

### Early Interventionist Competency Protocols

The protocols used in this process are based the competencies that were identified in 2001 by a work group who reviewed the work of 2 states (Massachusetts and Connecticut) as well as other relevant documents. These competencies are currently also being used in 4 Institutes of Higher Education (UNH, Plymouth State University, Granite State College,NHTI) in their work to develop curriculums to assist students to be prepared to work with infants and toddlers and their families in early intervention.

<b>List of Protocols</b>	<b>Completed by:</b>	<b>Evidence</b>
1. Observation of Individual	ESS Program Director or designee (Possesses qualifications equal to ESS Validator)	Completed protocol
2. Supervisor Interview	ESS Validator	Completed protocol
3. Peer Interview	ESS Validator	Completed protocol
4. Performance Plan	ESS Validator and ESS Program Director	Completed protocol, performance plan
5. Family Survey	Family receiving services from Applicant	Family Survey
6. Evaluation Report	ESS Validator	Completed protocol, evaluation report(s)
7. Progress Notes	ESS Validator	Completed protocol, progress notes
8. IFSP	ESS Validator	Completed protocol, IFSP(s)
9. Chart Review	ESS Validator	Completed protocol, BDS record review form

Plymouth State University has developed a BS in Early Childhood Studies with an Early Intervention option which allows the graduate to apply for the Early Interventionist Credential after 6 months working in a Family Centered Early Supports and Services program.

**Documentation submitted to the ESS Validator for review must have identifiable information removed prior to submission. Once the protocol has been completed to the satisfaction of the person completing the protocol with the candidate, both persons must sign the protocol indicating agreement that the competencies represented on the protocol have been met prior to submission.**

### Observation Check List

**Completed by/Date:**

#### Documentation

<b>There is evidence that:</b>	<b>(for candidate use) Location in Portfolio</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
the ability to collaborate with the family to identify child's strengths, needs and interests is demonstrated.				
skills in facilitating family identification of their own concerns, priorities, resources and interests are demonstrated.				
the ability to identify the child's current level of functioning in all developmental areas is demonstrated.				
the critical role of the family respected and validated.				
eligibility evaluation and ongoing assessment results are communicated in a manner easily understood and appropriate to the family.				
families and team members are engaged as partners in the eligibility evaluation and ongoing assessment process.				
the family's values, beliefs, culture and circumstances throughout the evaluation and ongoing assessment process are understood.				
the candidate demonstrates flexibility in response to diversity and alters service delivery and family interactions accordingly.				
Natural Learning Opportunities to reach functional outcomes are implemented.				
effective family-centered eligibility evaluations and IFSP meetings are facilitated.				

Early Interventionist Competency Protocols September 2012

the family's ability to identify and communicate concerns, priorities, resources and interests is promoted.				
information is communicated in a manner easily understood by the family.				
responsiveness to family's diversity and ability is demonstrated throughout the IFSP process.				
there is an understanding of joint responsibility of family and team members for supports and services?				
a combination of developmentally appropriate practice with functional intervention strategies is used.				
supports, resources and opportunities are provided to families to meet child and family outcomes.				
consideration of needs, priorities, concerns, resources and interests of the family is used in the provision of home visits.				
appropriate information is shared to enhance family decision-making.				
families are assisted in identifying and utilizing existing strengths, resources and coping skills.				
effective coaching and consultation is used with families regarding strategies to reach desired outcomes.				
functionally and developmentally appropriate materials, toys and equipment are selected, including assistive technology				
safety and necessary precautions are used and that this is effectively communicated to families.				
information and strategies from multiple disciplines is incorporated in the delivery of services.				

Early Interventionist Competency Protocols September 2012

family's strengths and abilities are acknowledged when suggesting strategies.				
responsiveness to family's diversity and ability is used throughout the IFSP process.				

