

New Jersey Early Intervention System Service Coordinator Competencies

Competencies	Examples of behaviors that would demonstrate the achievement of this competency:	
	Pre-Service Level	Post Orientation Level
1. Infant/Toddler and Family Development		
1.1 Demonstrate understanding of theories of infant and toddler development, including content, sequences, range and variability within developmental domains and their implications for developmentally appropriate practice.	Choosing intervention outcomes to target the next step in the typical sequence of development.	Relating sequences of development to activities the family wants their child to be able to do in order to help them develop meaningful outcomes for their IFSP.
1.2 Demonstrate knowledge of variability in development, including risk factors, developmental variations, developmental patterns with specific disabilities, medical aspects, and neurological factors and their effect on early development within the context of the child and family relationship.	Identifying and discussing variability in development, which might lead to developmental delays.	Providing guidance to parents of children with specific conditions about variations that might occur in their child's development.
1.3 Demonstrate knowledge of the impact of environmental, cultural, and familial, influences on child growth and development, as well as how to access information sources and techniques to address the impact.	Discussing ways in which child-rearing practices might affect a child's developmental	Applying information about common child-rearing practices within a cultural group to

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	pattern.	better understand and support the family's intervention decisions.
1.4 Demonstrate awareness of family and child interactions as the primary context for development and learning.	Describing infant and toddler development within the context of the family.	Teaching the parent to incorporate simple songs into their play to encourage eye contact and vocalization.
1.5 Describe how a child learns skills through play and identify strategies that promote play skills.	Identifying basic skills that are the components of play at all developmental levels.	Helping families understand the importance of play skills in skill development in all areas of development.
3. Family Centered Services and Supports		
3.1 Demonstrate understanding of the complex job of families in caring for and providing learning opportunities for young children, and the additional responsibilities that accompany having a child with special needs.	Identifying and discussing the different challenges of parenthood and discussing how these	Identifying resources and making referrals for families as their needs change as their child grows and

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	might be similar or different for parents of a child with special needs.	develops.
3.2 Understand that the core of family-centered practice recognizes the family as the center of a young child's life, and is the child's constant support, decision-maker, and advocate	Identifying that infants and toddlers are uniquely dependent on their families for nurturance and survival.	Including families as full team members in all aspects of early intervention planning and implementation.
3.3 Apply family-centered principles so that early intervention supports families in their task of enhancing their children's learning and development.	Planning child-focused intervention strategies based on the concerns identified by families.	Suggesting an IFSP outcome that addressed family needs such as information, support, etc.
3.4 Respond appropriately to family strengths and individuality and respect different coping methods.	Recognizing that all families have strengths and preferred methods of coping.	Building intervention strategies that incorporate the family's existing coping methods.
3.5 Interact appropriately with families challenged by mental illness, abuse, chronic illness, developmental disabilities and other environmental influences that	Recognizing that all families provide valuable support for	Requesting consultation from a social worker or other mental health

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impact their ability to participate in early intervention.	their children's development.	professional to develop effective interaction strategies.
3.6 Promote the family's acquisition of knowledge, skills and confidence in identifying and implementing outcomes for their child and family.	Suggesting outcomes and working with the family to identify times they can work on them.	Assisting a family to obtain reports from all professionals on their IFSP team and discuss them prior to an IFSP meeting.
3.7 Support families to make informed decisions by sharing complete and unbiased information in a professional manner.	Describing developmental and therapeutic intervention as one part of the family's life.	Discussing concerns about the need for further medical evaluation and the possibility of diagnosis while providing informational and emotional support.
3.8 Provide information and support to promote the family's active participation as a member of the team in developing outcomes and strategies for their IFSP.	Recognizing that families are the primary decision makers for their children.	Providing information about a variety of intervention methods. Supporting families to make decisions about

