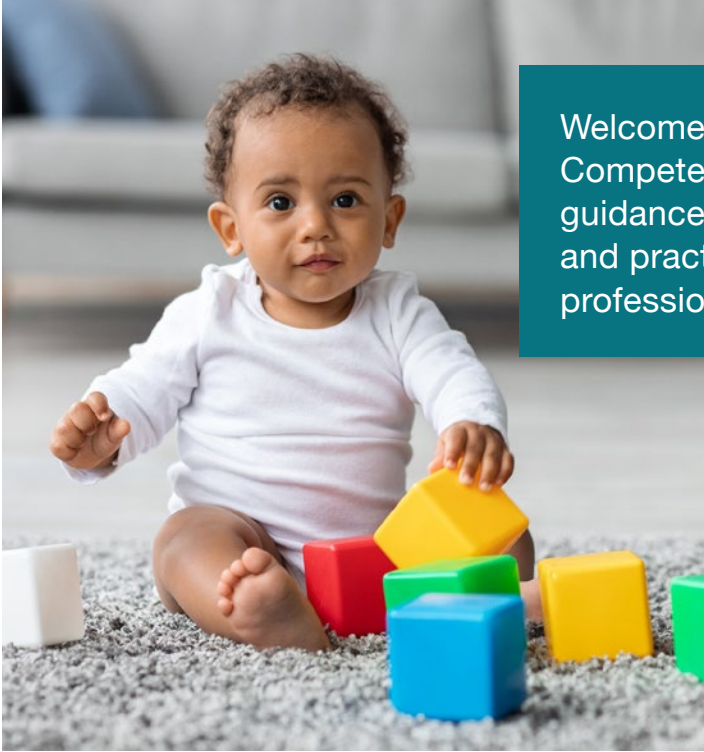




North Dakota Early Intervention Competencies



Welcome!



Welcome to the North Dakota Early Intervention Competencies. The competencies act as practice guidance and are designed to support the reflection and practice of North Dakota's Early Intervention professionals in their growth as leaders.

North Dakota would like to recognize the Early Childhood Personnel Center on their Cross-Disciplinary Competencies (<https://ecpcta.org/cross-disciplinary-competencies/>) as this work served as a starting point in the development of the competencies. Organized into five strands, the competencies describe the knowledge and skills professionals need in order to work effectively with infants, toddlers, and their families.



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.

Embedded into a Competency Assessment Tool, the competencies are meant to be worded so they can be measured or demonstrated for purposes of self-reflection, peer mentoring, and/or performance evaluation.

It is also the intent that the competencies will spark new ideas or provide a new way of reflecting on practice.

Acknowledgments

The work to update and renew North Dakota's Early Intervention Competencies was made possible by the receipt of a Leadership Development Programs:

Increasing the Capacity of Leaders to Improve Systems Serving Children with Disabilities grant (CFDA Number 84.325L) from the federal Office of Special Education Programs. These grants are designed states to “implement leadership development programs that recruit, increase the capacity of, and retain state, regional, and local leaders to promote high expectations and improve early childhood and educational outcomes for children with disabilities and their families by improving the systems that service them.”

A Competency Work Group was created to complete the competencies update. A huge thank you to the following individuals for their dedicated effort:

- **Kim Elkins** – Tribal Early Childhood
- **Danielle Westerhausen** – Service Coordination
- **Jill Staudinger** – EI Provider/Administrator
- **Jodi Webb** – Parent Training Information Center
- **Lindsay Costello** – EI Provider/Administrator
- **Sammy Peterson** - Parent
- **Rachel Jordaan** - Parent
- **Nichol Anderson** – Higher Education
- **Carly Theis** – Higher Education
- **Angela McSweyn** – Early Childhood Special Education Administrator

Introduction

Reasons why core competencies are critical to the early intervention field:



- Core competencies define what providers need to know and be able to do to provide quality early intervention services.
- Core competencies serve as the foundation for decisions and practices carried out by early intervention professionals.
- Core competencies provide guidelines for education and training programs in meeting the needs of professionals in the field.
- Core competencies serve as a means for incorporating new research findings and knowledge into early intervention practice.
- Core competencies establish a set of standards for early intervention practice that promote recognition of the significance and professional nature of this field.