## Supervisor Interview Checklist

**Completed by/Date:**

Documentation				
There is evidence that:	(for candidate use) Location in Portfolio	Yes	No	Comments
informed professional opinion is used in the eligibility evaluation and ongoing assessment process.				
knowledge of rules and regulations with respect to the evaluation process and eligibility determination is demonstrated.				
professional work habits are demonstrated and help and/or direction is requested when needed.				
the use of reflective practice to solve problems and/or modify practice is demonstrated.				
flexibility in response to diversity and alter service delivery and family interactions accordingly is demonstrated.				
constructive feedback through a variety of means and incorporate staff and supervisor recommendations for personal and professional development is used.				
self-assessment for ongoing personal and professional growth is used.				
effective communication is used for productive problem-solving with team and family.				
knowledge of and compliance with regulations and policies in regard to IFSP development and service coordination, including timelines is demonstrated.				

Early Interventionist Competency Protocols September 2012

the development and review of IFSPs including the utilization of functional outcomes is facilitated.				
positive closure of relationships occurs during transitions.				
there is an understanding of family systems, interactions and how a child's developmental issues impact on a family's functioning.				
other team members are consulted with regarding child and family interventions and progress.				
rapport and maintain positive relations are established with team members.				
differences in culture and personal style are respected among team members.				
skills in team interaction, conflict resolution and interpersonal communication are demonstrated during team activities.				
an understanding of and respect for the terminology, roles and competencies of other disciplines is demonstrated.				
collaboration during ongoing assessments, IFSP process, consultation, program development and team activities is facilitated.				
personal strengths and interpersonal communications are promoted among staff.				
knowledge/procedures of his/her own area of expertise is shared with team members.				
strategies for team building are used.				

### Peer Interview Check List

**Completed by/Date:**

#### Documentation

	(for candidate use) Location in Portfolio	Yes	No	Comments
<b>There is evidence that:</b>				
the candidate demonstrates professional work habits and seeks help and/or direction when needed.				
the candidate utilizes constructive feedback through a variety of means and incorporate staff and supervisor recommendations for personal and professional development.				
the candidate communicates effectively for productive problem-solving with team and family.				
the candidate demonstrates knowledge of and ensures compliance with regulations and policies in regard to IFSP development and service coordination, including timelines.				
the candidate demonstrates responsiveness to family's diversity and abilities throughout the IFSP process.				
the candidate provides information on the ESS system, services and family rights in a manner understandable to family.				
the candidate collaborates with families and team members to take joint responsibility for services and supports.				
the candidate demonstrates the ability to develop and maintain a partnership and positive relationships with families.				
the candidate consults with other team members on child and family interventions and progress.				

Early Interventionist Competency Protocols September 2012

the candidate demonstrates the ability to establish rapport and maintain positive relations with team members.				
the candidate demonstrates respect for differences in culture and personal style among team members.				
the candidate demonstrates skills in team interaction, conflict resolution and interpersonal communication during team activities.				
the candidate demonstrates understanding of and shows respect for the terminology, roles and competencies of other disciplines.				
the candidate facilitate collaboration during ongoing assessments, IFSP process, consultation, program development and team activities.				
the candidate promote personal strengths and interpersonal communication among staff.				
the candidate share knowledge/procedures of his/her own area of expertise with team members.				
the candidate utilize strategies for team building.				

**Performance Plan Check List**

**Planning date/s:**

**Validation date planned for:**

<b>Areas to develop</b>	<b>How it will be done</b>	<b>Documentation</b>	<b>To be completed by</b>	<b>Comments What was done? Outcome</b>