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		how early intervention services can best help them to promote their child's development.
3.9 Demonstrate knowledge of the historical roots and family centered philosophy of the New Jersey Early Intervention System.	Recognizing the role of families in advocating for services for their children by providing referral to an advocacy organization.	Explaining how Early Intervention in NJ differs from other service models.
4. Individualized Family Service Plan		
4.1 Understand and explain the IFSP process to encourage a family's understanding of, and informed participation in the process.	Describing the use of joint decision-making with families to plan intervention.	Regularly discussing concerns, priorities and resources and outcomes the family would like their child to achieve to help the family prepare for their child's IFSP reviews and meetings.
4.2 Facilitate the IFSP meeting and accurately record information shared and decisions made regarding child strengths and needs, family concerns, priorities and	Working as a member of a team to develop intervention plans.	Using effective listening and communication skills to

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resources, outcomes, strategies, services, and supports.		create a comfortable environment at IFSP meetings where all members contribute and share responsibility for creation of the document.
4.3 Demonstrate skills and knowledge to generate functional and family-centered outcomes and strategies that are implemented in the everyday routines, activities, and places of the child and family. This process occurs with the team, which always includes the parents.	Writing child outcomes that address functional needs of the child.	Assisting a family to identify ways to include their other children in intervention activities.
4.4 Develop, implement and monitor IFSPs in a manner that meets IDEA regulations and New Jersey's Policies Procedures and Guidelines.	Monitoring intervention plans in accordance with employer policies.	Monitoring IFSP activities so that timelines for evaluation, IFSP development, implementation and review are met.
4.5 Participate in the development of IFSPs that are unique to each family, represent their current needs and priorities and serve as the blueprint for intervention activities.	Reviewing and revising intervention plans with families when their needs change.	Explaining to families how activities done within daily activities relate to an outcome on

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		their IFSP.
4.6 Demonstrate skills and knowledge to coordinate and implement the review and revision of IFSPs with the family and all other professionals on the child's IFSP team.	Reviewing and revising child outcomes on a regular basis.	Monitoring and meeting IFSP review timelines utilizing face-to-face meetings, phone meetings and written reports as needed to facilitate the review process.
5. Service Coordination		
5.1 Demonstrate effective communication skills to gather and understand information from families, providers and the larger community.	Using attentive body language during meetings as culturally appropriate.	Asking open-ended and follow up questions during conversations with the family and using the information for IFSP planning and implementation.
5.2 Demonstrate ability to recognize signs of emotional distress, abuse and neglect within families and identify appropriate referral sources for support.	Consulting with supervisor to find resources.	Assisting a family to locate and access specific community services.
5.3 Maintain communication and collaborate with medical and	Sending reports to	Seeking input from a

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health care professionals to promote coordinated care.	physicians with the family's consent.	child's physician, with the family's consent, to prepare for an IFSP meeting.
5.4 Maintain confidentiality, obtain informed consent and explain the family's right to confidentiality throughout their enrollment in early intervention.	Maintaining written records in a secure setting.	Explaining why the IFSP team would like a copy of a medical report and the ramifications for planning and service delivery if the family chooses not to do so.
5.5 Maintain child records and data collection according to agency standards.	Documenting contact with the family.	Appropriately use and submit IFSP forms so that funding is allocated and uninterrupted service delivery is possible.
5.6 Demonstrate knowledge of NJDHSS comprehensive service providers and service vendors in order to increase service delivery options for children and families.	Working with families to assist them to access funding for services.	Contacting multiple provider agencies to find the combination of service providers that

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		best meets the family's needs.
5.7 Collect, interpret and share relevant information from available records.	Reviewing the child's record before making intervention decisions.	Considering all sources of information about a child before making recommendations about assessment or intervention procedures.
5.8 Demonstrate knowledge of state eligibility criteria and ability to interpret information to the family and team.	Explaining to families why their child does or does not qualify for a service.	Describing New Jersey's early intervention eligibility criteria and interpreting eligibility status for individual children.