Core Competency Use

Different ways core competencies may be used:

Early Intervention Professionals (Infant Development Providers and Service Coordinators)

- Self-assess level of knowledge and skill in each of the five strands
- Self-identify specific areas for future professional development (e.g., education, training)
- Inform families of what to expect from Early Intervention service

Directors, Program Administrators

- Create job descriptions and performance review instruments
- Specify education and training requirements for staff positions
- Develop staff education and training plans and policies
- Provide reflective supervision

Trainers, Training Organizations

- Plan and organize training and education to meet specific and consistent competencies
- Promote training and education opportunities that meet specific and consistent competencies

Higher Education Faculty, Staff, and Administrators

- Coordinate and design course content to facilitate transfer to practice in the field
- Assess current program content to determine course development and modification

State and Local Agencies

- Develop and implement policies that will enhance professionalism in the field
- Link core competencies to efforts to support the success of each eligible child and family
- Use core competencies as one tool to assess the quality of the early intervention system
- Promote use of core competencies across programs, agencies, and higher education institutions



Core Competency Strands



The five competency strands address the learning and knowledge base for Early Intervention professionals, employed either by a licensed Infant Developmental provider or as a service coordinator, employed by a regional Developmental Disability Program Management unit. The competency content also could support the performance of Experienced Parents, Right Track professionals, technical assistance contractors, and administrators. The competencies are also meant to be helpful to families who are engaging with the Early Intervention field. Other early childhood professionals working outside of the Early Intervention field will also benefit as they encounter young children with disabilities and delays in their practices.



The Early Intervention Competencies recognize the primary and central role of families in the growth and development of children and the strong influence of culture on all areas of practice in early childhood education and care. The ability to understand, communicate with and effectively interact with people across cultures and is cross-cutting and critical to the use of the North Dakota Early Intervention Competencies.



*ENCOURAGE & SUPPORT
ALL KIDS BECAUSE*

*“Children are apt to
live up to what you
believe of them.”*

~Lady Bird Johnson



Family-Centered Practices

The competencies in this strand promote active partnerships with families during all aspects of their involvement in early intervention, including leadership development.

- Builds a relationship and partnership with each child's family to support participation in their child's intervention and learning
- Supports families in their care giving role of the child.
- Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic, and socioeconomic backgrounds.
- Includes the family in all components of the early intervention service delivery process.
- Provides information, guidance, and education to families about their child's development, health, and safety needs.
- Provides information, guidance, and education to families about regulations, policies, and procedures for eligibility. Including intervention & transition under IDEA, and other early childhood programs.
- Provides information, guidance, and education to families about inclusive early childhood experiences.
- Collaborates with the family to identify the family's strengths, needs, concerns, and priorities.
- Prepares the family to participate and contribute in their child's IFSP or IEP process (e.g., evaluation, development of plan, implementation, transition).
- 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.

What Does This Look Like in Practice?

Sam, a licensed occupational therapist and an employee in a ND Early Intervention provider, supports Ben, who is an infant born with a congenital heart defect, and his dad, Mike with services outlined in the Individual Family Service Plan (IFSP).

While the initial IFSP was completed shortly after Ben came home from the Neonatal Intensive Care Unit (NICU), Sam continues to refer back to the IFSP during Early Intervention visits and has reminded Mike that he can ask for a review meeting at any point to update the information, outcomes, and services. Sam understands that child and family strengths, resources, and priorities change quickly when children are young. This reference to the IFSP helps Mike to understand that he can ask for changes for Ben when he feels it is necessary.

Reflection

What are some of the Family-Centered Practice competencies that Sam used to support Ben and Mike?

What are some ways that you stay current on practices that support families?

