

New Jersey Early Intervention System Service Provider Competencies

Competencies	Examples of behaviors that would demonstrate the achievement of this competency:	
	Pre-Service Level	Post Orientation Level
1. Infant/Toddler And Family Development		
1.1 Demonstrate understanding of theories of infant and toddler development, including content, sequences, range and variability within developmental domains and their implications for developmentally appropriate practice.	Choosing intervention goals to target the next step in the typical sequence of development.	Relating sequences of development to activities the family wants their child to be able to do in order to help them develop meaningful outcomes for their IFSP.
1.2 Demonstrate knowledge of variability in development, including risk factors, developmental variations, developmental patterns with specific disabilities, medical aspects, and neurological factors and their effect on early development within the context of the child and family relationship.	Identifying and discussing variability in development, which might lead to developmental delays.	Providing guidance to parents of children with specific conditions about variations to expect in their child's development.

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1.3 Demonstrate knowledge of the impact of environmental, cultural, and familial, influences on child growth and development, as well as how to access information sources and techniques to address the impact.	Discussing ways in which child-rearing practices might affect a child's developmental pattern.	<i>Applying information about common child-rearing practices within a cultural group to better understand and support the family's intervention decisions.</i>
1.4 Demonstrate awareness of family and child interactions as the primary context for development and learning.	Describing infant and toddler development within the context of the family.	Teaching the parent to incorporate simple songs into their play to encourage eye contact and vocalization.
1.5 Describe how a child learns skills through play and identify strategies that promote play skills.	Identifying basic skills that are the components of play at all developmental levels.	Helping the parent to arrange toys in the child's bedroom to encourage crawling.
2. Evaluation and Assessment		
2.1 Collect, interpret and share relevant information from available records.	Reviewing the child's record before making	Considering all sources of information about a

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	intervention decisions.	child before making decisions about assessment or intervention procedures.
2.2 Demonstrate knowledge of state eligibility criteria and ability to interpret information to the family and team.	Explaining to families why their child does or does not <i>qualify for a service</i> .	Describing New Jersey's early intervention eligibility criteria and interpreting eligibility status for individual children.
2.3 Conduct family interview and incorporate information into other team assessment data.	Considering family perspective when writing child goals.	<i>Gathering family concerns, priorities and resources during ongoing interaction with families and incorporating that information into service recommendations.</i>
2.4 Initiate pre-assessment planning with the family, including facilitating the participation of the family in	Choosing assessment tools based on the	Exploring family concerns in order to

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the assessment at the level desired by the family.	child's age and perceived area of delay.	determine best assessment tools and techniques. Giving the family options for participation in the assessment process.
2.5 Collaborate with the family to identify current level of functioning, strengths and needs of the infant/toddler.	Recognizing that families may see children perform skills not evident in a testing session and appropriately incorporating family's report of skills into assessment data.	Utilizing a variety of assessment techniques, including observation of the parent-child interaction. Discussing the implications of assessment findings for the child's ability to participate in daily routines and activities.
2.6 Interpret assessment findings in consideration of cultural/linguistic influences, other environmental influences, and varying learning styles.	Positively describes experiences with families of varying cultural/linguistic backgrounds.	Considering children's lack of experience with certain tasks and looking for patterns of delay when interpreting assessment results.

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2.7 Demonstrate knowledge of the functions of various evaluation and assessment procedures and instruments.	Utilizing evaluation and assessment tools specific to the professional's discipline, and/or identified needs of the child.	Describing the use and purpose of tools such as; screening, standardized evaluation, family assessment, criterion-referenced assessment, behavior rating scales, and observation of daily routines and play environments.
2.8 Individualize and adapt assessment procedures to meet the special needs of the child, the culture of the family and the variety of contexts of the child's daily life (home and community settings).	Administering assessments in the native language of the child/family.	Adapting assessment materials to include toys available in the family's home.
2.9 Demonstrate the ability to interpret the results of a criterion-referenced assessment and communicate them effectively and sensitively with family members.	Making intervention decisions based on assessment results.	<i>Presenting results to a family of a child with severe delays in a manner that highlights the strengths of the child and family.</i>
2.10 Conduct an observation of an infant/toddler child-care	Describing how	Building rapport with

