



SoonerStart Roles, Indicators, Competencies Regional Early Intervention Coordinator

Representing the Department of Education in the assigned region the Regional Coordinator:

Role 1. Plans, coordinates, and administers an early intervention service delivery system which promotes family-centered care, transdisciplinary service provision, services provided in the natural environment, culturally competent services, and inclusive opportunities for all children and families.

Indicators

1. Participates in Early Intervention team staffings and serves as a link between the team and the SDE by sharing information, ideas, and experiences from other regions as related to service provision and resources.
2. Chairs administrative staff meetings, which occur at least monthly.
3. Chairs resource coordinator meetings as part of supervision for Resource Coordinators.
4. Maintains ongoing contact and open communication with all current and potential early intervention partners (school district, health/guidance administrators, medical personnel and referring agents, DHS, TANF, Indian Health, various providers serving diverse populations, and other community providers).
5. Promotes the team concept and philosophy within the EI unit.
6. Adheres to federal (Part B and C of IDEA) and state (H.B.1618) regulations, including policies and procedures for the implementation of P.L. 108-446 in Oklahoma.
7. Adheres to and promotes SoonerStart policies and procedures.
8. Serves as local contact for parental and agency complaints or requests for mediation and due process and facilitates initial informal resolution of complaints.
9. Maintains ongoing relationships with local school districts and other receiving programs for purposes of transition.

Competencies

1. Has a working knowledge of the state service delivery system (laws, regulations, rules, policies, procedures, and service delivery models).
2. Understands agency structures, eligibility criteria and key personnel within the various agencies related to EI service provision.
3. Demonstrates skill in leading and facilitating team meetings and task group meetings.
4. Understands record keeping and documentation policies and procedures.
5. Understands the philosophy and approaches to determine family resources, priorities, and concerns in relation to their child's development.
6. Has a working knowledge of available resources and supports available to families.
7. Understands and demonstrates skills required to be an effective team leader.
8. Demonstrates the use of active listening and other appropriate communication skills.

9. Understands the processes and strategies supporting transitions.
10. Understands transition requirements as defined by IDEA.
11. Understands state policy and procedures related to transition.
12. Knows the various options and choices available for children and families for transition.
13. Demonstrates the ability to establish and maintain productive relationships with a wide variety of providers.
14. Understands negotiation, dispute resolution, and mediation processes and strategies.
15. Understands the values and beliefs of cultures within the region.

Role 2. Plans, coordinates, and implements a child find system and public awareness program.

Indicators

1. Develops and implements a coordinated regional plan for child find.
2. Networks at the local, regional and state levels to identify infants and toddlers with disabilities.
3. Develops and implements a coordinated regional plan for public awareness.
4. Coordinates the dissemination of information and materials through a variety of formats (promotional materials, health fairs and other community events, public speaking, PR announcements and other media events, etc.).
5. Reaches out to diverse cultures and populations within the region.

Competencies

1. Understands that children and families live in communities that have a much broader context than early intervention.
2. Networks across agency boundaries to community organizations.
3. Maintains communication with community partners.
4. Demonstrates ability to disseminate information and encourage organizations to join in community-wide efforts.
5. Understands child-find procedures and strategies.
6. Understands public awareness approaches and demonstrates the ability to use marketing techniques.
7. Demonstrates community organization and development skills.

Role 3. Supervises and assists in the ongoing maintenance of quality records, data gathering, reports and monitoring procedures.

Indicators

1. Ensures that early intervention database reflects current information from education records.
2. Conducts ongoing record reviews for compliance with state and federal program policy.
3. Participates as a member of the compliance monitoring team in preparation for and during on-site compliance monitoring visit.

Competencies

1. Understands record keeping and documentation policies and procedures.
2. Understands and is able to explain and implement the compliance monitoring process through communication with staff and contract providers, records review, and development of corrective action plans.

Role 4. Provides administrative and technical supervision for Resource Coordinators.

Indicators

1. Coordinates and participates in the hiring and orientation of Resource Coordinators.
2. Approves leave requests and daily itineraries.
3. Ensures timely documentation and billing of Medicaid for case management activities.
4. Provides ongoing technical assistance, training, mentoring, reflective supervision and ongoing support to resource coordinator for direct service activities (visits with families, IFSP development, staffings, etc.).
5. Directs the public awareness activities of the Resource Coordinator.
6. Documents performance of resource coordinators, provides ongoing feedback and completes performance appraisals.
7. Assists resource coordinator to problem-solve challenging service delivery issues.
8. Ensures that the family history section of the team assessment report is written appropriately for each eligible child in terminology understandable by all team members in a timely manner.

Competencies

1. Understands characteristics and qualifications of an effective resource coordinator.
2. Demonstrates effective interviewing skills.
3. Has a working knowledge of the roles and functions of service coordination.
4. Understands service coordination as defined by IDEA, Part C.
5. Demonstrates knowledge of documentation required to bill Medicaid for case management services.
6. Demonstrates knowledge of the development of jargon-free team assessment reports within established timelines.
7. Understands and demonstrates skills required to be an effective coach, mentor, supervisor.
8. Has working knowledge of the corrective discipline process.
9. Understands and demonstrates skills required to perform duties of service coordination.
10. Understands and demonstrates effective problem-solving, decision-making, and conflict resolution.

Role 5. Serves as a liaison between the regional early intervention service system, the SDE, and communities within their region.

Indicators

1. Attends regularly scheduled meetings at SDE.
2. Shares information with early intervention staff members from SDE.
3. Coordinates and facilitates local, regional and state efforts to increase opportunities for children to interact with typically developing peers.
4. Identifies and supports natural environments appropriate for the needs of eligible children.
5. Seeks community resources and, if resources are unavailable, facilitates the cultivation of new resources for children and their families.
6. Serves as the early intervention contact person within local communities and the EL region.

Competencies

1. Understands the structures supporting interagency cooperation, including referral, contracts and formal and informal agreements.
2. Understands the complexity of the service delivery system (health, education, child care, social services, housing, etc) for children and families.
3. Understands and demonstrates strategies necessary to help families locate, access, and coordinate a network of supports that address their needs and priorities.
4. Understands that children and families live in communities that have a much broader context than early intervention.
5. Networks across agency boundaries to community organizations.
6. Maintains communication with community partners.
7. Demonstrates ability to disseminate information and encourage organizations to join in community-wide efforts.
8. Demonstrates the ability to select and communicate appropriate information and priorities to resource coordinators in order to facilitate communication with all parties involved.