- Belong to a professional association
- Talk to fellow workers about effective strategies
- Read research articles
- Engage in reflective supervision with a supervisor
- Read/listen to family stories



Professionalism

The competencies in this strand promote awareness and application of laws, regulations, policies, professional ethics and standards, and practice guidelines in delivering early intervention services. Practices that promote ongoing professional development and reflection on service delivery through learning, teaching, mentoring, and coaching as well as leadership activity in local, state, and national issues.

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

What Does This Look Like in Practice?

Jesse is a service coordinator in the Early Intervention (EI) system. He works in an area of his state which includes part of a tribal nation. He also has family and ethnic roots in the same tribal nation. Jesse has wondered how he can get more information out to families and professionals on the tribal nation about early developmental screening and EI services. He talks to his employer about including this as one of his professional goals and discusses how to integrate this goal into the work that he is already doing. Jesse researches resources that are available to him and reaches out to the state Learn the Signs, Act Early coordinator to collaborate on materials and strategies. He shares this information with his supervisor.

Reflection

What are some of the Professionalism competencies that supported Jesse's interest in promoting early developmental screening and EI services?

Which activities in the Professionalism strand would you like to be more involved with?

- Learning more about the federal IDEA law
- Creating learning opportunities addressing ethical practice
- Engaging in cross-training with other professional disciplines
- Tracking, following, and advocating for EI-related legislation
- Creating conversations with families who are traditionally underrepresented for program improvement
- Researching the national resources available to EI providers and share with co-workers



Evidence-Based Practices

The competencies in this strand promotes the application of scientifically based evidence to inform and partner with each child and family during screening, assessment, and evaluation. 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.

- Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process.
- 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, and c) child and family progress as a result of interventions.
- Identifies and includes evidence-based practices on the intervention plan (IFSP/IEP).
- 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 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.
- Systematically collects and uses data to monitor the child and family progress to revise intervention plans as necessary and document intervention effectiveness.
- 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.

What Does This Look Like in Practice?

Kyra is a two-year old, who is eligible for Early Intervention (EI) services due to her diagnosis of Down syndrome. Kyra attends a neighborhood day care center while her parents, Nick and Nicole, are at work.

During a recent Individual Family Service Plan (IFSP) review, the team decided to increase the involvement of a speech and language therapist. Nike and Nicole asked if the speech therapist could also consult at Kyra's daycare. Kyra's team understands that providing visual symbols and prompts can help with Kyra's understanding of routines, familiar language, and social norms in all of her environments, so they were in agreement with this request and included it in the IFSP.

Reflection

What are some of the Evidence-Based Practice competencies that Kyra's team are demonstrating?

Which areas of practice in the Early Intervention field do you feel you need to learn more about?

- Typical child development
- Creating accommodations to promote inclusion
- Measuring Progress
- Using authentic assessment methods
- Writing and implementing functional outcomes



Collaboration and Consultation

The competencies in this strand promote collaboration across the many partners that support a child's growth and learning, including families through early intervention supports, family partnership, and successful links to community resources.

- Coordinates and collaborates with the family and service providers across disciplines and agencies throughout the service delivery process.
- Uses effective communication skills (listening, speaking, writing) with others.
- Shares information and resources with service providers, agencies, caregivers, and teachers.
- Coordinates the delivery of early intervention services, resources, and supports with service providers and agencies.
- Collaborates with service providers and agencies to facilitate a team approach to early intervention.
- 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).
- Provides information, guidance, and education to families about early intervention and inclusive service delivery models.
- Demonstrates negotiation and leadership skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family.
- Facilitates transitions from Part C or 619 programs to other programs.
- Clarify roles, responsibilities, and follow-up plans with the primary early interventionist, family, and any other team members
- 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.
- 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.

What Does This Look Like in Practice?

Clara is an early interventionist, who is licensed as a physical therapist. She is the primary early interventionist for Jackson and his family. Jackson was just recently diagnosed with cerebral palsy. In preparation for the family's Individual Family Service Plan (IFSP) meeting, Clara talks with Jackson's parent about asking Ashley, the service coordinator to attend an EI session.

