

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.acecqa.gov.au)

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.