

# Competency Assessment Tool (CAT)



Date

Staff Name

Supervisor Name

## Instructions:

- To be reviewed at 6 months for new staff and annually thereafter
- Staff and supervisor can individually complete and then meet to agree on ratings and final action plan(s) if needed
- Review the examples on page 11 as guidance
- Programs maintain CAT, unless a condition of the Regional Action Plan (RAP)
- Complete all sections of the CAT including the Action Plan and signatures at the end of the document



### Family-Centered Practices

Actions that promote active partnerships with families during all aspects of their involvement in early intervention, including leadership development.



### Professionalism

Awareness and application of laws, regulations, policies, professional ethics and standards, and practice guidelines. Practices that promote ongoing professional development and reflection on service delivery through learning, teaching, mentoring, coaching as well as leadership activity in local, state, and national issues.



### Evidence-Based Practice

All screening, assessment, intervention, and evaluation practices apply scientifically based evidence to inform and partner with each child and family. This includes the ongoing collection of data to document, monitor, and make decisions about the effectiveness of the supports to engage a child and their family and to promote learning and growth.



### Collaboration and Consultation

Practices that promote collaboration across the many partners that support a child's growth and learning, through early intervention supports, family partnership, and successful links to community resources.



### Administration and Supervision

Leadership activities that promote the critical concepts and competencies needed to assure quality delivery of early intervention services and supports.



Health & Human Services

## Performance Rating Rubric

<p><b>Exceeds:</b> The individual is consistently implementing the early intervention practice that is recognized as a best practice. This includes the practice of encouraging reflections, critical thinking, and connections to create equal partnership between team members and families.</p>	<p><b>Emerging.</b> The individual is beginning to implement the early intervention practices without support. This includes the practice of basic family-centered, routines-based practices.</p>
<p><b>Meets Standard:</b> The individual is consistently implementing the early intervention practice. This includes the practice of building upon and enhancing the practice to create more opportunity for families and team members to be active participants in early intervention.</p>	<p><b>Novice:</b> The individual is not consistently implementing the early intervention practice. Individual support is required in order to implement the basic and expected early intervention practice.</p>



**Competency 1: Family Centered Practices.** A person employed in ND EI Program with competence in Family Center practices will:

Competency	Performance (check one)		Competency	Performance (check one)	
Builds a relationship and partnership with each child's family to support participation in their child's intervention and learning.	Exceeds	Emerging	Provides information, guidance, and education to families about inclusive early childhood experiences.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Supports families in their caregiving role of the child.	Exceeds	Emerging	Provides information, guidance, and education to families about regulations, policies, and procedures for eligibility. (intervention, & transition under IDEA and other early childhood programs)	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic, and socioeconomic backgrounds.	Exceeds	Emerging	Collaborates with the family to identify the family's strengths, needs, concerns, and priorities.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Includes the family in all components of the early intervention service delivery process.	Exceeds	Emerging	Prepares the family to participate and contribute in their child's IFSP or IEP process (e.g., evaluation, development of plan, implementation, transition).	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Provides information, guidance, and education to families about their child's development, health, and safety needs.	Exceeds	Emerging	Ensures timely services are recorded in the IFSP and families have the resources/services to help them meet the needs for themselves, their family, and their child.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice

Supervisory comments: (Include examples and measurement strategies)

Staff comments:



