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## Early Intervention Service Delivery

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### Service coordination


Service coordination is mandated by regulation and can be carried out by the early interventionist or a designated service coordinator, and can be selected by the family.

### Service coordination is an active, ongoing process that involves:

1. Serving as the single point of contact for families and other service providers
2. Assisting parents of infants and toddlers with disabilities in gaining access to and coordinating the provision of, the early intervention services as outlined in the One Plan.
3. Including making referrals to providers for needed services and scheduling appointments for infants and toddlers with disabilities and their intervention services and other services (such as educational, social, and medical services that are not provided for diagnostic or evaluative purposes)
4. Coordinating evaluations and assessments;
5. Facilitating and participating in the development, review, and evaluation of the One Plan
6. Conducting referral and other activities to assist families in identifying available EIS providers;
7. Coordinating, facilitating, and monitoring the delivery of services required under this part to ensure that the services are provided in a timely manner;
8. Conducting follow-up activities to determine that appropriate Part C services are being provided;
9. Informing families of their rights and procedural safeguards, as set forth in subpart E of this part and related resources;
10. Maintain confidentiality

### Screening/evaluation direct services provided by an Early Interventionist

1. Facilitate and/or perform screening, initial evaluations or ongoing assessment of development as needed for determination of eligibility or program planning. This may be done in collaboration with local education agency's as outlined in the Interagency agreement
2. Provide year round special instruction for infants and toddlers and their families through developmentally appropriate activities as indicated in the One Plan.

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3. Consult with and provide interpretation/synthesis of information to parents/caregivers.
4. Provide direct instruction/modeling of intervention techniques and strategies to families, caregivers, and other providers.
5. Design learning environments and activities that promote a child's acquisition of skills in all developmental areas.
6. Ensure that each child is able to access, and successfully participate in, learning activities through the adaptation and modification of activities, materials and the learning environment, as appropriate to the needs of the individual child.
7. Advocate for supports and resources for children and families

**Administrative/Support (Shared with other personnel as determined by supervisor)**


1. Maintain/prepare/facilitate necessary documentation for records re:
2. Have a copy on site of the most current federal/state regulations
3. Have a copy of the most current APR and regional determination
4. Ensure compliance with federal/state regulations,
5. Comply with Payor of Last Resort payment process through HPE
6. Prepare data as requested re: referrals, number of children receiving services, types of services, providers, funding sources, outreach and community networking activities, and other information.
7. Assist with program evaluation, program improvement plans and other related activities as requested by the state.
8. Perform administrative work relevant to the delivery of early intervention services and for reporting information to the State as requested.
9. Comply with agency personnel policies.
10. Other duties as specified by supervisor.

**Qualifications**

*Educational Requirements*

**Developmental Educator**

1. Bachelor's Degree in Special Education, Early Education, Physical or Occupational Therapy, Speech, Social Work, Nursing, Psychology, or other related field.
2. Current Vermont certification, registration, or licensure as it applies.

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### *Professional Experience and Qualifications*

1. At least two years of experience providing direct services to children under the age of three with disabilities or special needs and their families utilizing developmentally appropriate practices. Knowledge of developmental process for young children.
2. Knowledge and understanding of family-centered philosophy and for service delivery, and the ability to translate that philosophy into practice.
3. Experience working collaboratively with community organizations in the delivery of services to young children and their families.
4. Knowledge of community resources and the process for accessing them.
5. Experience developing and writing family or individual service plans.
6. Experience working as a member of a multidisciplinary team.
7. Ability to work independently and as a member of a team.

### **Service Coordinator**

- Must have a child with a disability or have a family member with a disability

### *Professional Experience and Qualifications*

Service coordinators will demonstrate knowledge and understanding about:

1. Infants and toddlers who are eligible for early intervention services;
2. Part C regulations; and
3. The nature and scope of services available under the State's early intervention program, the system of payments for services in the State and other pertinent information.
4. Infant and toddler development
5. Working with families
6. Communication
7. Social services and other resources for families and young children