

Early Intervention Targeted Case Management Educational Requirements and KSAs
May 2011

Educational Requirements

- a. Require minimum of undergraduate degree in a relevant field, including human services, early childhood growth and development, early childhood, early childhood special education, psychology, child and family studies, human development, interdisciplinary studies, social work, counseling, nursing, allied health [rehabilitation counseling, recreation therapy, Occupational Therapy, Physical Therapy, Speech/Language Pathology], public health, education of the deaf or hard of hearing, education of the visually impaired, or other related field specified in Table A, Virginia's Part C Practitioner Qualifications and Responsibilities; **OR**
- b. Associate degree in a related field (OT assistant, PT assistant, nursing); **OR**
- c. High School Diploma, GED, or undergraduate degree in an unrelated field, **plus** three years' direct **clinical experience in a human service field**, including but not limited to, human development, community systems and resources, and early childhood and family systems.

Clinical experience means providing direct services to children and families related to developmental disabilities, physical disabilities and medical conditions, behavioral health or educational needs, in their homes or in community settings. The service coordinator must have experience with implementing individual service plans. The clinical experience may include supervised internships, practicums, and field experience.

A human services field includes, but is not limited to, early childhood education, social work, family systems, psychology, special education, sociology, counseling, allied health, and human services.

EARLY INTERVENTION TARGETED CASE MANAGEMENT KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge	<p>Basic knowledge of VA's Early Intervention system:</p> <ul style="list-style-type: none"> • VA's Part C Early Intervention system including : <ul style="list-style-type: none"> ○ historical, legal, and organizational structures ○ funding ○ rights and procedural safeguards ○ all applicable federal and state laws, regulations, and procedures • The early intervention process, (the Service Pathway) including the eligibility and service planning process for early intervention. • Local community resources, the supports and services delivery systems and interventions such as available Part C providers, health care, WIC, etc) • Infant and toddler development, including well child and routine medical care, and medical conditions and risk factors impacting child development. • The nature of disabilities and intervention in infants and toddlers (interventions such as OT, PT, Sp/L, developmental services, etc.) • Person-centered thinking and approach • Rights and procedural safeguards • Different types of child assessments and interview methods and their uses in service planning • Effective oral, written, and interpersonal communication principles and techniques • General principles of record documentation and specific requirements of Part C system • The role and responsibilities of the Service Coordinator in the Part C system.
Skills	<p>Basic skills in:</p> <ul style="list-style-type: none"> • Building rapport with families, including communication, listening, and problem-solving with diverse families. • Identifying and documenting an infant or toddler's need for supports and services and other assistance. • Identifying, gathering, and sharing the child's and family's strengths, priorities, and concerns, resources, and natural learning opportunities to determine eligibility and for service planning • Coordinating the synthesis of medical records, developmental screening information and

	<p>assessment information for eligibility determination.</p> <ul style="list-style-type: none"> • Facilitating and coordinating multidisciplinary teams' activities • Identifying community resources and organizations and coordinating resources and activities to support inclusion and participation (service planning and service access) • Developing, writing, and implementing a plan of care (Individualized Family Service Plan) to promote outcome achievement • Collaboration and effective team practices with service providers, families and the child's medical home • Coordinating the provision of supports and services by diverse public and private providers • Support and facilitate smooth, seamless transitions into, within, and out of the early intervention service system • Support, teach, and empower families so that they understand benefits that are available for their child and can access appropriate services.
<p>Abilities</p>	<p>Functional ability to:</p> <ul style="list-style-type: none"> • Demonstrate a positive regard for families recognizing their uniqueness and individuality while respecting families' privacy and confidentiality • Act in the best interest of the child while maintaining professional and ethical boundaries. • Work creatively and flexibly • Individualize goals, strategies, and interventions for each eligible child and family • Be persistent and remain objective • Work as a team member, maintaining effective inter-and intra-agency working relationships. • Communicate effectively, verbally and in writing • Manage time while supporting a large number of families. • Establish and maintain ongoing supportive relationships • Work independently performing duties under general supervision • Recognize signs of child abuse and neglect and follow procedures as a mandated reporter.

