

# Kentucky's Early Intervention System

## Core Competencies

<b>1.0 Early Intervention Foundations</b>		
<i>To demonstrate an understanding of the historical, legal and organizational components that provide the foundation and guiding principles of the Kentucky Part C early intervention system.</i>	1.1	Knowledge of the historical foundation, supports and service delivery in the Kentucky Early Intervention System (KEIS).
	1.2	Knowledge of relevant federal and state legislation, regulations and program policies and procedures that provide a foundation for KEIS.
	1.3	Knowledge of KEIS phases: Referrals, Intake, Screening, Evaluation/Child Assessment, Eligibility Determination, Family Assessment for Service Planning, IFSP Development, IFSP Implementation and Review, Transition.
	1.4	Knowledge of the organizational structures that support the KEIS (e.g. State lead agency, Interagency Coordinating Council (ICC), local POE, etc.).
	1.5	Knowledge of funding for Part C supports and services including: Family Share Cost Participation fee, Medicaid, Private insurance, Payor of last resort requirements, Services that must be provided at no cost to families.
	1.6	Knowledge of the requirements for complete, accurate and timely documentation including the completeness of the child's early intervention record in the data management system.
	1.7	Understanding the importance of professional growth and development through ongoing participation in training, professional organizations and literature review and research related to evidence-based early intervention practices.
<b>2.0 Family Centered Practices</b>		
<i>To demonstrate an understanding that all families are unique and have strengths. They are the primary agents of change in their child's development.</i>	2.1	Ability to build and maintain parent-professional partnerships with families by honoring each family's race, language, culture, history and approach to parenting.
	2.2	Knowledge of and sensitivity to the cultural diversity of all families in order to build relationships with families, resulting in comfort in sharing their challenges.
	2.3	Knowledge of and respect for diverse family structures, dynamics, learning styles, coping styles, daily activities, routines and environments.
	2.4	Ability to build on families' strengths to enhance their confidence and competence as they move through the early intervention process.
	2.5	Understanding of the role of early interventionists in helping families develop the skills and tools necessary to identify their needs and connect to supports.
<b>3.0 Effective Team Practices</b>		
<i>To demonstrate an understanding that an integrated and coordinated team approach is essential when delivering effective early intervention supports and services to infants and toddlers and their families.</i>	3.1	Knowledge of team models, including how teams develop, team processes and dynamics.
	3.2	Ability to effectively communicate with a variety of people (e.g., families, service providers, community providers) in a jargon free and culturally sensitive manner both orally and in written formats.
	3.3	Ability to use effective problem-solving, decision-making and conflict resolution strategies.
	3.4	Ability to acquire and integrate knowledge from other disciplines and professions in order to meet the interrelated developmental needs of infants and toddlers.
<b>4.0 Infant and Toddler Development</b>		

<i>To utilize knowledge of typical and atypical child development in providing developmentally appropriate, research-based early intervention supports and services.</i>	4.1	Understanding of typical infant/toddler development including knowledge of developmental sequences, the impact of maturation, the interrelatedness of developmental domains and the variability of development from child to child.
	4.2	Knowledge of how atypical development impacts functional abilities.
	4.3	Understanding of the impact of family structure, dynamics, health, mental health, cultural influences and multiple languages on infant/toddler development.
	4.4	Understanding of the impact of adverse childhood experiences such as economic status, mental health issues, violence in the home and community influences on infant/toddler development.
	4.5	Understanding of medical conditions, nutritional issues, and biological and environmental risk factors that may affect infant/toddler development including issues related to prematurity, special health care needs and prenatal exposure to toxins and infectious diseases.
	4.6	Knowledge of the etiology and characteristics of common disabilities in young children and the implications for development.
	4.7	Understanding of the importance of social-emotional development, including attachment, as the foundation for building healthy relationships with adults and peers.

## 5.0 Evaluation and Assessment Practices

<i>Personnel gather, synthesize and interpret information from medical reports, developmental screening results, parent report, observation summaries and assessment summaries, if available, to determine whether or not the child is eligible for Part C services; and to identify the functional level of the child to facilitate service planning for eligible children.</i>	5.1	Knowledge of screening and assessment tools used to determine infant and toddler development.
	5.2	Ability to explain the screening, evaluation and assessment process.
	5.3	Knowledge of the importance of utilizing strength based language that is sensitive and easily understood by families and provides information concerning the child's performance in daily activities and routines within the home and community.
	5.4	Ability to discuss assessment results in a manner that is jargon-free, understandable and useful to families.
	5.5	Ability to use data to make decisions regarding eligibility and early intervention services.
	5.6	Ability to work in a multidisciplinary team to review developmental and medical information and progress monitoring data to determine a child's ongoing eligibility.

## 6.0 Family Assessment for Service Planning

<i>Guided by each family's concerns, priorities and resources, personnel review existing medical and developmental information and conduct the family assessment to assist the IFSP team in identifying the early intervention supports and services necessary to meet the child's unique needs in all areas of development.</i>	6.1	Ability to effectively utilize respectful and responsive interview techniques including the use of culturally sensitive and family centered practices to gather information from parents, family members, caregivers and others as identified by the family.
	6.2	Ability to engage family members as active participants in the family assessment process.
	6.3	Ability to assess the family's satisfaction throughout daily routines in order to develop family-driven IFSP outcomes.

## 7.0 Individualized Family Service Plan

<i>To assist families, other early interventionists and community partners in designing functional and meaningful IFSPs to meet the developmental needs of children and to enhance the capacity of families to meet developmental needs.</i>	7.1	Understanding of the intent of the IFSP as a process that documents the changes a family wants to see for their family and their child.
	7.2	Understanding that the IFSP processes must also enhance the family's confidence and competence to meet the specific needs of their child.
	7.3	Ability to assist families in identifying everyday routines and activities in which the supports and services strategies will be implemented.
	7.4	Ability to assist families in identifying appropriate criteria for success in meeting the outcomes they have identified for their child and family.
	7.5	Understanding of informal and formal systems of supports to assist families in identifying all options available throughout implementation of the IFSP.
	7.6	Ability to assist families in deciding which combination, frequency and provider(s) of early intervention services may be appropriate in meeting the IFSP outcomes.
	7.7	Ability to report the infant and toddler's present level of performance in all areas of development including what the child does well and areas of concern.

## **8.0 Early Intervention Service Delivery**

<i>Guided by each family's concerns, priorities and resources, KEIS early intervention personnel provide supports and services that are integrated into daily routines and activities within natural environments where children and families live, learn and play.</i>	8.1	Knowledge of current trends, practices, research and ethical considerations regarding early intervention services, and ability to apply research-based effective practices.
	8.2	Ability to support and facilitate parent/child and caregiver/child interactions as the primary context for development and learning.
	8.3	Understanding of the rationale and importance of early intervention services supporting the child in the daily activities and routines within natural environments where children live, learn and play.
	8.4	Knowledge of embedding intervention strategies that support the infant and toddler's ability to participate in the everyday routines and activities of the family within natural environments where children live, learn and play. Encourage parents to observe, ask questions, explore parenting issues and try out new strategies.
	8.5	Ability to assist families in understanding their child's delay(s) or medical condition and how these may impact infant and toddler development and to provide information and resources on parenting and child development as needed.
	8.6	Understanding the benefits of inclusion within community activities and settings.
	8.7	Understanding of assistive technology and augmentative communication including adaptations and modifications to the environment, activities, materials and equipment.