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or community setting to determine how an infant/toddler can be supported in that environment.	community settings can be utilized to facilitate a child's development.	the child-care teacher in order to decide together how to provide intervention in the classroom.
2.11 Conduct evaluation and/or assessment to determine ongoing eligibility for early intervention as required.	Administering evaluation tools to determine children's need for ongoing services within one's own discipline.	Based on ongoing assessment data, utilizing an appropriate norm-referenced tool to determine the child's level of progress. Making a plan to gradually withdraw services as the child progresses to becoming ineligible for EI services.
3. Family Centered Services and Supports		
3.1 Demonstrate understanding of the complex job of families in caring for and providing learning opportunities for young children, and the additional responsibilities that accompany having a child with	Identifying and discussing the different challenges of parenthood and	Identifying <i>resources and making referrals for families as their needs change as their</i>

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special needs.	discussing how these might be similar or different for parents of a child with special needs.	<i>child grows and develops.</i>
3.2 Understand that the core of family-centered practice recognizes the family as the center of a young child's life, and is the child's constant support, decision-maker, and advocate	Identifying that infants and toddlers are uniquely dependent on their families for nurturance and survival.	Describing families as full team members in all aspects of early intervention planning and implementation.
3.3 Apply family-centered principles so that early intervention supports families in their task of enhancing their children's learning and development.	Planning <i>child-focused</i> intervention strategies based on the concerns identified by families.	<i>Suggesting an IFSP outcome that addresses family needs such as information, support, etc.</i>
3.4 Respond appropriately to family strengths and individuality and respect different coping methods.	Recognizing that all families have strengths and preferred methods of coping.	Building intervention strategies that incorporate the family's existing coping methods.
3.5 Interact appropriately with families challenged by mental illness, abuse, chronic illness, developmental	Recognizing that all families provide	Requesting consultation from <i>a social worker or</i>

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disabilities and other environmental influences that impact their ability to participate in early intervention.	valuable support for their children's development.	<i>other mental health professional</i> to develop effective interaction strategies.
3.6 Promote the family's acquisition of knowledge, skills and confidence in identifying and implementing outcomes for their child and family.	<i>Suggesting outcomes and working with the family to identify times they can work on them.</i>	Utilizing a coaching model with families to develop and implement intervention strategies for their child.
3.7 Support families to make informed decisions by sharing complete and unbiased information in a professional manner.	Describing developmental and therapeutic intervention as one part of the family's life.	Discussing concerns about the need for further medical evaluation and the possibility of diagnosis.
3.8 Provide information and support to promote the family's active participation as a member of the team in developing outcomes and strategies for their IFSP.	Recognizing that families are the primary decision makers for their children.	Providing information about a variety of intervention methods. Supporting families to make decisions about how early intervention services can best help

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		them to promote their child's development.
3.9 Demonstrate knowledge of the historical roots and family centered philosophy of the New Jersey Early Intervention System.	Recognizing the role of families in advocating for services for their children <i>by providing referral to an advocacy organization.</i>	Explaining how Early Intervention in NJ differs from other service models.
4. Individualized Family Service Plan (IFSP)		
4.1 Understand and explain the IFSP process to encourage a family's understanding of, and informed participation in the process.	Describing the use of joint decision-making with families to plan intervention.	Regularly discussing concerns, priorities and resources and outcomes the family would like their child to achieve to help the family prepare for their child's IFSP reviews and meetings.
4.2 Facilitate the IFSP meeting and accurately record information shared and decisions made regarding child strengths and needs, family concerns, priorities and resources, outcomes, strategies, services, and supports.	Working as a member of a team to develop intervention plans.	Using effective listening and communication skills to create a comfortable environment at IFSP

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		meetings where all members contribute and share responsibility for creation of the document.
4.3 Demonstrate skills and knowledge to generate functional and family-centered outcomes and strategies that are implemented in the everyday routines, activities, and places of the child and family. This process occurs with the team, which always includes the parents.	Writing child outcomes that address functional needs of the child.	Incorporating developmental outcomes into daily activities and routines that the family identifies for intervention.
4.4 Develop, implement and monitor IFSPs in a manner that meets IDEA regulations and New Jersey's Policies Procedures and Guidelines.	Monitoring intervention plans in accordance with employer policies.	Monitoring IFSP activities so that timelines for evaluation, IFSP development, implementation and review are met.
4.5 Participate in the development of IFSPs that are unique to each family, represent their current needs and priorities and serve as the blueprint for intervention activities.	Reviewing <i>and revising</i> intervention plans with families <i>when their needs change</i> .	Explaining to families how the activities done during a visit relate to an outcome on their IFSP.