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5.9 Conduct family interview and incorporate information into other team assessment data.	Considering family perspective when writing child outcomes.	Utilizing a variety of interview tools and techniques to determine family concerns, priorities and resources and incorporate that information into service recommendations.
5.10 Initiate pre-assessment planning with the family, including facilitating the participation of the family in the assessment at the level desired by the family.	Referring families to appropriate evaluation/assessment providers.	Exploring family concerns in order to determine best assessment tools and techniques. Giving the family options for participation in the assessment process at the level they choose.
5.11 Collaborate with the family to identify current level of functioning, strengths and needs of the infant/toddler.	Recognizing that families may see children perform skills not evident in a testing	Utilizing a variety of information gathering strategies, including observation of the

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	session and appropriately incorporating family's report of skills into assessment data.	parent-child interaction. Discussing with the family and evaluation providers the implications of observed behaviors for the child's ability to participate in daily routines and activities.
5.12 Interpret assessment findings in consideration of cultural/linguistic influences, other environmental influences, and varying learning styles.	Positively describes experiences with families of varying cultural/linguistic backgrounds.	Explaining to a family that young children may focus on one area of development until they achieve mastery of a new skill and then be ready to explore other areas of development.
5.13 Demonstrate knowledge of the functions of various evaluation and assessment procedures and instruments.	Utilizing evaluation and assessment tools specific to the professional's discipline, and/or identified needs	Describing the use and purpose of tools such as; screening, standardized evaluation, family

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	of the child.	assessment, criterion-referenced assessment, behavior rating scales, and observation of daily routines and play environments.
5.14 Coordinate and facilitate the scheduling of evaluations, IFSP meetings and reviews to meet timelines.	Scheduling team meetings.	Contacting the targeted evaluation team coordinator to plan the timing and personnel for an initial eligibility evaluation.
5.15 Implement county and regional procedures for referral to Targeted Evaluation Team or Early Intervention Provider (in the case of presumptive eligibility), following completion of intake.	Obtaining information from families through intake interviews.	Planning the timing and personnel for assessment for a child who has presumptive eligibility.
5.16 Write and implement plans to promote smooth transitions for children leaving and making changes within Early Intervention.	Completing discharge planning.	Inviting the child's LEA to a Transition Planning Conference.
5.17 Utilize procedural safeguards components with and on the behalf of families.	Maintaining written documents and files.	Providing the family with written notice at

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		least 10 days prior to any change in the family's IFSP.
5.18 Demonstrate strategies for locating, gaining access to and obtaining funding for services, resources and supports on the IFSP, including, NJEIS system of payment, insurance, community organizations, Medicaid, etc.	Helping families to document their child's need for a service to secure insurance funding.	Assisting a family to determine whether their insurance will pay for an needed EI services.
5.19 Identify and assist families to access financial resources in order to provide for their personal welfare, including Medicaid, SSI, DDD, and private agencies.	Telling families about financial resources available in the community.	Assisting a family to apply for assistance from DDD.
5.20 Effectively refer families to parent groups, and state and local advocacy organizations to increase their opportunities for support.	Giving families contact information.	Teaching a family how to subscribe to a disability support list serve.
5.21 Demonstrate knowledge of the connections between and how to gather information from the local, regional, state and federal agencies that focus on the social, financial, health, developmental and other needs of infants/toddlers and their families.	Sharing immunization schedules, from the local Public Health Department, with families.	Discussing proposed amendments to IDEA to understand legislative intent and its impact on one's work.
5.22 Promote the development of resources needed by	Making referrals to	Attending Service

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families within the NJEIS.	local agencies.	Coordination Peer Mentoring Groups.
5.23 Support families as self-advocates and effectively make referrals to advocacy organizations.	Providing families with names and phone numbers of advocacy organizations.	Supporting a family to prepare a list of questions prior to a doctor's appointment so they are prepared to get the information they desire.
5.24 Inform families of the differences in the rights, entitlements, rules, regulations, and funding between Part C and Part B of IDEA, Section 504 of the 1973 Rehabilitation Act, and the Americans with Disabilities Act.	Explaining different services and supports available to families through government and social service agencies.	Explaining the intent of Part B services to families who are preparing for transition.
5.25 Utilize technology to access or record information and to enhance communication with families, colleagues and community members. This includes, but is not limited to the use of: voice mail, cell phones, fax machines, computers, e-mail and the internet.	Using a word processing program to write letters to families; knowing how to access the internet.	Helping a family to search for information on the internet about their child's condition and evaluate its usefulness.
7. Team Collaboration		