<b>Family Survey</b>			
<b>Completed by/Date:</b>			
<b>Survey Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Does your child's evaluation and assessment report reflect your family's values and beliefs?			
Are your child's needs continuously assessed while services are being provided?			
Do you feel that your family's values, beliefs, and culture are reflected in on-going assessment strategies?			
Did you receive help in identifying your family's concerns, priorities, resources and interests?			
Did you participate in identifying your child's strengths, needs and interests during the evaluation and development of the IFSP?			
Did you feel that you were a partner in the eligibility evaluation?			
Did you feel that you were a partner in the ongoing assessment process after the initial evaluation?			
Were your family's strengths and abilities considered when strategies were suggested?			
Were you assisted in advocating for your child's and family's priorities and desired outcomes?			
Were you assisted in identifying and utilizing existing strengths, resources and coping skills?			
Did your service provider take joint responsibility with you for services and supports?			
Did your service provider communicate effectively for productive problem-solving with you and your child's team?			
Could you understand the information that was provided to you?			
Did the service provider coordinate and maintain regular communication with medical and community resources as you wanted them to?			
When your child transitioned from ESS, did you feel that your service provided ended services on a positive note?			
Did the service provider work well with other team members?			
Did the service provider show respect for differences in culture and personal style with yourself and other team members?			

Early Interventionist Competency Protocols September 2012

Was the service provider responsive to your family's diversity and abilities throughout the IFSP process?			
Did the service provider show sensitivity to the social, emotional and economic impact of the services provided on your family?			
Was the service provider able to resolve disagreements with you and other team members?			
Did you have a positive relationship with the service provider?			
Did you feel that you were considered to be a partner?			
Did the service provider show respect for the roles and competencies of other service providers on your child's team?			
Did the service provider use natural learning opportunities when working with you and your child?			
Were activities used that fit in your family's everyday routines and activities?			
Did the service provider provide consultation to you about how to use suggested strategies to help your child?			
Did the service provider encourage you to participate as a partner in the IFSP process?			
Were functional outcomes developed as a part of your child's IFSP?			
Were you encouraged to participate in ongoing assessments, IFSP development, or other team activities?			
Were you assisted in accessing community-based supports and resources?			
Did the service provider identify appropriate resources specific to your child and family?			
Did the service coordinator monitor and coordinate the delivery of services and supports listed on your family and child's IFSP?			
Did the early supports and services provided address the identified needs, priorities, concerns, resources and interests of your family?			
Did you receive information about the ESS system, services and family rights in a way that you could understand?			
Did you receive the support, resources and opportunities necessary to meet your child and family's identified outcomes?			
Did the service provider select or develop functionally and developmentally appropriate materials, toys and equipment for your child?			

Early Interventionist Competency Protocols September 2012

Did you receive the information you needed to make informed decisions?			
Did you feel that the evaluation provided an overall picture of your child's developmental status?			
Did you feel that you had a critical role in your child's evaluation and ongoing assessment after the evaluation?			
Did the service provider identify your child's current level of functioning in all developmental areas?			
Did you understand your child's evaluation report?			

## Evaluation Report Check List

<b>Completed by/Date:</b>				
<b>Documentation</b>				
<b>There is evidence that:</b>	<b>(for candidate use) Location in Portfolio</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
if the family is non English speaking the report indicates an interpreter was used.				
the evaluation is written in terms that are easy to understand. (free of professional jargon)				
the recommendations on the evaluation reflect appropriate next steps.				
the evaluation report explains why a skill is delayed or atypical.				
the evaluation is performed by at least two approved evaluators.				
the evaluation report includes all areas of development including hearing, vision and current health status.				
the evaluation written in a non judgmental manner.				
professional judgment has been used in writing the report.				
the child is or is not eligibility and the reason for/against making the child eligible is stated clearly.				
the family participated in the evaluation.				
the family provided information during the evaluation.				
the evaluator helped the family to identify their own concerns, priorities, resources and interests.				
the evaluation report reflects the gathering of information from multiple sources.				
the evaluation report includes a statement of the child's current level of functioning in all areas.				
the evaluation is written in language that is easily understood by parents.				
the evaluation was performed using either the HELP or the IDA.				
the recommendations on the evaluation individualized and appropriate.				
the summary of the evaluation reflects the overall child.				
the evaluation report is written in a non judgmental manner.				