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4.6 Demonstrate skills and knowledge to coordinate and implement the review and revision of IFSPs with the family and all other professionals on the child's IFSP team.	Reviewing and revising child outcomes on a regular basis.	Initiating an IFSP review when new concerns arise about a child's development.
6. Intervention Strategies		
6.1 Demonstrate the ability to implement and monitor an IFSP, with the family and other team members that incorporate child and family outcomes within natural environments.	Talking to families about ways to implement intervention activities at home within daily routines.	Showing the family how to make a bolster out of towel rolls so that the child can watch his siblings play with trains.
6.2 Demonstrate the ability to provide developmental intervention through a variety of activities that facilitate development of the whole child in the following areas: gross and fine motor, social/emotional, communication, cognition and adaptive skills.	Encouraging a child to vocalize while working on stretching activities to facilitate crawling.	Utilizing new positioning and handling techniques learned from a consult with the physical therapist before working with a child on chewing and drinking skills at lunchtime.
6.3 Consult with the family/caregivers to create and adapt learning environments that enhance infant/toddler learning opportunities in natural settings.	Suggesting developmentally appropriate toys to stimulate the child's	Helping a parent to set up their baby's crib in the bedroom so that the baby will turn his

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	learning.	head to see his parents when they enter the room.
6.4 Demonstrate ability to develop and implement interventions that focus on children's interests within the context of family preferences and daily routines.	Encouraging a child to cruise to get a favorite toy.	Teaching the parent how to assist the child to climb into his car seat to increase upper body strength and the use of both hands together.
6.5 Develop strategies for intervention that are based on individual strengths and needs of the family and support the parent-child relationship as the primary context for development and learning.	Providing written instructions to help families carry through with intervention suggestions.	Observing the parent and child playing together and suggesting how to adapt the play to increase <i>communication opportunities</i> .
6.6 Demonstrate ability to select and implement methods of positive behavioral support appropriate for young children.	Praising and tickling a child in order to increase babbling.	Working with a family to design a plan to teach a child to sign "all done" in order to be finished with meals and

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		activities, instead of having a tantrum.
6.7 Provide ongoing, relevant information to families about child development, growth and learning.	Sharing developmental checklists.	Discussing the signs and importance of readiness for toilet-learning with a family who is interested in teaching their child to use the toilet.
6.8 Demonstrate the ability to identify and communicate one's concerns or those of the parent that signal the need for consultation or assessment by another provider.	Recommending that the child be assessed by another discipline.	Explaining and demonstrating, over the course of several visits, one's concern and interest in involving another professional.
6.9 Demonstrate the ability to incorporate new information from consultation and assessment by professionals from other disciplines into the Developmental Intervention provided to infants, toddlers and families.	Using a different chair for the child to sit in during intervention sessions.	Integrating the use of discrete-trial teaching into one's work on feeding skills during snack time.
6.10 Demonstrate the ability to provide consultation to families and other professionals to assist them to	Providing written recommendations for	Coaching the parent and developmental

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incorporate new strategies into their intervention plans.	others following an assessment.	intervention provider to implement sensory activities during daily routines.
6.11 Demonstrate the use of a wide variety of strategies to facilitate the active participation of family members/caregivers in early intervention visits and follow through activities.	Encouraging families to participate in intervention sessions to increase their child's learning opportunities.	Teaching older children how to help their sibling play with toys.
6.12 Provide families with information about their child's development and learning needs that will help them to choose appropriate services and educational settings for their child after s/he transitions out of early intervention.	Updating the child's assessment in preparation for transition to a new program.	Discussing teaching strategies that have been most effective with their child to prepare the family for an IEP meeting.
6.13 <i>Utilize technology to access or record information and to enhance communication with families, colleagues and community members. This includes, but is not limited to the use of: voice mail, cell phones, fax machines, computers, e-mail and the internet.</i>	<i>Using a word processing program to write assessment reports; knowing how to access the internet.</i>	<i>Helping a family to search for information on the internet about their child's condition and evaluate its usefulness.</i>