**Competency 2: Professionalism.** A person employed in ND EI Program with competence in Professionalism will:

Competency	Performance (check one)		Competency	Performance (check one)	
Follows all IDEA and professional discipline policies, advocacy guidelines, and ethics codes & practice standards for early intervention.	Exceeds	Emerging	Mentors, teaches and provides ongoing performance-based feedback & reflective supervision to service providers, using data, needs assessments, etc.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Demonstrates ethical decision making and professional behavior.	Exceeds	Emerging	Demonstrates disciplinary and interdisciplinary leadership skills with service delivery, program administration, and systems level of early childhood intervention.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Demonstrates knowledge of one's own discipline specific practice standards and guidelines.	Exceeds	Emerging	Advocates at the local, state, and national level for high-quality, timely, and effective early intervention services to improve outcomes for children and families.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Demonstrates awareness of other disciplines within early intervention.	Exceeds	Emerging	Implements knowledge of assessment of risk factors including state child abuse and neglect reporting laws to insure safety of children and families.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Learns from, with, and about all team members within an interprofessional collaborative practice framework.	Exceeds	Emerging	Supports the active and meaningful participation of family and community groups across cultures, including those that are traditionally underrepresented.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Uses self-reflection and professional development to stay current in evidence-based disciplinary and interdisciplinary practices.	Exceeds	Emerging	Uses collaborative consultation practices when working with service providers and families.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice

Supervisory comments: (Include examples and measurement strategies)

Staff comments:



**Competency 3: Evidence-Based Practice.** A person employed in ND EI Program with competence in Evidence Based Practice will:

Competency	Performance (check one)	Competency	Performance (check one)
Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process.	Exceeds Meets Standard	Emerging Novice	Incorporates evidence-based practices in partnership with families to promote growth for children across learning opportunities (activities and routines) in places where children typically spend time (i.e. home, community, child care, school, etc.).
Uses valid, nondiscriminatory, and individualized, child-focused assessment procedures, and instruments to document a) eligibility for IDEA services, b) child and family strengths and needs c) child and family progress as a result of interventions.	Exceeds Meets Standard	Emerging Novice	Uses evidence-based accommodations, modifications, and adaptations, including positive behavioral strategies, to enable a child to participate and learn in places where young children typically spend time.
Identifies and includes evidence-based practices on the intervention plan (IFSP/IEP).	Exceeds Meets Standard	Emerging Novice	Uses effective communication strategies with families about ongoing evaluations, assessments, and consultations to promote their competence and confidence in partnering in their child's growth and learning.
Systematically collects and uses data to monitor the child and family progress to revise intervention plans as necessary and document intervention effectiveness.	Exceeds Meets Standard	Emerging Novice	

Supervisory comments: (Include examples and measurement strategies)

Staff comments:



**Competency 4: Collaboration and Coordination.** A person employed in ND EI Program with competence in Collaboration and Coordination will:

Competency	Performance (check one)	Competency	Performance (check one)
Coordinates and collaborates with the family and service providers across disciplines and agencies throughout the service delivery process.	Exceeds Meets Standard Emerging Novice	Demonstrates negotiation and leadership skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family.	Exceeds Meets Standard Emerging Novice
Uses effective communication skills (listening, speaking, writing) with others.	Exceeds Meets Standard Emerging Novice	Facilitates transitions from Part C or 619 programs to other programs.	Exceeds Meets Standard Emerging Novice
Shares information and resources with service providers, agencies, caregivers, and teachers.	Exceeds Meets Standard Emerging Novice	Clarifies roles, responsibilities, and follow-up plans with the primary early interventionist, family, and any other team members.	Exceeds Meets Standard Emerging Novice
Coordinates the delivery of early intervention services, resources, and supports with service providers and agencies.	Exceeds Meets Standard Emerging Novice	Coordinates the delivery of early intervention services, resources, and supports with service providers and agencies including evaluations and assessments, plan development, home visits, and consultations.	Exceeds Meets Standard Emerging Novice
Collaborates with service providers and agencies to facilitate a team approach to early intervention.	Exceeds Meets Standard Emerging Novice	Ensures that program information and policies are provided in sufficient detail with clear formats so that all stakeholders, including families, understand what the information means.	Exceeds Meets Standard Emerging Novice
Collaborates with the family, service providers, and agencies to develop, implement, and monitor an Individualized Family Service Plan (IFSP) or an Individualized Education Plan (IEP).	Exceeds Meets Standard Emerging Novice	Provides information, guidance, and education to families about early intervention and inclusive service delivery models.	Exceeds Meets Standard Emerging Novice

Supervisory comments: (Include examples and measurement strategies)

Staff comments:



**Competency 5: Administration and Supervision.** A person employed in ND EI Program with competence in Administration and Supervision will:

