



SoonerStart Roles, Indicators, Competencies Early Intervention Resource Coordinator

In partnership with the family the resource coordinator works with the early intervention team to:

Role 1. Coordinate the evaluation and assessment processes.

Indicators:

1. Coordinates and administers an efficient eligibility determination process (from initial referral, to home visit, to eligibility determination).
2. Presents SoonerStart process, procedures and parental rights in a manner readily understandable to families.
3. Assists families in identifying their concerns, priorities, and resources.
4. Presents information gathered during the family interview process to the SoonerStart team.
5. Participates in the staffing for each assigned child and family.
6. Assists families to participate as team partners throughout the assessment process.
7. Maintains accurate records and documentation of all phases of the process.
8. Writes family history section of the team assessment report for each eligible child in terminology understandable by all team members (family, staff, contractors) in a timely manner.

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. Understands record keeping and documentation policies and procedures.
4. Demonstrates competency in the development of jargon-free team assessment reports within established timelines.
5. Understands the philosophy and approaches to determine family resources, priorities, and concerns in relation to their child's development.
6. Describes available resources and supports available to families.
7. Participates as an effective team member.
8. Demonstrates the use of active listening and other appropriate communication skills.
9. Demonstrates skill in serving as an effective participant in team meetings.

Role 2. Coordinate and facilitate the development and review of IFSPs.

Indicators:

1. Adheres to federal (IDEA, Part C) and state (H.B. 1618) regulations, including policies and procedures for the implementation of P.L. 108-446 in Oklahoma.
2. Assists families to work in partnership with team members to identify child and family outcomes and design the IFSP.
3. Maintains current database of resources that will assist in meeting child and family needs and stated outcomes.
4. Matches family preferences to available, appropriate community resources.
5. Supports the family in accessing the identified community resources considering costs, transportation issues, and family's daily routines.
6. Assists families to identify and access advocacy resources as appropriate.
7. Coordinates between and among agencies, staff and contract providers to address the outcomes identified by the family and other EI team members.
8. Follows-up with referral requests made by families or recommendations of team members.
9. Maintains an accurate and up-to-date record system for each family enrolled on their caseload.
10. Participates as an effective team member.
11. Serves as task group meeting leader, facilitator, recorder or participant.

Competencies:

1. Has a working knowledge of the roles and functions of service coordination.
2. Understands service coordination as defined by IDEA, Part C.
3. Demonstrates the ability to develop the IFSP with families and carry out tasks necessary to implement the plan.
4. Demonstrates understanding of and respect for different values, beliefs, and lifestyles.
5. Demonstrates the ability to organize parent support, advocacy, or networking groups.
6. Understands the levels of communication and cooperation in different team models.
7. Demonstrates the use of active listening and other appropriate communication skills.
8. Demonstrates skill in leading, facilitating, recording and participating in task group meetings.

Role 3. Coordinate and monitor the delivery of services.

Indicators:

1. Monitors to determine if the family is receiving appropriate services.
2. Works collaboratively with families to implement strategies to achieve successful outcomes.
3. Assesses progress toward IFSP goals with families and takes corrective action when needed.
4. Ensures timely IFSP reviews and annual evaluations.
5. Networks with staff and contract providers to identify and assist in locating needed resources for families.

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.

Role 4. Facilitate the development of a transition plan to preschool services, if appropriate.

Indicators:

1. Begin the process of transition 6 to 12 months prior to age three.
2. Provide family with transition options and referral information.
3. Coordinate visits between the EI providers and receiving agency.
4. With parental consent, forward information about the child to the receiving agency/provider.
5. Prepare a written transition plan to reflect planned activities to be carried with the family and receiving agency/provider.
6. Serves as a task group meeting leader, facilitator, recorder or participant.

Competencies

1. Understands the processes and strategies supporting transitions.
2. Understands transition requirements as defined by IDEA.
3. Understands state policy and procedures related to transition.
4. Knows the various options and choices available for children and families in their community.
5. Demonstrates skill in leading, facilitating, recording or participating in a task group meeting.

Role 5. Conduct public awareness programs in their catchment area.

Indicators:

1. Share public relations materials through a variety of formats (health fairs, presentations, tasks forces).
2. Network with the broad community to inform members of the importance and essence of early intervention.

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.