<b>Progress Notes Checklist</b>				
<b>Completed by/Date:</b>				
<b>Documentation</b>				
<b>There is evidence that:</b>	<b>(for candidate use) Location in Portfolio</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
family's strengths and abilities are considered when suggesting strategies.				
the family has been assisted in advocating for themselves and the child.				
the family has been assisted in utilizing existing strengths, resources and coping skills.				
developmentally appropriate practices with functional intervention strategies are being used to individualize services for goals on the IFSP.				
notes are written in a manner easily understood by the family. (jargon free)				
there is regular communication with medical and community resources.				
the transition plan has been developed and is being implemented.				
recommendations made to the parent reflect the knowledge of typical and atypical development.				
current rules, regulations and procedural safeguards at federal and state level are being followed.				
information about safety is being shared with the family.				
IFSP goal strategies are implemented to fit with family customs and beliefs.				
activities utilize natural learning opportunities.				

Early Interventionist Competency Protocols September 2012

coaching and consultation with the family through handouts, follow-up activities, etc.				
the family is supported in identifying and accessing natural community-based supports and resources.				
specific resources are identified to meet the child's and family's needs.				
activities reflect information and strategies from a variety of disciplines.				
notes indicate that the delivery of ESS is monitored and coordinated.				
flexibility is used in service provision to accommodate family needs, priorities, concerns, resources and interests.				
support, resources and opportunities have been provided to families to meet child and family IFSP outcomes.				
functionally and developmentally appropriate materials, toys and equipment, including assistive technology are used.				
information is shared to promote informed family decision making.				
families are being provided information about various local, state, and national organizations.				

## IFSP Check List

**Completed by/Date:**

### Documentation

<b>There is evidence that:</b>	<b>(for candidate use) Location in Portfolio</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
family strengths and abilities are acknowledged when suggesting strategies.				
families are involved in identifying and utilizing existing strengths, resources and coping skills.				
families and team members take joint responsibility for implementing IFSP services and supports.				
developmentally appropriate practices combined with functional intervention strategies are used to individualize services and supports across developmental domains.				
information is communicated in a manner easily understood by the family.				
smooth transitions are facilitated through the creation and implementation of effective transition plans.				
recommendations made to the parent reflect the knowledge of typical and atypical development.				
there is knowledge of current rules, regulations and procedural safeguards at federal and state level?				
there is responsiveness to family diversity and abilities throughout the IFSP process.				
activities utilize natural learning opportunities.				
families and team members are engaged as partners in the IFSP process.				
the Service Coordinator facilitated and participated in the development and review of IFSPs.				
collaboration occurs during ongoing assessments, IFSP process, consultation, program development and team activities.				
appropriate resources are identified specific for the individual child and family.				
the Service Coordinator is monitoring and coordinating the delivery of family-centered early supports and services on the IFSP.				
the Service Coordinator promotes the family's ability to identify and communicate concerns, priorities, resources and interests.				
the family's critical role in the IFSP review is respected and validated.				
the family's identification of their own concerns, priorities, resources and interests is skillfully facilitated.				
various methods of information gathering and ongoing assessment is used to obtain a comprehensive view of a family with his/her everyday routines and activities.				

<b>Chart Review Check List</b>				
<b>Completed by/Date:</b>				
<b>Documentation (Use Record Review Form to Gather Data)</b>				
	<b>(for candidate use) Location in Portfolio</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>There is evidence that:</b>				
effective family-centered eligibility evaluations and IFSP meetings are coordinated.				
the candidate creates and implements plans to promote smooth transitions.				
the candidate demonstrates knowledge of and ensures compliance with regulations and policies in regard to IFSP development and service coordination, including timelines.				
the candidate demonstrates knowledge of current rules, regulations and procedural safeguards at federal and state level.				
the candidate maintains and releases record and information in accordance with regulations and policies.				
the candidate monitors and coordinates the delivery of family centered early supports and services on the IFSP.				