Competency	Performance (check one)		Competency	Performance (check one)	
Follow federal and state regulations regarding implementation of early intervention.	Exceeds	Emerging	Conduct ongoing program evaluations that are comprehensive and multi-dimensional to make informed programmatic decisions.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Demonstrates knowledge to operate and manage early intervention programs, including hiring, professional development, and fiscal practices.	Exceeds	Emerging	Provides ongoing supervision to staff by using effective communication, coaching strategies, conflict resolution, and decision-making skills.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice
Revise program policies and procedures as needed to ensure that they reflect current program demands and respect for the diverse needs of children, families, and personnel. (i.e. response to pandemic, staffing shortages, cultural responsiveness).	Exceeds	Emerging	Ensures staff have up-to-date professional development to maintain professional licensures; develops additional training opportunities based on staff needs and state requirements.	Exceeds	Emerging
	Meets Standard	Novice		Meets Standard	Novice

Supervisory comments: (Include examples and measurement strategies)

Staff comments:

Any additional areas of concern or improvement:

Action Plan with Measurement Strategies: (include a goal completion timeline)

**Staff  
Signature:**

**Supervisor  
Signature:**

**Date:**

**EXAMPLE Competency 5: Administration and Supervision** A person employed in ND EI Program with competence in Administration and Supervision will:

Standard	Performance (check one)
Follow federal and state regulations regarding implementation of early intervention.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Emerging <input checked="" type="checkbox"/> Meets Standard <input type="checkbox"/> Novice
Provides ongoing supervision to staff by using effective communication, coaching strategies, conflict resolution, and decision-making skills.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Emerging <input type="checkbox"/> Meets Standard <input checked="" type="checkbox"/> Novice

Supervisory comments: (Include examples and measurement strategies)

In Jane's Case Documents, Jane sites state and federal regulations demonstrating her competency of regulations. Jane's communication needs to be an area of focus. Her notes are too brief and contain limited information. Jane is aware of this and working on enhancing her notes. Jane will be attending additional training at our annual conference in June.

**Example Action Plan:** Jane will need to watch modules on toddler development, observation paired with written developmental assessment reviewed by mentor staff member. Mentor will review all IFSP documentation with staff member using the Case Review Tool-Revised (CRT-R). Jane will complete 6 written developmental assessments during the year and review them with an experienced ID staff with 4/6 to align with the experienced staff member's observations regarding atypical and typical development. Jane's developmental assessment will align with experienced staff that is mentoring her by the time of the next CAT review on 12-12-22

Measurement Strategy Options	Examples
Review of Case Documents	Quality Enhancement Review (QER), evaluations/assessments, consults, home visit notes, progress notes, administrative notes, Risk Assessment Tool, Individualized Family Service Plan (IFSP), Individual Service Plan (ISP), release of information, eligibility summary, prior notice, Local Education Agency (LEA) notification, Opt-out notification, consent
Direct Observation	Staff meetings, teaming, face-to-face with families, 1-on-1 consultation, video, home visits, evaluations/assessments, intake
Family Feedback	State survey, informal/formal complaints, advisory feedback, program surveys, state transition survey, other agency surveys, experienced parent feedback
Annual Performance Report Indicators	Each year, data is collected for a number of indicators in order to file an Annual Performance Report (APR) with the federal Department of Education. The data from the indicators can be disaggregated so that it can be used for the completion of this tool (CAT) and personnel feedback purposes. The APR data focuses on timeliness of service delivery and IFSP plan development, child outcomes, family outcomes, performance on transition, and service delivery in the natural environment
Case Review Tool-Revised (CRT-R)	The North Dakota Case Review Tool was designed to be used by the North Dakota Part C Early Intervention program for training, accountability, and monitoring purposes, through the review of each section of the IFSP with quality ratings.

**Improvement Strategy Options:** Reflective Supervision Online Modules

- IFSP Review with CTR-R
- Professional Development
- Book Review on relevant topic
- Video
- Review Policies
- Job Shadow
- Formal State Training
- Mentoring
- Orientation Training
- Action Research
- Observation
- Other \_\_\_\_\_