In collaboration with the family, Clara invites Ashley to a visit. Clara knows that meeting with Jackson and his family during their typical routines and in familiar environments helps the IFSP team members to better understand Jackson's interactions and engagement as well as having conversations about the family's priorities, concerns, and needs. The collaboration with the family and service coordinator helps to promote a successful and timely IFSP annual review.

Reflection

What are some of the Collaboration and Consultation competencies that Jackson's early interventionist is demonstrating?

Which of these collaboration skills do you think are the most effective in delivering EI services?

- Typical child development
- Creating accommodations to promote inclusion
- Measuring progress
- Using authentic assessment methods
- Writing and implementing functional outcomes



Administration and Supervision

The competencies in this strand assures the leadership activities that promote quality delivery of services and supports.

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

What Does This Look Like in Practice?

Becky works as a service coordinator in the Early Intervention (EI) system. She is a licensed social worker and requires thirty hours of continuing education every two years to maintain her license.

While a license is not required for her current position, Becky feels strongly that maintaining her license provides protections for herself and clients. Becky works with her supervisor to make a plan for professional development that is related to her work as a service coordinator and will also fulfill her continuing education requirements.

Reflection

What Administration and Supervision Competencies are being demonstrated in Becky's scenario?

What activities in the Administration and Supervision do you think you would like to know more about?

- Understanding state and federal regulations
- Funding of the Early Intervention system
- Revising program policies and procedures
- Difference types of supervision strategies
- Conflict resolution for professionals

Early Intervention Competency Products

Appendix A contains an Infographic, which is a quick summary of the **Early Intervention Competency** strands and an overview. This product can be used in a variety of ways to promote an understanding of the work of Early Intervention.

North Dakota Early Intervention Competencies



The North Dakota Early Intervention Competencies are designed to support the reflection and practice of Early Intervention professionals in their growth as leaders. Organized into strands, the competencies describe the knowledge and skills practitioners need in order to work effectively with infants and toddlers and their families.

Who are they for? These competencies are intended to be used by Service Coordinators (Developmental Disabilities Program Managers), Early Interventionists, Experienced Parents, and Administrators. The competencies are also meant to be helpful to families who are engaging with the Early Intervention field. Other early childhood professionals working outside of the Early Intervention field will also benefit as they encounter young children with disabilities and delays in their practices.

While each individual competency is important to the delivery of quality Early Intervention service, Early Intervention professionals will be pulling from various strands and competencies to practice.

Cultural Competency - is the ability to understand, communicate with and effectively interact with people across cultures and is cross-cutting and critical to the use of the North Dakota Early Intervention Competencies.

Cultural competence encompasses:

- Being aware of one's own world view
- Developing positive attitudes towards cultural differences
- Gaining knowledge of different cultural practices and world views
- Developing skills for communication and interaction across culture

We Hear You (www.nd.gov/ehs)

About the Core Competencies

Each strand describes the knowledge and skills practitioners needed in order to work with children birth-three and their families.

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.

NORTH Dakota | Health & Human Services

Appendix B contains the **Competency Assessment Tool**. This is a fillable PDF product that is ready made for purposes such as self-assessment, supervisory sessions, and/or performance reviews. There is not a current state requirement to implement the use of this tool into programs; however programs are encouraged to review this manual and consider ways to incorporate an awareness of the competencies into the program's work.

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

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NORTH Dakota | Health & Human Services

Performance Rating Rubric

Exceeds: 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.

Meets Standard: 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.

Emerging: The individual is beginning to implement the early intervention practices without support. This includes the practice of basic family-centered, routine-based practices.

Notice: The individual is not consistently implementing the early intervention practice. Individual support is required in order to implement the basic and expected early intervention practices.