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7. Team Collaboration		
<p>7.1 Participate as an effective team member to implement New Jersey's model of Early Intervention. Team models may include:</p> <ul style="list-style-type: none"> ❖ multidisciplinary teams ❖ interdisciplinary teams ❖ transdisciplinary teams 	Describing families as an integral part of the intervention process.	Seeking and utilizing strategies from the entire IFSP team to plan and implement developmental intervention, discipline specific therapies and family support services.
7.2 Demonstrate ability to provide consultation and instruction in areas of own expertise.	Providing instruction in areas of own expertise.	Providing consultation to family and other IFSP team members to enhance service provision.
7.3 Demonstrate ability to effectively communicate with a variety of people in a jargon-free and culturally sensitive manner.	Choosing bias-free language to describe people of different cultural and ethnic backgrounds.	Implementing active listening strategies with colleagues and families.
7.4 Collaborate and consult with community programs to provide needed services for families without duplication or gaps.	Discussing the importance of community-based	Making contact with community agencies to arrange joint service

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	services in the lives of children and families.	delivery.
7.5 Demonstrate ability to utilize effective problem-solving, decision-making and conflict management strategies.	Recognizing skills needed for joint decision-making within a team.	Gathering input from all IFSP team members in order to reach consensus on difficult decisions.
7.6 Demonstrate understanding of different roles and skills of different disciplines.	Describing the roles of different disciplines in meeting the needs of children and families.	Seeking out team members to gain needed information and expertise to improve one's own intervention skills.
8. Policies and Procedures		
8.1 Demonstrate a basic knowledge of relevant federal legislation, policies, and procedures (including IDEA, FERPA, etc...) that impact services and supports to children and families.	Describing basic knowledge of special education and related services to families.	Explaining to families how Early Intervention Services are linked to Part B services.
8.2 Demonstrate the ability to implement New Jersey Early Intervention System Policies, Procedures and Guidelines as specified in the NJEIS Policies, Procedures and Guidelines document.	Providing intervention services according to agency/funding source policies and procedures.	Explaining to families the responsibilities of their Service Coordinator and those

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		of their direct service provider(s) and how they work together to form a team with the family.
8.3 Demonstrate knowledge of procedural safeguard components and the ability to communicate the purpose, content, and process of each to all families served.	Providing families with information about their rights within systems.	Explaining to families that they have a right to due process if they disagree with any part of their early intervention services.
8.4 Demonstrate knowledge and display the ability to perform responsibilities concerning the reporting of suspected child abuse or neglect.	Knowing how to contact the appropriate child protection agency.	Implementing agency and state policies regarding the reporting of suspected abuse or neglect to the Division of Youth and Family Services.
9. Professionalism		
9.1 Participate in opportunities for continued training and education to meet identified professional development needs.	Utilizing discipline specific resources such as professional	Reading and discussing a professional journal with team members to

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	associations and meetings.	gather information in order to make intervention decisions for a child with complex needs.
9.2 Demonstrate flexibility and resiliency in response to diversity and change in both families and the New Jersey Early Intervention System.	Recognizing the need to modify intervention plans when family priorities change.	Using problem-solving strategies to reschedule visits with families who have complicated family schedules.
9.3 Demonstrate professional work habits including dependability, time management, independence and responsibility when working in natural environments.	Demonstrating honesty and independence in managing one's work schedule.	Calling families when running early or late for visits before arriving at their home.
9.4 Demonstrate ability to manage multiple priorities and responsibilities of the job.	Keeping to a daily schedule while addressing the needs of all families on the caseload.	Deciding when to attend professional development opportunities, despite having to cancel visits to families.
9.5 Demonstrate ability to manage personal and professional	Recognizing that there	Seeking guidance from

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boundaries, including early intervention families, program and agency boundaries.	are limits in professional involvement.	program supervisor when having difficulty establishing <i>boundaries with a family with many needs</i> .
9.6 Seek current information on best practice in early intervention and other relevant disciplines in order to solve problems and modify practices.	Keeping current on best practices within one's professional discipline.	Searching the internet to learn about current approaches to services for children with unique needs (e.g. autism).
9.7 Consistently uses "people first" language, e.g. saying "a child with Down syndrome" instead of "a Down's child".	Speaking about people with disabilities in a respectful manner.	Viewing disabilities and delays as part of a person, but not the defining feature of the person.