

# Kentucky's Early Intervention System

## *Service Coordinator Performance Standards*

| <b>1.0 Coordinating Intake, Screening and Developmental Evaluations</b>   |   |   |
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| <i>Ability to implement the practices that support and empower families, encouraging their role as decision-makers and assist them in securing supports and services throughout the early intervention process.</i> | 1.1   | Scheduling the intake meeting at a time, date and location that is convenient for the family.   |
|   | 1.2   | Providing a description of the statewide early intervention system in Kentucky including the organizational structures that support KEIS, state and federal regulations and federal child and family outcomes.            |
|   | 1.3   | Explaining to parents that eligibility is not just the test results alone, but also a synthesis of the evaluation results, parent report, child's presents levels of development, medical records and health information. |
|   | 1.4   | Discussing the process for obtaining early intervention services with the family including the importance of their active participation.  |
|   | 1.5   | Asking the family open-ended questions to check their understanding of the early intervention system and enrollment process.  |
|   | <b>Ensuring Procedural Safeguards</b>   |   |
|   | 1.6   | Reviewing procedural safeguards, confidentiality and family rights, including conflict resolution options, with the family and providing a copy of the family rights handbook.  |
|   | 1.7   | Informing families that their consent for services is voluntary, may be revoked at any time, and helps them understand that consent must be obtained in order for certain actions to occur.                               |
|   | 1.8   | Explaining to families the services available to them at no cost.   |
|   | 1.9   | Providing the family of notice of action when the POE proposes or refuses to initiate an action for the child and family.   |
| 1.10  | Facilitating the use of conflict resolution techniques and assisting the family to file for mediations/due process. |   |
| <b>2.0 Assessing the Family for Service Planning</b>  |   |   |
| <i>Ability to conduct the family assessment to assist the IFSP team in identifying the early intervention services necessary to meet the unique needs of the child and family</i>                                   | 2.1   | Gathering information from the family about family structure and composition, resources, and other agencies and professionals involved with the child (formal and informal supports).                                     |
|   | 2.2   | Interviewing the family using open-ended questions about their daily routines and activities.   |
|   | 2.3   | Identifying the child's engagement, independence and social relationships within family routines.   |
|   | 2.4   | Identifying with the family their individual concerns and priorities.   |
|   | 2.5   | Determining the informal outcomes that the family selects to work on within routines and activities.  |
| <b>3.0 Developing and Monitoring the Individualized Family Service Plan (IFSP)</b>  |   |   |
| <i>Ability to work effectively and consult with a variety of early intervention team members and community partners for service planning and implementing</i>   | 3.1   | Describing the steps of the IFSP process, including the purpose of the IFSP, the consultative and primary service provider models of service delivery.  |
|   | 3.2   | Reviewing family rights and procedural safeguards, and providing a copy of the Family Rights Handbook (unless the family declines to receive a copy because they already have one).                                       |
|   | 3.3   | Explaining the rationale for services in natural environments and identifying the natural environments where services will take place.  |
|   | 3.4   | Discussing the child's present level of development across all domains using assessment results.  |

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| <i>integrated intervention strategies, supports and services for children and their families.</i> | 3.5 | Formulating IFSP outcomes that reflect the family's priorities using active language that describes the behavior and the routine(s) in which the behavior occurs.  |
|   | 3.6 | Developing a transition outcome that addresses upcoming changes that facilitates a smooth, seamless transition into, within, and out of early intervention services  |
|   | 3.7 | Identifying early intervention services that will be provided and establishing the service delivery structure taking into consideration the family's schedule and the outcomes/routines that are impacted. |
|   | 3.8 | Reviewing the early intervention record to ensure services are being provided as authorized on the IFSP.   |
|   | 3.9 | Linking families of infants and toddlers to community resources and supports.  |

#### **4.0 Planning for Transition**

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| <i>Ability to implement transition planning with the family that identifies the events, activities and processes associated with key changes between environments or programs during the early childhood years.</i> | 4.1 | Assuring that the family understands the timeframe for transition from early intervention and when transition planning should occur to support successful adjustment and positive outcomes for both the child and family. |
|   | 4.2 | Identifying concerns and discussing steps to prepare the family for choices/options at different transition points.   |
|   | 4.3 | Developing a transition plan with the IFSP team that includes the outcomes and activities to prepare the child and family for participating in the new setting when transition occurs.                                    |
|   | 4.4 | Identifying with the family community and specialized services for which the child and family may be eligible; and arranging visits for the family to those community and/or school placements.                           |