Competency	Performance (Check/Und)	Competency	Performance (Check/Und)
Family-Centered Practices Builds a relationship and partnership with each child's family to support participation in their child's intervention and learning.	Exceeds Meets Standard Emerging Notice	Provides information, guidance, and education to families about available early childhood experiences.	Exceeds Meets Standard Emerging Notice
Supports families in their caregiving role of the child.	Exceeds Meets Standard Emerging Notice	Provides information, guidance, and education to families about available early childhood experiences.	Exceeds Meets Standard Emerging Notice
Uses effective communication (listening, speaking, writing) with all families across cultural, linguistic, and socioeconomic backgrounds.	Exceeds Meets Standard Emerging Notice	Collaborates with the family to identify the family's strengths, needs, concerns, and priorities.	Exceeds Meets Standard Emerging Notice
Includes the family in all components of the early intervention service/delivery process.	Exceeds Meets Standard Emerging Notice	Prepares the family to participate and contribute to the child's IFSP process (i.e., evaluation, development of plan, implementation, transition).	Exceeds Meets Standard Emerging Notice
Provides information, guidance, and education to families about their child's development, health, and safety needs.	Exceeds Meets Standard Emerging Notice	Ensures timely services are recorded in the IFSP and families have the resources/information to find them that meet the needs for themselves, their family, and their child.	Exceeds Meets Standard Emerging Notice
Supervisory comments: (Include examples and measurement strategies)			
Staff comments:			

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Appendix A

The following page is a quick summary of the Early Intervention Competency (Infographic) strands and an overview.

This product can be used in a variety of ways to promote an understanding of the work of Early Intervention.

North Dakota Early Intervention Competencies



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Who are they for? These competencies are intended to be used by Service Coordinators (Developmental Disabilities Program Managers), Early Interventionists, Experienced Parents, and Administrators. The competencies are also meant to be helpful to families who are engaging with the Early Intervention field. Other early childhood professionals working outside of the Early Intervention field will also benefit as they encounter young children with disabilities and delays in their practices.

While each individual competency is important to the delivery of quality Early Intervention service, Early Intervention professionals will be pulling from various strands and competencies to practice.

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We Hear You (www.acecqa.gov.au)

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Each strand describes the knowledge and skills practitioners needed in order to work with children birth three and their families.



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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.

Appendix B

The following 8 pages is a fillable PDF product that is ready made for purposes such as self-assessment, supervisory sessions, and/or performance reviews.

There is not a current state requirement to implement the use of this tool into programs; however programs are encouraged to review this manual and consider ways to incorporate an awareness of the competencies into the program's work.

Competency Assessment Tool (CAT)



Date

Staff Name

Supervisor Name

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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>Exceeds: 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>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>Emerging. 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>Meets Standard: 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>Novice: 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.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Provides information, guidance, and education to families about inclusive early childhood experiences.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Supports families in their caregiving role of the child.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Provides information, guidance, and education to families about regulations, policies, and procedures for eligibility. (intervention, & transition under IDEA and other early childhood programs)	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic, and socioeconomic backgrounds.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Collaborates with the family to identify the family's strengths, needs, concerns, and priorities.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Includes the family in all components of the early intervention service delivery process.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Prepares the family to participate and contribute in their child's IFSP or IEP process (e.g., evaluation, development of plan, implementation, transition).	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Provides information, guidance, and education to families about their child's development, health, and safety needs.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	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.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> 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.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Mentors, teaches and provides ongoing performance-based feedback & reflective supervision to service providers, using data, needs assessments, etc.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Demonstrates ethical decision making and professional behavior.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Demonstrates disciplinary and interdisciplinary leadership skills with service delivery, program administration, and systems level of early childhood intervention.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Demonstrates knowledge of one's own discipline specific practice standards and guidelines.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Advocates at the local, state, and national level for high-quality, timely, and effective early intervention services to improve outcomes for children and families.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Demonstrates awareness of other disciplines within early intervention.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Implements knowledge of assessment of risk factors including state child abuse and neglect reporting laws to insure safety of children and families.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Learns from, with, and about all team members within an interprofessional collaborative practice framework.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Supports the active and meaningful participation of family and community groups across cultures, including those that are traditionally underrepresented.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Uses self-reflection and professional development to stay current in evidence-based disciplinary and interdisciplinary practices.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Uses collaborative consultation practices when working with service providers and families.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> 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)
<p>Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process.</p>	<p><input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice</p>	<p>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.).</p>	<p><input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice</p>
<p>Uses valid, nondiscriminatory, and individualized, child-focused assessment procedures, and instruments to document</p> <ul style="list-style-type: none"> a) eligibility for IDEA services, b) child and family strengths and needs c) child and family progress as a result of interventions. 	<p><input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice</p>	<p>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.</p>	<p><input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice</p>
<p>Identifies and includes evidence-based practices on the intervention plan (IFSP/IEP).</p>	<p><input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice</p>	<p>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.</p>	<p><input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice</p>
<p>Systematically collects and uses data to monitor the child and family progress to revise intervention plans as necessary and document intervention effectiveness.</p>	<p><input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice</p>		