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<p>7.1 Participate as an effective team member to implement New Jersey's model of Early Intervention. Team models may include:</p> <ul style="list-style-type: none"> ❖ multidisciplinary teams ❖ interdisciplinary teams ❖ transdisciplinary teams 	Describing families as an integral part of the intervention process.	Seeking and utilizing strategies from the entire IFSP team to plan and implement developmental intervention, discipline specific therapies and family support services.
7.2 Demonstrate ability to provide consultation and instruction in areas of own expertise.	Providing instruction in areas of own expertise.	Providing consultation to fellow service coordinators in areas of expertise.
7.3 Demonstrate ability to effectively communicate with a variety of people in a jargon-free and culturally sensitive manner.	Choosing bias-free language to describe people of different cultural and ethnic backgrounds.	Implementing active listening strategies with colleagues and families.
7.4 Collaborate and consult with community programs to provide needed services for families without duplication or gaps.	Discussing the importance of community-based services in the lives of children and families.	Assisting families to make contact with community agencies to arrange for EI service delivery in the natural

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		environment.
7.5 Demonstrate ability to utilize effective problem-solving, decision-making and conflict management strategies.	Recognizing skills needed for joint decision-making within a team.	Gathering input from all IFSP team members in order to reach consensus on difficult decisions.
7.6 Demonstrate understanding of different roles and skills of different disciplines.	Describing the roles of different disciplines in meeting the needs of children and families.	Seeking out team members to gain needed information and expertise to improve one's own intervention skills.
8. Policies and Procedures		
8.1 Demonstrate a basic knowledge of relevant federal legislation, policies, and procedures (including IDEA, FERPA, etc...) that impact services and supports to children and families.	Describing basic knowledge of special education and related services to families.	Explaining to families how Early Intervention Services are linked to Part B services.
8.2 Demonstrate the ability to implement New Jersey Early Intervention System Policies, Procedures and Guidelines as specified in the NJEIS Policies, Procedures and Guidelines document.	Providing intervention services according to agency/funding source policies and procedures.	Explaining to families the responsibilities of their Service Coordinator and those of their direct service

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		provider(s) and how they work together to form a team with the family.
8.3 Demonstrate knowledge of procedural safeguard components and the ability to communicate the purpose, content, and process of each to all families served.	Providing families with information about their rights within systems.	Explaining to families that they have a right to due process if they disagree with any part of their early intervention services.
8.4 Demonstrate knowledge and display the ability to perform responsibilities concerning the reporting of suspected child abuse or neglect.	Knowing how to contact the appropriate child protection agency.	Implementing agency and state policies regarding the reporting of suspected abuse or neglect to the Division of Youth and Family Services.
9. Professionalism		
9.1 Participate in opportunities for continued training and education to meet identified professional development needs.	Utilizing discipline specific resources such as professional associations and	Reading and discussing a professional journal with team members to gather information in

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	meetings.	order to make intervention decisions for a child with complex needs.
9.2 Demonstrate flexibility and resiliency in response to diversity and change in both families and the New Jersey Early Intervention System.	Recognizing the need to modify intervention plans when family priorities change.	Using problem-solving strategies to reschedule visits with families who have complicated family schedules.
9.3 Demonstrate professional work habits including dependability, time management, independence and responsibility when working in natural environments.	Demonstrating honesty and independence in managing one's work schedule.	Attending peer mentoring or brown bag lunches to discuss issues with colleagues.
9.4 Demonstrate ability to manage multiple priorities and responsibilities of the job.	Keeping to a daily schedule while addressing the needs of all families on the caseload.	Deciding when to attend professional development opportunities, despite having to cancel visits to families.
9.5 Demonstrate ability to manage personal and professional boundaries, including early intervention families,	Recognizing that there are limits in	Seeking guidance from program supervisor

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program and agency boundaries.	professional involvement.	when having difficulty establishing boundaries with a family with many needs.
9.6 Seek current information on best practice in early intervention and other relevant disciplines in order to solve problems and modify practices.	Keeping current on best practices within one's professional discipline.	Searching the internet to learn about current approaches to services for children with unique needs (e.g. autism).
9.7 Consistently uses "people first" language, e.g. saying "a child with Down syndrome" instead of "a Down's child".	Speaking about people with disabilities in a respectful manner.	Viewing disabilities and delays as part of a person, but not the defining feature of the person.