



Kentucky Early Intervention System

Early Intervention Provider Performance Standards

1.0 Attending an IFSP Meeting		
<i>Ability to work effectively and consult with a variety of early intervention team members and community partners in determining eligibility, conducting assessment for service planning and planning and implementing integrated intervention strategies, supports and services for children and their families.</i>	1.1	Listening to others' comments about early intervention services and inviting IFSP team members to contribute.
	1.2	Providing input on outcomes related to procedures/data collection methods and criteria that reflect the family resources, priorities and concerns within the context of everyday activities.
	1.3	Collaborating with team members and families to identify one practitioner from the team who serves as the primary service provider who is a liaison between the family and other team members based on child and family priorities and needs.
	1.4	Consulting on the service delivery structure including location, duration and frequency of early intervention sessions, co-treatment sessions (if necessary), taking into consideration the family's schedule and the outcomes/routines that are impacted.
	Attending 6-month, annual and requested review IFSP meetings:	
	1.5	Participating regularly in team meetings to ensure that each child's plan is reviewed by the full team.
	1.6	Reviewing the progress reports, which include IFSP outcome data, in order to make decisions about early intervention services.
	1.7	Participating in the review of the current IFSP and revise/add outcomes and strategies based on the child and family's progress.
	1.8	Providing input in the development of a transition plan that includes the outcomes and activities to prepare the child and family for participating in the new setting when transition occurs.
	1.9	Identifying the need for assistive technology for the child to promote access to and participation in everyday activities.
2.0 Conducting Early Intervention Visits		
<i>Ability to utilize everyday routines and activities at home and in the community to identify the child's functional abilities and motivators, parent-child or caregiver-child interactions and the need for assistive technology and/or environmental adaptations.</i>	2.1	Scheduling visits at a time and place when identified routines occur.
	2.2	Consulting with the family to determine which IFSP outcomes to focus on during the visit.
	2.3	Discussing with the parent the child interests, abilities and challenges in everyday activities and daily routines related to the IFSP outcomes.
	2.4	Asking open-ended questions to support parent reflection on why a strategy, skill or routine is important.
	2.5	Supporting the parent to identify multiple routines in which embedded instruction and generalization can occur.
	2.6	Assisting parent to embed strategies into everyday routines and activities with materials found in the home.
	2.7	Seeking opportunities to incorporate what families are already doing that is working well to build upon strengths.
	2.8	Helping the parent develop strategies for increasing participation and independence in current IFSP outcomes.
	2.9	Supporting parents to determine adaptations and augmentations to toys, materials, or environments that are necessary for the child to fully participate in everyday routines and activities.

	2.10	Implementing assistive technology supports within everyday routines and reduce, modify or eliminate the use of the supports as the child becomes more independent.
	2.11	Modeling strategies or activities.
	2.12	Observing the family using the strategies during everyday activities.
	2.13	Providing feedback, discussing ways to refine or revise the skill to be sure family members can do strategies on their own.
	2.14	Discussing what worked, what didn't work, support the family to gain insights.
	2.15	Determining which strategies the parent would like to use.
	2.16	Gathering IFSP outcome data by noting any progress related to IFSP outcomes.
	2.17	Reviewing the IFSP outcome data/information with the parent in order to make decisions about changes to strategies and activities.

3.0 Completing the Annual/Exit Assessment

<i>Ability to assess infant and toddler development by selecting and using a variety of culturally sensitive informal and formal methods and procedures (including observational methods) as guided by the family's needs, concerns and priorities for their child's development.</i>	3.1	Using open-ended questions and observations to determine the child's engagement/participation, independence, and social interaction in various routines and activities.
	3.2	Gathering information from the family on previously used strategies that increase their child's participation in everyday activities.
	3.3	Discussing any strengths and new skill development in addition to new concerns or continued concerns with the parent.
	3.4	Adapting assessment methods to meet the unique needs of the child and family.
	3.5	Applying clinical reasoning in addition to assessment results to identify the child's current levels of functioning.