.1a recognize the fact that the family is the constant in the child's life and apply this principle throughout all interventions and interactions with the family

4.1b discuss the importance of parent-child interaction in development of the child

4.1c assist parents to experience positive relationships with their children and competency in their parenting roles

4.1d demonstrate knowledge of various roles parents fill within their family and society as a result of having a child with special needs

4.1e support the parents to assume the various roles that they are required to play

4.1f encourage the family to be involved in all aspects of the E I program and decision making; provide the family with a wide range of opportunities to be involved

4.2 Potential impact of the child with special needs on the individual family: such as family stressors, divorce rates, and child abuse rates

*Suggestions for portfolio activities; choose **one***

4.2a demonstrate knowledge of ways a child with special needs affects the overall family system and the community, show respect for individual coping styles in the family

4.2b identify and discuss family stressors, including divorce rates, and child abuse rates in families with a child with a disability

4.2c demonstrate appropriate and respectful responses to families and other systems that might experience the need for adjustment due to interaction with a child with developmental delay or disability

4.2d identify and discuss specific and unique issues facing families and other support systems related to children with developmental delay and/or disability:

- economic needs
- daily care needs
- recreation needs
- socialization needs
- self-identity needs
- affection needs
- intervention /educational needs

4.3 Grief and loss as it applies to parenting a child with special needs

*Suggestions for portfolio activities; choose **one***

4.3a discuss the concepts of grief and loss as it applies to parenting a child with special needs, include descriptions of common physical and emotional responses a parent might experience in their grief, recognize the recycling of the grief process with new family events and milestones

4.4b support parents and caregivers through this period of grief, demonstrate appropriate and respectful responses to parents' expressions of grief and loss, help parents and caregivers access community resources as needed

4.4c help parents understand that siblings may also grieve and support parents in discussing the child's feelings and questions about the child with a disability

4.4 Family's role in the Baby Watch Early Intervention system

*Suggestions for portfolio activities; choose **one***

4.4a discuss the various roles parents play in the early intervention process, the importance of parents as advocates for their child, and the difficulties parents face in balancing their role as parent and caregiver with their role as therapist and advocate

4.4b demonstrate sensitivity to the difficulty parents face as they learn to navigate and manage the early intervention process – including outside service providers such as doctors, daycare providers, private specialists, etc.

4.4c support families and educate parents on the importance of advocating well for their child, demonstrate by educating and supporting families in different advocacy strategies

4.5 Individual family culture and values and how they affect parent-professional relationships

*Suggestions for portfolio activities; choose **one***

4.5a demonstrate sensitivity to differences in family structure, values, social and cultural backgrounds, and priorities of the family throughout all interactions with families

4.5b form and maintain satisfactory working relationships with a family on a continuum that allows the family to choose the level of interaction

4.5c illustrate the dynamic nature of parent involvement over time and within a variety of contexts

4.5d demonstrate respect for family autonomy, independence, and decision-making

4.5e demonstrate knowledge of the developmental states of a family, family functioning, and the roles of family members

4.5f structure intervention strategies considering the dynamics and functioning of the entire family, not just the child or the child and a parent

4.6 Various adult learning styles

*Suggestions for portfolio activities; choose **one***

4.6a demonstrate knowledge of the various adult learning styles of adults, demonstrate how you incorporate multiple learning styles into home visits

4.6b provide parents an opportunity to discover with you their individual learning styles that work best for them and present interventions in those styles that work best for the individual

4.6c teach families using various adult learning styles, provide families with a variety of opportunities for learning using a variety of mediums including: written, verbal, coaching, and experiential

4.7 Considerations in working with parents with disabilities and/or varying levels of adult literacy

*Suggestions for portfolio activities; choose **one***

4.7a demonstrate knowledge of strategies to accommodate adults with disabilities and varying levels of literacy, discuss the importance of incorporating multiple learning styles into home visits, including hands-on experiential activities

4.7b provide parents with disabilities opportunities for learning using a variety of mediums including: verbal, coaching, and experiential activities, when using written materials use handouts with pictures to demonstrate ideas instead of written explanations the parents might not be able to read or understand

4.8 The impact on children of families with a history of substance abuse problems

*Suggestions for portfolio activities; choose **one***

4.8a discuss the impact of substance abuse of the parent or caregiver on the development of children birth to age three in the following domains:
- cognitive domain
- social/emotional domain
- behavior
- state regulation

discuss different buffers that may decrease the negative impact to the child

4.8b support families who are dealing with family stressors or mental health issues, build positive relationships with caregivers and help families access appropriate community resources

