



## **SoonerStart Roles, Indicators, Competencies Early Intervention Service Provider**

**Representing the Oklahoma State Department of Health on the assigned team the Service Provider:**

### **Role 1. Provides intervention services**

#### Indicators

1. Participates as member of transdisciplinary team through screening, staffing, evaluation, and assessment to determine a child's initial and continuing eligibility for services.
2. Provides evaluation, assessment and intervention using family-centered, culturally appropriate materials, behavior, and language.
3. Identifies child and family's unique needs as they relate to the development of the IFSP.
4. Participates in IFSP meetings to assist in development of outcomes and determination of services/interventions most appropriate to meet the needs of the child and family.
5. As a transdisciplinary team member, provides intervention for children with developmental disabilities and their families to enhance adaptive, cognitive, communication, physical, and social-emotional development.
6. Implements appropriate assistive technology to meet child and family's needs.
7. Incorporates functional goals in the provision of intervention services in the child and family's natural environments.
8. Consults with receiving programs for smooth, seamless transitions from the EI program.
9. Maintains documentation in records as outlined in EL policies and procedures.
10. Writes timely team assessment report for each eligible child in terminology understandable by all team members (families, staff, contractors).
11. 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.
12. Adheres to own discipline's professional code of ethics.

#### Competencies

1. Understands service delivery requirements as defined by IDEA.
2. Understands and demonstrates effective participation as a transdisciplinary team member.
3. Has a working knowledge of the state service delivery system and philosophy (laws, regulations, rules, policies, procedures, service delivery models, family-centered care, cultural competence, etc.).
4. Understands and demonstrates skills required to be an effective team member.
5. Demonstrates the use of appropriate communication skills necessary for effective collaboration.

6. Demonstrates competency in administering, scoring and interpreting an array of appropriate tools and procedures for evaluation and assessment.
7. Demonstrates culturally appropriate behavior, language, and selection of evaluation, assessment, and intervention materials.
8. Understands how to integrate discipline-specific knowledge and expertise into the IFSP process.
9. Understands how to integrate discipline-specific knowledge and expertise into the intervention process
10. Maintains a working knowledge of typical and atypical child development.
11. Maintains knowledge of evaluation, selection, implementation, and justification of currently available assistive technology.
12. Understands the effect of provision of services in natural environments on learning and retaining new skills.
13. Understands the process and strategies supporting transition.
14. Understands health department and early intervention program record keeping and documentation policies and procedures.
15. Demonstrates competency in the development of jargon-free team assessment reports within established timelines.
16. Demonstrates skill in serving as an effective participant in team meetings.
17. Demonstrates professional and ethical behavior and decision-making.

**Role 2. Serve as a resource to other team members in their area of expertise.**

Indicators

1. Attends continuing education opportunities for professional development.
2. Reviews professional literature to maintain awareness of technical developments.
3. Attends professional conferences.
4. Shares information with other team members in a method that is appropriate to the individual's learning style.
5. Serves as a task group leader, facilitator, recorder or participant.
6. Collaborates with other entities, programs and providers outside of SoonerStart.

Competencies

1. Demonstrates the use of active listening and other appropriate communication skills.
2. Participates as an effective team member.
3. Understands own professional development needs and how to meet them.
4. Has knowledge of and access to current professional literature.
5. Applies new information and skills learned through professional development opportunities.
6. Demonstrates skill in leading, facilitating, recording or participating in a task group.
7. Demonstrates knowledge of community resources.