

COMPETENCY AREA # 1

TYPICAL / ATYPICAL CHILD DEVELOPMENT

OUTCOME

EI/ECSE personnel will demonstrate knowledge across developmental domains of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with disabilities.

CORE COMPETENCIES

1.1	Knowledge of content and range within child development domains: receptive / expressive language, social, fine and gross motor, cognitive and self-help.																		
Mastery Profile										Documentation									
NA	1	2	3	<u>4</u>	5					1	2	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	7	8	<u>9</u>	10

1.2	Knowledge of etiology and characteristics of common developmental disabilities.																		
Mastery Profile										Documentation									
NA	1	2	3	<u>4</u>	5					1	2	3	4	<u>5</u>	<u>6</u>	7	8	<u>9</u>	10

1.3	Potential impact of disability characteristics on child's needs (i.e., diapering a child or putting socks and shoes on child with increased muscle tone, or using an adaptive routine/equipment).																		
Mastery Profile										Documentation									
NA	1	2	3	<u>4</u>	5					1	<u>2</u>	<u>3</u>	<u>4</u>	5	6	7	8	9	10

COMPETENCY AREA # 2

ASSESSMENT

OUTCOME

EI/ECSE personnel are able to select, administer and interpret information through the use of appropriate instruments for screening, eligibility, program planning, child progress, and program evaluation.

CORE COMPETENCIES

2.1 Knowledge of the functions of various assessment activities and instruments, including screening, evaluation, educational/treatment assessment, assessment to assist families in identifying strengths, resources, and needs, and assessment for monitoring progress.

Mastery Profile

NA 1 2 3 4 5

Documentation

1 2 3 4 5 6 7 8 9 10

2.2 Selection and administration of test instruments in area of expertise and can discuss results knowledgeably with professionals and family members.

Mastery Profile

NA 1 2 3 4 5

Documentation

1 2 3 4 5 6 7 8 9 10

2.3 Conduct of family interview and incorporation of information into other team assessment data.

Mastery Profile

NA 1 2 3 4 5

Documentation

1 2 3 4 5 6 7 8 9 10

Area #2 / continued

2.4	Collection of observation information of the child in a variety of authentic contexts (i.e., home, classroom, and community settings).														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	1	2	3	<u>4</u>	5	6	<u>7</u>	8	9	10

2.5	Demonstrates knowledge of confidentiality with respect to assessment information, records, and family issues.														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	1	<u>2</u>	<u>3</u>	4	5	6	<u>7</u>	8	9	10

2.6	Knowledge of eligibility criteria and ability to interpret information to an MDT with the decisions written into a concise report.														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	1	2	3	<u>4</u>	5	6	<u>7</u>	8	<u>9</u>	10

COMPETENCY AREA # 3

FAMILY

OUTCOME

EI/ECSE personnel recognize the family as the major long-term influence in a child's life and will support families, in all their diversity, in their hopes and plans for their child.

CORE COMPETENCIES

3.1	Demonstrates ability to apply family guided services and work in a partnership with families, mutually exploring options, soliciting input about what they want for their child, and respecting choices. (Service delivery, inservice)														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	<u>1</u>	2	<u>3</u>	<u>4</u>	5	6	<u>7</u>	8	9	10

3.2	Demonstrates knowledge about family relationships and how a disability can affect that relationship.														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	<u>1</u>	<u>2</u>	3	4	5	6	<u>7</u>	8	9	<u>10</u>

3.3	Respects, understands and is responsive to the family within the context of their culture, ethnicity and unique family circumstances.														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	1	2	<u>3</u>	<u>4</u>	5	6	<u>7</u>	8	9	<u>10</u>

Area #3 / continued

3.4 Demonstrates leadership in advocating for families in meeting their concerns and priorities for their child and family (i.e., services, methods, identification of appropriate goals).	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 3 4 5 6 7 8 9 10

3.5 Understands role in sharing information with families and does so in an appropriate and timely manner.	
Mastery Profile	Documentation
NA 1 2 <u>3</u> 4 5	1 2 3 4 5 6 7 8 9 10

3.6 Actively involves families in the design and implementation of policies and procedures which reflect a value of family guided services.	
Mastery Profile	Documentation
NA 1 2 <u>3</u> 4 5	1 <u>2</u> 3 <u>4</u> 5 6 <u>7</u> 8 <u>9</u> <u>10</u>

3.7 Provides for flexible menu of involvement/participation/support opportunities for families regarding the identification, implementation and evaluation of child and family outcomes/goals.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5 6 <u>7</u> 8 9 10

Area #3 / continued

3.8 Is able to contrast and discuss philosophies of various services available to families.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 <u>2</u> 3 <u>4</u> 5 6 <u>7</u> 8 <u>9</u> 10

3.9 Communicates effectively with families regarding daily activities, their child's program, and can respond to family questions and/or make appropriate referrals.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 <u>3</u> <u>4</u> 5 6 <u>7</u> 8 <u>9</u> 10

3.10 Assists families to embed goals/objectives into daily activities/routines at home and other natural settings.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	<u>1</u> 2 <u>3</u> <u>4</u> 5 6 <u>7</u> <u>8</u> 9 10

3.11 Demonstrates ability to assist families in accessing information and resources successfully within their community.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 <u>3</u> <u>4</u> 5 6 7 8 9 <u>10</u>

COMPETENCY AREA # 4

SERVICE DELIVERY

OUTCOME

EI/ECSE personnel will design, implement, and evaluate appropriate services for EI/ECSE children with their families in their local communities.