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.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Demonstrates negotiation and leadership skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Uses effective communication skills (listening, speaking, writing) with others.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Facilitates transitions from Part C or 619 programs to other programs.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Shares information and resources with service providers, agencies, caregivers, and teachers.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Clarifies roles, responsibilities, and follow-up plans with the primary early interventionist, family, and any other team members.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Coordinates the delivery of early intervention services, resources, and supports with service providers and agencies.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> 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.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Collaborates with service providers and agencies to facilitate a team approach to early intervention.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> 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.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> 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).	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Provides information, guidance, and education to families about early intervention and inclusive service delivery models.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice

Supervisory comments: (Include examples and measurement strategies)

Staff comments:



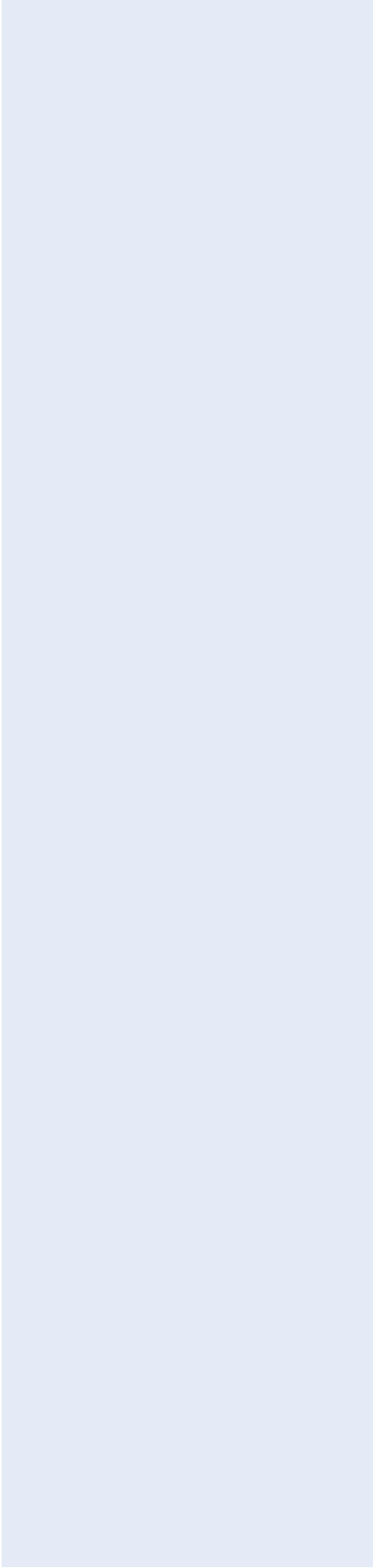
Competency 5: Administration and Supervision. A person employed in ND EI Program with competence in Administration and Supervision will:

Competency	Performance (check one)	Competency	Performance (check one)
Follow federal and state regulations regarding implementation of early intervention.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Conduct ongoing program evaluations that are comprehensive and multi-dimensional to make informed programmatic decisions.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice
Demonstrates knowledge to operate and manage early intervention programs, including hiring, professional development, and fiscal practices.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <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"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> 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).	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice	Ensures staff have up-to-date professional development to maintain professional licensures; develops additional training opportunities based on staff needs and state requirements.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Emerging <input type="checkbox"/> Novice