**Achieving and Documenting
EARLY INTERVENTION TARGETED CASE MANAGEMENT KNOWLEDGE, SKILLS, AND ABILITIES**

		EI Modules	Other Means to Document
Knowledge	Basic knowledge of VA's Early Intervention system: <ul style="list-style-type: none"> • VA's Part C Early Intervention system including : <ul style="list-style-type: none"> ○ historical, legal, and organizational structures ○ funding ○ rights and procedural safeguards ○ all applicable federal and state laws, regulations, and procedures 	Practitioner Requirements Service Pathway	Education/Field of Study
	<ul style="list-style-type: none"> • The early intervention process, (the Service Pathway) including the eligibility and service planning process for early intervention. 	Service Pathway	Education/Field of Study
	<ul style="list-style-type: none"> • Local community resources, the supports and services delivery systems and interventions such as available Part C providers, health care, WIC, etc) 	Service Pathway	Education/Field of Study
	<ul style="list-style-type: none"> • Infant and toddler development, including well child and routine medical care, and medical conditions and risk factors impacting child development 	Child Development	Education/Field of Study; priory work experience; Bright Futures Curriculum
	<ul style="list-style-type: none"> • The nature of disabilities and intervention in infants and toddlers (interventions such as OT, PT, Sp/L, developmental services, etc.) 	Child Development	Education/Field of Study; prior work experience
	<ul style="list-style-type: none"> • Person-centered thinking and approach 	Family Centered Practices	Prior work experience
	<ul style="list-style-type: none"> • Rights and procedural safeguards 	Practitioner Requirements	
	<ul style="list-style-type: none"> • Different types of child assessments and interview methods and their uses in service planning 	Service Pathway?	Prior work experience, education
	<ul style="list-style-type: none"> • Effective oral, written, and interpersonal communication principles and techniques 		Prior work experience, hiring process
	<ul style="list-style-type: none"> • General principles of record documentation and specific requirements of Part C system 	Practitioner Requirements	
<ul style="list-style-type: none"> • The role and responsibilities of the Service Coordinator in the Part C system 	Practitioner		

		Requirements	
Skills	Basic skills in:	Family –Centered Practices	Prior work experience, interview
	<ul style="list-style-type: none"> Building rapport with families, including communication, listening, and problem-solving with diverse families 		
	<ul style="list-style-type: none"> Identifying and documenting an infant or toddler’s need for supports and services and other assistance 	Child Development, Practitioner Requirements, Family-Centered Practices	Prior work experience
	<ul style="list-style-type: none"> Identifying, gathering, and sharing the child’s and family’s strengths, priorities, and concerns, resources, and natural learning opportunities to determine eligibility and for service planning 	Family-Centered Practices; Service Pathway	Prior work experience
	<ul style="list-style-type: none"> Coordinating the synthesis of medical records, developmental screening information and assessment information for eligibility determination 	Service Pathway	Prior work experience
	<ul style="list-style-type: none"> Facilitating and coordinating multidisciplinary teams’ activities 	Service Pathway	Prior work experience
	<ul style="list-style-type: none"> Identifying community resources and organizations and coordinating resources and activities to support inclusion and participation (service planning and service access) 	Service Pathway?	Prior work experience
	<ul style="list-style-type: none"> Developing, writing, and implementing a plan of care (Individualized Family Service Plan) to promote outcome achievement 	Service Pathway, Family-Centered Practices	Prior work experience
	<ul style="list-style-type: none"> Collaboration and effective team practices with service providers, families and the child's medical home 	Service Pathway, Family-Centered Practices	Prior work experience
	<ul style="list-style-type: none"> Coordinating the provision of supports and services by diverse public and private providers 	Service Pathway	Prior work experience
	<ul style="list-style-type: none"> Support and facilitate smooth, seamless transitions into, within, and out of the early intervention service system 	Service Pathway	Prior work experience
	<ul style="list-style-type: none"> Support, teach, and empower families so that they understand benefits that are available for their child and can access appropriate services 	Family-Centered Practices	Prior work experience

Abilities	Functional ability to: <ul style="list-style-type: none"> Demonstrate a positive regard for families recognizing their uniqueness and individuality while respecting families' privacy and confidentiality 	Family-Centered Practices	Prior work experience
	<ul style="list-style-type: none"> Act in the best interest of the child while maintaining professional and ethical boundaries 	Family-Centered Practices and Practitioner Requirements	Prior work experience
	<ul style="list-style-type: none"> Work creatively and flexibly 	Family –Centered Practices	Prior work experience
	<ul style="list-style-type: none"> Individualize goals, strategies, and interventions for each eligible child and family 	Family-Centered Practices and Practitioner Requirements	Prior work experience
	<ul style="list-style-type: none"> Be persistent and remain objective 	Family-Centered Practices	Prior work experience
	<ul style="list-style-type: none"> Work as a team member, maintaining effective inter-and intra-agency working relationship 	Practitioner Requirements	Prior work experience
	<ul style="list-style-type: none"> Communicate effectively, verbally and in writing 	Family-Centered Practices	Prior work experience
	<ul style="list-style-type: none"> Manage time while supporting a large number of families 	Family-Centered Practices	Prior work experience
	<ul style="list-style-type: none"> Establish and maintain ongoing supportive relationships 	Family-Centered Practice	Prior work experience
	<ul style="list-style-type: none"> Work independently performing duties under general supervision 	Practitioner Requirements	Prior work experience
	<ul style="list-style-type: none"> Recognize signs of child abuse and neglect and follow procedures as a mandated reporter. 	Practitioner Requirements	Prior work experience