CORE COMPETENCIES

4.1	Knowledge of early childhood and EI/ECSE best practices, as defined by appropriate professional organizations.
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 3 4 5 <u>6</u> 7 8 <u>9</u> 10

4.2	Ability to create appropriate and stimulating environments that will enhance children’s learning.
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	<u>1</u> 2 <u>3</u> 4 5 <u>6</u> 7 8 9 10

4.3	Ability to effectively communicate with children (including access to alternative communication systems when appropriate).
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5 <u>6</u> <u>7</u> 8 <u>9</u> 10

Area #4 / continued

4.4	Ability to integrate therapeutic practices into learning environments in ways that support learning and encourage autonomy in children (i.e., integration of medical routines written for teacher by the nurse, integration of augmentative communication strategies; integration of therapeutic activities).														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	1	2	<u>3</u>	<u>4</u>	5	6	<u>7</u>	8	9	10

4.5	Demonstrate positive social interactions with children.														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	1	2	<u>3</u>	<u>4</u>	5	6	7	<u>8</u>	9	10

4.6	Ability to design IFSP's based on assessment information, to implement and evaluate progress on IFSP goals through variety of strategies in classrooms, homes, and community settings.														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	1	2	3	<u>4</u>	5	6	7	8	9	10

4.7	Ability to implement IFSP's and appropriate systems to regularly monitor child progress.														
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	1	2	3	4	5	6	7	8	9	10

Area #4 / continued

4.8 Ability to develop appropriate systems to regularly monitor child progress and make program changes accordingly (i.e., probe samples, observation of child, generalization probe).	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5 6 <u>7</u> 8 9 10

4.9 Ability to teach others how to implement specific programs, routines and procedures with children, individually and in groups.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	<u>1</u> 2 <u>3</u> <u>4</u> 5 6 7 <u>8</u> 9 10

4.10 Ability to use adaptive techniques/equipment as directed to promote acquisition of skills and active participation in age appropriate activities.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	<u>1</u> 2 <u>3</u> <u>4</u> 5 6 7 <u>8</u> 9 10

4.11 Effective communication with a variety of audiences (i.e., families, daycare/ preschool personnel, volunteers) using jargon-free terminology to provide essential special education information.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	<u>1</u> 2 <u>3</u> 4 5 6 7 8 9 <u>10</u>

Area #4 / continued

4.12 Skills to consult with other disciplines and agencies.															
Mastery Profile					Documentation										
NA	1	2	3	<u>4</u>	5	<u>1</u>	2	<u>3</u>	<u>4</u>	5	6	7	8	9	<u>10</u>

4.13 Knowledge of different team formats (i.e., multidisciplinary & transdisciplinary) their strengths and limitations, and the ability to take on various roles (i.e., chairperson, facilitator, secretary, gatekeeper).															
Mastery Profile					Documentation										
NA	1	2	<u>3</u>	4	5	<u>1</u>	2	3	4	<u>5</u>	<u>6</u>	7	8	9	<u>10</u>

COMPETENCY AREA # 5

PROGRAM MANAGEMENT

OUTCOME

EI/ECSE personnel apply federal and state legislative regulations, policies, procedures, and ethics affecting EI/ECSE programs and work together to establish program guidelines which best utilize people, materials, time, and dollars.

CORE COMPETENCIES

5.1 Knowledge of regulations which apply to the eligibility of young children for EI/ECSE services.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 3 4 5 6 7 8 9 10

5.2 Knowledge of contractor's/subcontractor's vision, goals, guidelines and operating procedures which drive service for children and families.	
Mastery Profile	Documentation
NA 1 2 <u>3</u> 4 5	1 2 3 4 5 6 7 8 9 10

5.3 Knowledge of program's system for conducting staff performance appraisals and the contractor's/subcontractor's plan for staff development.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 3 4 5 6 7 8 9 10

Area #5 / continued

5.4 Management of daily operations such as scheduling appropriate personnel, assigning tasks, supervising activities and following through with assignments to effectively utilize time and personnel.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5 <u>6</u> <u>7</u> 8 9 <u>10</u>

5.5 Ability to maintain safe work and educational environment (i.e. completion of CPR training, conduct of fire or earthquake drills, utilization of universal health precautions regarding blood borne diseases and completion of training in the recognition of child abuse).	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 <u>3</u> <u>4</u> 5 <u>6</u> <u>7</u> 8 9 10

5.6 Maintenance and inventory of appropriate materials and equipment.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	<u>1</u> 2 <u>3</u> 4 5 6 <u>7</u> 8 9 10

