



SoonerStart Roles, Indicators, Competencies Early Intervention Technical Supervisor

**Representing the Oklahoma State Department of Health on the assigned team the
Technical Supervisor:**

Role 1. Provides technical supervision for service providers.

Indicators

1. Promotes the team concept and philosophy within the EI unit.
2. 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.
3. Adheres to and promotes SoonerStart policies and procedures.
4. Collaborates with Regional Coordinators, lead clinicians OSDH EI central office staff, other technical supervisors and local health department administrator to ensure effective communication and provision of clinical services.
5. Participates in the hiring and orientation of health department direct service staff for the early intervention program.
6. Provides ongoing technical assistance, training, mentoring, reflective supervision and support to supervisees for direct service activities (visits with families, evaluation and assessment, staffing, report-writing, etc.).
7. Documents performance of supervisees, provides ongoing feedback and assists in the completion of performance appraisals.
8. Assists supervisees to problem-solve challenging service delivery issues.
9. Coordinates and attends peer staffings.
10. Attends quarterly technical supervisor meetings.
11. Participates in professional development activities.
12. Discusses training needs of supervisees and implements professional development plans.

Competencies

1. Has a working knowledge of the state service delivery system (laws, regulations, rules, policies, procedures, and service delivery models).
2. Understands record keeping and documentation policies and procedures.
3. Understands and demonstrates skills required to be an effective team leader.
4. Demonstrates the use of active listening and other appropriate communication skills.
5. Demonstrates understanding of the agency structures, communication systems, and key personnel within the various agencies related to EI service provision.
6. Understands characteristics and qualifications of an effective service provider.
7. Demonstrates effective interviewing skills.
8. Has a working knowledge of the roles and functions of the discipline of service provider.
9. Understands service delivery as defined by IDEA, Part C.
10. Demonstrates knowledge of documentation required to bill Medicaid for direct services.

11. Understands and demonstrates skills required to be an effective coach, mentor, supervisor.
12. Has working knowledge of the corrective discipline process.
13. Understands and demonstrates skills required to perform duties of service provider.
14. Understands and demonstrates effective problem-solving, decision-making, and conflict resolution.
15. Demonstrates the use of effective facilitation techniques for group meetings.
16. Has knowledge of professional development activities and opportunities.
17. Maintains knowledge of the latest technologies and discipline-specific assessment and intervention strategies.

Role 2. Supervises and assists in the ongoing maintenance of quality health department records, reports and monitoring procedures.

Indicators

1. Conducts ongoing record reviews for compliance with state and federal program policy.

Competencies

1. Understands health department and early intervention program record keeping and documentation policies and procedures.
2. Understands and is able to explain and implement the compliance monitoring process through records review and participation in development of corrective action plans.

Role 3. 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 EI policies and procedures.
10. Writes timely team assessment report for each eligible child in terminology understandable by all team members (family, 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 professional and ethical behavior and decision-making.