4.9 The impact of maternal depression, and other mental health disorders on children birth to age 3

*Suggestions for portfolio activities; choose **one***

4.9a be knowledgeable of the signs and risk factors of maternal depression

4.9b discuss the impact of maternal depression and other mental health disorders on the development of children birth to age three in the following domains
- cognitive domain
- social/emotional domain
- communication
- motor
- behavior
- state regulation

discuss different buffers that may decrease the negative impact to the child

4.9c support families who are dealing with maternal depression or other mental health issues by building positive relationships with caregivers and helping families access appropriate community resources

4.10 Appropriate personal/professional boundaries and basic staff safety considerations in home-based work

*Suggestions for portfolio activities; choose **one***

4.10a discuss the importance of establishing appropriate personal/professional boundaries when dealing with families including:
- strategies for setting and keeping boundaries
- examples of instances where sharing personal information might be appropriate

4.10b establish appropriate personal/professional boundaries when dealing with families, demonstrate by setting and keeping appropriate boundaries in all interactions with families

4.10c establish a personal safety plan for keeping yourself safe in your job responsibilities, describe the plan and discuss the importance of having a specific plan in place

4.11 Collaborative partnerships with families that build families' sense of parenting competence and confidence

*Suggestions for portfolio activities; choose **one***

4.11a illustrate the benefits to both sides of the parent/professional partnership when true collaboration between both parties occurs and the pitfalls when it does not occur

4.11b implement strategies to engender trust between families and providers, communications are based upon principles of mutual respect, caring and sensitivity

4.11c recognize and capitalize on the cycle of risk, trust, collaboration, and growth to achieve the most lasting positive impact on the infants, toddlers, and families served

4.11d provide professional insight into, and skills related to, parent/professional collaboration using a repertoire of strategies to use when entering into a collaborative relationship with parents

4.11e implement best practice when sharing information with the family

4.11f implement strategies that minimize the impact of transition on the family

4.12 Evidence based interventions, 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

*Suggestions for portfolio activities; choose **one***

4.12a identify and discuss research that supports specific strategies you have used in interactions with families

4.12b discuss specific activities you have introduced to families to promote the parent / child relationship within the context of family preferences, daily routines and include natural interactions with family members (describe at least three activities)

4.12c demonstrate understanding the family as a system; therefore, structure intervention strategies on the basis of consideration of the dynamics and functioning of the entire family, not just the child or the child and a parent

4.12d demonstrate your use of interventions that focus on the child's interests within the context of family preferences and daily routines

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.1

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: the family's role in the development of the very young child, including the child with special needs.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.2

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: potential impact of the child with special needs on the individual family: such as family stressors, divorce rates, and child abuse rates.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.3

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: grief and loss as it applies to parenting a child with special needs.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.4

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: family's role in the Baby Watch Early Intervention system.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.5

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: individual family culture and values and how they affect parent-professional relationships.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.6

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: various adult learning styles.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.7

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: considerations in working with parents with disabilities and/or varying levels of adult literacy.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.8

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: the impact on children of families with a history of substance abuse problems.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.9

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: the impact of maternal depression, and other mental health disorders on children birth to age 3.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.10

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: appropriate personal/professional boundaries and basic staff safety considerations in home-based work.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.11

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: collaborative partnerships with families that build families' sense of parenting competence and confidence.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 4.0 Interaction With Families

Sub-competency: 4.12

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: evidence based interventions, 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.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

COMPETENCY STANDARD 5.0: EVALUATION AND ASSESSMENT

5.0 The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

5.1 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

*Suggestions for portfolio activities; choose **one***

5.1a discuss the purpose of screening, evaluation, and assessment and the role it plays in the early intervention process as it applies to:
- eligibility
- determining the child's overall level of functioning
- setting IFSP goals
- measuring outcomes

5.2b use appropriate evaluation and assessment in the early intervention process, demonstrate by using assessment results as a significant basis for determining and providing services to families

5.2c discuss various types and purposes of assessment instruments and procedures with the parents

5.2 Various types of tests (criterion based, standardized, etc.) and basic statistical concepts (percentile, standard deviations, etc.) underlying the scoring and interpretation of test results

*Suggestions for portfolio activities; choose **one***

5.2a discuss various types of assessment instruments and procedures including:
- when you would use the different types of assessment tools
- the difference between criterion based and standardized tools
- an overview of percentiles and standard deviations necessary to qualify for services

5.2b use various types of assessment instruments and procedures, demonstrate by administering, scoring, and appropriately interpreting the results of a variety of assessment tools

5.3 Selection, administration, and scoring individualized assessments for the child birth to age 3

*Suggestions for portfolio activities; choose **one***

5.3a apply best practice in selecting and using child find strategies and screening instruments