5.7 Understands sources of contractor's/subcontractor's funds.	
Mastery Profile	Documentation
NA 1 2 <u>3</u> 4 5	1 2 3 4 5 6 7 8 9 10

Area #5 / continued

5.8 Knowledge of labor laws, union contracts, and anti-discriminatory hiring practices.															
Mastery Profile						Documentation									
NA	1	2	<u>3</u>	4	5	1	2	3	4	5	6	7	8	9	10

5.9 Leadership by listening, probing, and initiating discussions in response to staff or programmatic needs.															
Mastery Profile						Documentation									
NA	1	2	3	<u>4</u>	5	<u>1</u>	2	<u>3</u>	4	5	6	7	8	9	<u>10</u>

COMPETENCY AREA # 6

SERVICE COORDINATION

OUTCOME

EI/ECSE personnel are able to provide coordinated services in a manner that ensures that efforts of the family, the EI, ECE, ECSE programs and community services are complementary and un-duplicated and that they are in concert with identified needs and family preferences.

CORE COMPETENCIES

6.1 Knowledge of related service providers and public/private community providers, their rules, regulations, requirements, and the ability to use networking to advocate and create increased options for children and families.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 <u>2</u> 3 <u>4</u> 5 6 <u>7</u> 8 9 <u>10</u>

6.2 Ability to use good communication skills and productive problem solving strategies as a collaborative team member.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	1 2 3 4 5 6 7 8 9 10

6.3 Use problem-solving strategies to mediate disputes and/or manage crises within the work setting.	
Mastery Profile	Documentation
NA 1 2 3 <u>4</u> 5	<u>1</u> <u>2</u> 3 4 5 6 7 8 9 <u>10</u>

Area #6 / continued

6.4 Development, negotiation and implementation of interagency agreements.															
Mastery Profile						Documentation									
<u>NA</u>	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10

6.5 Development and implementation of plans which successfully transition children from EI to ECSE and from ECSE to public school.															
Mastery Profile						Documentation									
NA	1	2	3	<u>4</u>	5	1	2	3	<u>4</u>	5	6	<u>7</u>	8	9	10

COMPETENCY AREA # 7

RESEARCH

OUTCOME

EI/ECSE personnel demonstrate knowledge of research in relevant fields and application to intervention practices.

CORE COMPETENCIES

7.1	Knowledge of research as a tool which contributes to the improvement of practices and is an on-going element in our field.																		
Mastery Profile					Documentation														
NA	1	2	<u>3</u>	4	5	1	2	3	4	5	6	7	8	9	10				

7.2	Use of current ECE, EI, ECSE or pediatric literature to solve problems and/or modify practice.																		
Mastery Profile					Documentation														
NA	1	2	<u>3</u>	4	5	1	2	3	4	5	6	7	8	9	10				

7.3	Contributes to the overall EI/ECSE contract or subcontract by asking questions, developing strategies, gathering data or analyzing the results of activities intended to measure program effectiveness.																		
Mastery Profile					Documentation														
NA	1	<u>2</u>	3	4	5	1	2	3	4	5	6	7	8	9	10				

Area #7 / continued

7.4 Contribution to body of knowledge in field by participation in professional organizations, studies, sharing of evaluation data, writing and/or presenting information/experiences.

Mastery Profile

Documentation

NA 1 2 **3** 4 5

1 2 3 4 5 6 7 8 9 10

COMPETENCY AREA #8

PROFESSIONAL DEVELOPMENT VALUES / ETHICS

OUTCOME

EI/ECSE personnel will reflect on their current performance, identify professional goals and participate in staff development activities which contribute to improved professional practices.

CORE COMPETENCIES

8.1	Periodic use of a self-evaluation for the purpose of targeting goals and specifying steps to ensure ongoing personal professional growth.																
Mastery Profile					Documentation												
NA	1	2	<u>3</u>	4	5	1	2	3	4	5	6	7	8	9	10		

8.2	Feedback on performance received in a professional manner.																
Mastery Profile					Documentation												
NA	1	2	3	<u>4</u>	5	<u>1</u>	2	<u>3</u>	4	5	6	7	8	9	<u>10</u>		

8.3	Feedback given in a professional manner.																
Mastery Profile					Documentation												
NA	1	2	3	<u>4</u>	5	<u>1</u>	<u>2</u>	<u>3</u>	4	5	6	7	8	9	<u>10</u>		

Area #8 / continued

8.4 Participation in continuing education and/or inservice training.														
Mastery Profile						Documentation								
NA	1	2	3	<u>4</u>	5	1	2	3	4	<u>5</u>	<u>6</u>	7	8	<u>9</u>

8.5 Adherence to a code of professional ethics as identified by licensure agency, professional organization and/or employer.															
Mastery Profile						Documentation									
NA	1	2	3	<u>4</u>	5	<u>1</u>	2	<u>3</u>	4	5	6	7	8	9	<u>10</u>

8.6 Assists others to establish professional goals, and facilitates their attainment.															
Mastery Profile						Documentation									
NA	1	2	<u>3</u>	4	5	1	2	3	4	5	6	7	8	9	10