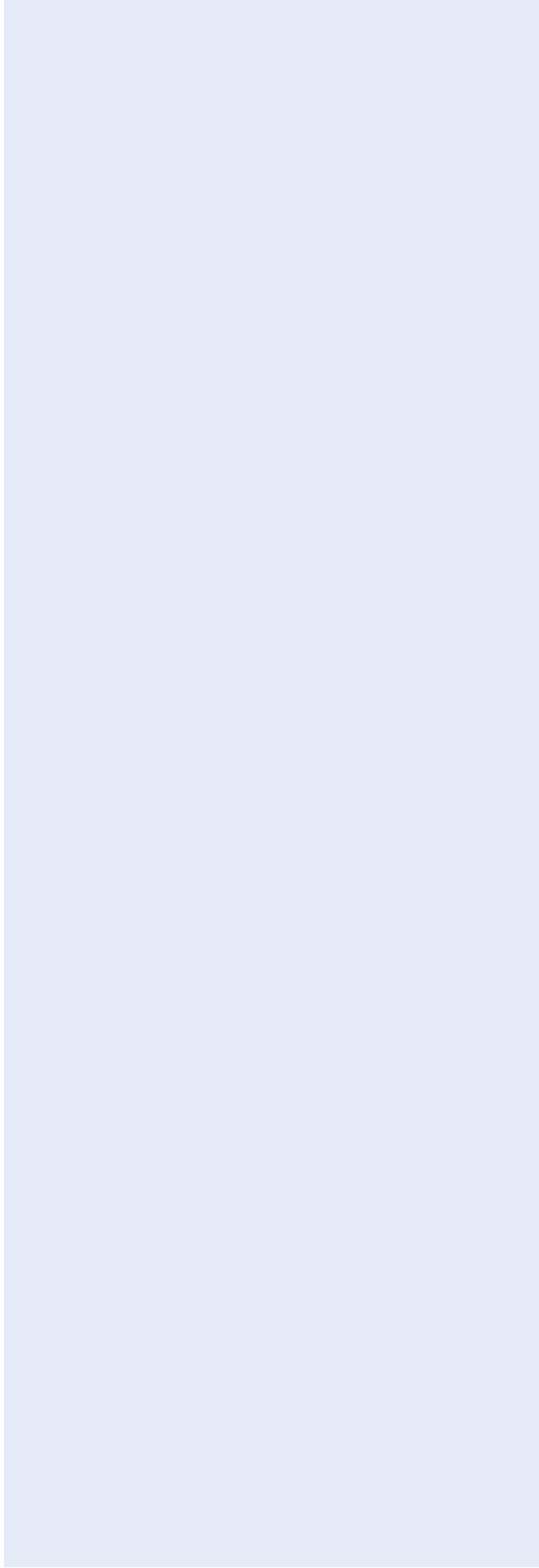
Supervisory comments: (Include examples and measurement strategies)

Staff comments:

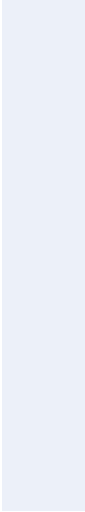
Any additional areas of concern or improvement:



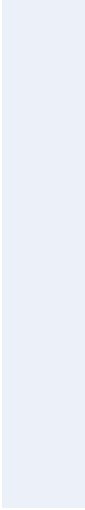
Action Plan with Measurement Strategies: (include a goal completion timeline)



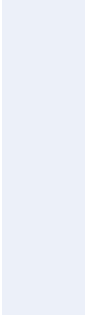
**Staff
Signature:**



**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.

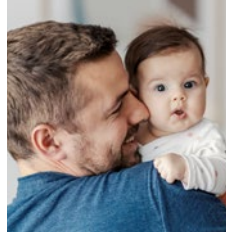
Example Action Plan: Jane will need to watch modules on toddler development, observation paired with written developmental assessment reviewed by mentor staff member. Mentor will review all IFSP documentation with staff member using the Case Review Tool-Revised (CRT-R). Jane will complete 6 written developmental assessments during the year and review them with an experienced Early Intervention staff 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 Competency Assessment Review (CAT) review.

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 _____

Sources:



North Dakota Early Intervention Competencies

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