5.3b select and use assessment tools and practices to ensure that they are appropriate to the family, infant, and young child with special needs and that they are useful for early intervention purposes; understand the purposes and limitations of various assessment procedures and instruments especially as they relate to infants and young children

5.3c make appropriate adaptations for disabling conditions or cultural and environmental differences of the child and family without violating assessments protocols

5.3d cooperatively participate in the evaluation and assessment as a part of the multidisciplinary team

5.4 How to gather appropriate information on the child and family using multiple procedures and an array of information sources such as formal tools, formal and informal observations, third party reports

*Suggestions for portfolio activities; choose **one***

5.4a discuss the importance of using a wide variety of information sources. Identify the different types of information you gather from each source. Discuss various types of assessment instruments and procedures and the purposes of assessments and procedures.

5.4b implement best practice in gathering information during family and child assessments. Demonstrate by collaborating with the parents in planning the evaluation and assessment to ensure that the process meets the concerns, priorities, and information needs of the parent and provides a comprehensive evaluation and assessment of the child.

5.5 Collaboration 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

*Suggestions for portfolio activities; choose **one***

5.5a conduct an informal interview process during a family directed assessment of family concerns, priorities, and resources

5.5b implement regulations of Part C of IDEA and Utah early intervention regulations, including informed consent, prior written notice, components of the evaluation and assessment, determination of eligibility, written summary of the evaluation and assessment, time frame for completion, on-going evaluation and assessment, and confidentiality

5.5c determine optimal time of day, length of testing time, and use of the physical setting (e.g., is the child appropriately positioned and comfortable with the parents nearby?)

5.5d collaborate with parents throughout assessment and evaluation; recognize them as the experts on their child, utilize their expertise

5.5e demonstrate sensitivity to cultural and ethnic values, traditions, and practices during interactions with the child and family in the evaluation and assessment process

5.5f provide for the use of the family's language during assessment and evaluation (through translators, interpreters, etc.)

5.5g apply knowledge of current theory, research, and best practice in using clinical observation of the child in a variety of settings and during interactions with various caregivers as a part of on-going assessment

5.5h focus on the identification of persons and environmental factors that promote children's acquisition of cognitive skills and competencies with other people, objects, and events

5.6 How to 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

*Suggestions for portfolio activities; choose **one***

5.6a observe confidentiality, report objectively and in a positive manner, emphasize strengths, and limit subjective judgments in favor of informed, credible decisions

5.6b differentiate between normal and atypical growth and development, write an assessment summary of child strengths and next steps in jargon-free language and present the results of the assessment information to the family

5.6c in the context of the multidisciplinary team and in collaboration with the family, use assessment results to formulate outcomes for the child and family and to determine whether additional consultation, assessments, services, or referrals are needed

PORTFOLIO ENTRY SHEET

Competency: 5.0 Evaluation and Assessment

Sub-competency: 5.1

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: 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.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 5.0 Evaluation and Assessment

Sub-competency: 5.2

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: various types of tests (criterion based, standardized, etc.) and basic statistical concepts (percentile, standard deviations, etc.) underlying the scoring and interpretation of test results.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 5.0 Evaluation and Assessment

Sub-competency: 5.3

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: selection, administration, and scoring individualized assessments for the child birth to age 3.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 5.0 Evaluation and Assessment

Sub-competency: 5.4

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: how to gather appropriate information on the child and family using multiple procedures and an array of information sources such as formal tools, formal and informal observations, third-party reports.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 5.0 Evaluation and Assessment

Sub-competency: 5.5

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: collaboration 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.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 5.0 Evaluation and Assessment

Sub-competency: 5.6

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: how to 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.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

COMPETENCY STANDARD 6.0: PROGRAM IMPLEMENTATION

6.0 The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

6.1 Duties and Responsibilities of Service Coordination

6.1a Role of the Service Coordinator in the IFSP process including: coordination of evaluations and assessments of the child and family, facilitation and participation in the development, review, and evaluation of the IFSP, and facilitation of the timely delivery of appropriate services

*Suggestions for portfolio activities; choose **one***

6.1a.a define the role of the service coordinator in your program in the IFSP process including:
- coordination of evaluation and assessment
- development of the IFSP
- delivery of services
- link to community resources

6.1a.b define how and to what extent your position performs these duties, discuss how the different team members coordinate with the service coordinator in the provision of services to families

6.1a.c perform the role of service coordination for the families you serve, demonstrate by performing these roles or by collaborating with the service coordinator to ensure appropriate services to families

6.1b Family-directed assessment of the 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

*Suggestions for portfolio activities; choose **one***

6.1b.a describe the benefits of using a family-directed approach to determining the concerns, priorities, and resources of the family, consider its effect on advocacy, building trust, etc.

6.1b.b facilitate the family to participate in the evaluation and assessments of the child and family assessment of the concerns, priorities, and resources of the family

6.1b.c encourage families to participate in the assessment and identification process to enhance the family's capacity to meet the developmental needs of their child, describe your experience

6.1c Procedural safeguards for families

*Suggestions for portfolio activities; choose **one***

6.1c.a describe the procedural safeguards in place for families including the families rights and responsibilities in the early intervention process

6.1a.b define how and to what extent your position is responsible to ensure families have these procedural safeguards in place

6.1a.c implement best practice in helping families understand their procedural safeguards, demonstrate by explaining to parents their rights and responsibilities in the early intervention process

6.1d A strength-based approach to families, and how to facilitate the ability of the family to build on what is working, to identify and solve their needs, and to be an effective advocate for their child

*Suggestions for portfolio activities; choose **one***

6.1d.a discuss the importance of using strength-based approaches with families and how that affects the way we discuss and perform services to families, identify strategies to encourage parents to be active participants in the process

6.1d.b support and facilitate family/child interactions as the primary contexts for learning and development of their child while building parent competence and confidence

6.1d.c help families identify what is working as well as identifying needs, demonstrate by supporting parents as they learn to advocate for their child and encourage them to take the lead in determining and performing services

6.1e How to facilitate processes and strategies for transition of the toddler with a disability to preschool or other appropriate services

*Suggestions for portfolio activities; choose **one***

6.1e.a describe the process established in your agency to facilitate transition from early intervention to part B services, include ages each step is performed and who is responsible for the process

6.1e.b define how and to what extent your position is responsible for transition services and facilitate processes and strategies for transitions

6.1e.c help families understand and participate in the transition process, explaining to parents the process and supporting them as they navigate into the next agency

6.1f Assistance to families in accessing available services, coordinating services across agencies including medical and health providers

*Suggestions for portfolio activities; choose **one***

6.1f.a facilitate the timely delivery of appropriate services, coordinate and monitor the delivery of services

6.1f.b assist families in identifying and accessing available services across agencies in the community, including advocacy, describe your experience

6.1f.c coordinate with medical and health providers

6.1g The unique nature of service coordination, planning and service delivery to children who are involved in child protective services

*Suggestions for portfolio activities; choose **one***

6.1g.a describe the challenges and logistics of planning and performing services for children who are involved in child protective services

6.1g.b plan and perform services for children who are involved in child protective services, describe your experience

6.1g.c demonstrate understanding of Utah State law regarding guardianship, procedural safeguards, and coordination with child protective services

6.1h Family assessment information to formulate family-based outcomes, identify evidence based interventions, and strategies to address those outcomes

*Suggestions for portfolio activities; choose **one***

6.1h.a evaluate and access available resources, including early intervention services and formal and informal support systems

6.1h.b describe the procedures in place in your agency to measure outcomes for services, discuss the resources available to staff to ensure strategies and interventions are based in current research

6.1h.b identify and use evidence based strategies and interventions that are individually appropriate during service delivery to families

6.1h.c integrate the child's specialized routine into family activities by creating programs and intervention strategies that draw on the child's and family's strengths

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.1a Duties and Responsibilities of Service Coordination

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: role of the Service Coordinator in the IFSP process including: coordination of evaluations and assessments of the child and family, facilitation and participation in the development, review, and evaluation of the IFSP, and facilitation of the timely delivery of appropriate services.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.1b Duties and Responsibilities of Service Coordination

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: family-directed assessment of the 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.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.1c Duties and Responsibilities of Service Coordination

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: procedural safeguards for families.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.1d Duties and Responsibilities of Service Coordination

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: a strength-based approach to families, and how to facilitate the ability of the family to build on what is working, to identify and solve their needs, and to be an effective advocate for their child.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.1e Duties and Responsibilities of Service Coordination

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: how to facilitate processes and strategies for transition of the toddler with a disability to preschool or other appropriate services.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.1f Duties and Responsibilities of Service Coordination

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: assistance to families in accessing available services, coordinating services across agencies including medical and health providers.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.1g Duties and Responsibilities of Service Coordination

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: the unique nature of service coordination, planning and service delivery to children who are involved in child protective services.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.1h Duties and Responsibilities of Service Coordination

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: family assessment information to formulate family-based outcomes, identify evidence based interventions, and strategies to address those outcomes.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

6.2 Collaborate With Families and the Multidisciplinary Team in All Phases of the Individual Family Service Plan Process

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

6.2a The purpose and use of the IFSP including the Interim IFSP

*Suggestions for portfolio activities; choose **one***

6.2a.a describe the purpose and use of the IFSP including:
how often the IFSP is updated
the importance of writing appropriate goals
when you might use an interim IFSP
how goals and services relate to each other

6.2a.b writing and using the IFSP to direct services

6.2b The philosophy and process of developing and maintaining a family-centered IFSP

*Suggestions for portfolio activities; choose **one***

6.2b.a identify appropriate natural environments for service delivery and demonstrate how using the natural environment for the child and family has facilitated learning

6.2b.b discuss the importance of including concerns, priorities, and resources of the entire family when writing the IFSP, discuss how addressing the needs of the entire family best serves the child with special needs

6.2b.c develop and maintain a family-centered IFSP

6.2b.d demonstrate how you have used the following principles in the process of developing and maintaining a family-centered IFSP
- respect the family
- build relationships with families
- be flexible
- provide support to families
- individualize supports and services
- provide services in a family friendly way

6.2c Evaluation and assessment information, with the family and other team members, to formulate developmentally appropriate outcomes and to identify effective strategies, activities and resources that address those outcomes

*Suggestions for portfolio activities; choose **one***

6.2c.a demonstrate the process for using evaluation and assessment results as the basis for determining appropriate outcomes when writing the IFSP, discuss how the parents and caregivers and other team members are included in the process of writing goals

6.2c.b interpret and apply evaluation and assessment results into developmentally appropriate services, resources, strategies, and activities for the child and family, give examples of your experience in working with the team (including the family) to determine appropriate services, resources, strategies, and activities

6.2c.c use assessment results of the child and family, including concerns, priorities, and resources to develop appropriate family outcomes, assist families in identifying and accessing available services

6.2d Importance of communicating effectively with other team members and professionals for the purpose of integrating knowledge and supporting the family with an interdisciplinary approach to services

*Suggestions for portfolio activities; choose **one***

6.2d.a discuss the importance of working as an interdisciplinary team when writing the IFSP and delivering services, apply appropriate models of team process and functions into the overall IFSP process

6.2d.b communicate effectively with the team for the purpose of integrating the knowledge and expertise of all the team members to best serve the child and family

6.2d.c participate in team-building and problem–solving activities

6.2e Implementation of the IFSP including gathering data, adapting and developing materials, evaluating, and modifying intervention strategies when needed

*Suggestions for portfolio activities; choose **one***

6.2e.a discuss the importance of maintaining and updating the IFSP as needed to meet the needs of the child and family, demonstrate the process needed to modify services on the IFSP

6.2e.b implement the Individualized Family Service Plan including:
- gathering data
- developing and adapting materials
- providing the services outlined in the IFSP
- evaluating and making accommodations or changes as needed
- selecting interventions which are sensitive to the child's health and development

6.2f Legal requirements related to the IFSP process and service provision for children birth to age three and their families

*Suggestions for portfolio activities; choose **one***

6.2f.a discuss the legal requirements related to the IFSP process and service delivery, include requirements for deadlines, service delivery, and documentation

6.2f.b remain compliant with the legal requirements related to the IFSP and service delivery, participate in your program's self file review

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.2a Collaborate With Families and Team in All Phases of IFSP Process

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: family assessment information to formulate family-based outcomes, identify evidence based interventions, and strategies to address those outcomes.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.2b Collaborate With Families and Team in All Phases of IFSP Process

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: family assessment information to formulate family-based outcomes, identify evidence based interventions, and strategies to address those outcomes.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.2c Collaborate With Families and Team in All Phases of IFSP Process

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: family assessment information to formulate family-based outcomes, identify evidence based interventions, and strategies to address those outcomes.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.2d Collaborate With Families and Team in All Phases of IFSP Process

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: family assessment information to formulate family-based outcomes, identify evidence based interventions, and strategies to address those outcomes.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.2e Collaborate With Families and Team in All Phases of IFSP Process

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: family assessment information to formulate family-based outcomes, identify evidence based interventions, and strategies to address those outcomes.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments:

PORTFOLIO ENTRY SHEET

Competency: 6.0 Program Implementation

Sub-competency: 6.2f Collaborate With Families and Team in All Phases of IFSP Process

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices: family assessment information to formulate family-based outcomes, identify evidence based interventions, and strategies to address those outcomes.

Type of Documentation:

Date Completed:

Setting:

Description of Activity and Relevancy to Competency:

Mentor/Supervisor: **Date:** _____

Comments: