

## **CIS Early Intervention**

**See Appendix 3: Service Delivery for additional information regarding Early Intervention Services and the responsibilities of Early Interventionists**

### ***CIS Early Interventionist (also known as a Developmental Educator)***

#### **Basic Functions:**

Early Interventionist deliver services to infants and toddlers, birth to the child's third birthday. Early Interventionists' services are directed to the child's caregivers, whether this is a parent, foster parent, child care provider, or other primary caregiver. Early Interventionists must uphold rights of client's parent/guardian in accordance with Part C of IDEA. The intention is to model, coach, and support children's caregivers to use strategies identified in the child's One Plan to help them help the child develop and learn. Early interventionists coordinate services, develop strategies, and provide specialized instruction caregivers can implement within the child's daily routines to improve the child's functional skills in the following areas:

- Positive social emotional skills (including social relationships). Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to adjust their behavior accordingly. This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.
- Acquisition and use of knowledge and skills (including early language and communication). Over the early childhood period, children display tremendous changes in what they know and can do. The knowledge and skills acquired in the early childhood years, such as those related to communication, preliteracy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.
- Use of appropriate behaviors to meet their needs. As children develop, they become increasingly more capable of acting on their world. With the help of supportive adults, young children learn to address their needs in more sophisticated ways and with increasing independence. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve goals that are of value to them. This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in

areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

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### **Duties and Responsibilities**

In addition to the CIS service delivery requirements outlined in Appendix 3, Early Interventionists must:

1. Gather, maintain, and submit all data required under the CIS contract in accordance with their role;
2. Serve as the primary service coordinator as assigned and in accordance with Appendix 3 of the CIS Contract. Service coordination is defined as an active, ongoing process that assists and enables families to access services and assures their rights and procedural safeguards. Service coordination may be carried out by the early interventionist or another designated service coordinator. A service coordinator will, among other activities:
  - a. Serve as the single point of contact for families and other service providers;
  - b. Coordinate evaluations and assessments;
  - c. Facilitate and participate in the development, review, and evaluation of the One Plan
  - d. Assist 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;
  - e. Make referrals to providers for needed services and scheduling appointments for infants and toddlers with disabilities and their families for other services (such as educational, social, and medical services that are not provided for diagnostic or evaluative purposes);
  - f. Conduct referral and other activities to assist families in identifying available Early Intervention service providers;
  - g. Coordinate, facilitate, and monitor the delivery of services required to ensure that the services are provided in a timely manner;
  - h. Conduct follow-up activities to determine that appropriate Part C services are being provided; and
  - i. Inform and ensure families know their rights and procedural safeguards.
3. Provide services in adherence with Part C of the Individuals with Disabilities Education Act (IDEA), as referenced in Vermont's Special Education Rules, Part C – Vermont Rules Governing Services to Children Birth Up To Age Three (<https://education.vermont.gov/sites/aoe/files/documents/edu-series-2360-special-education-rules.pdf>), and with guidance provided by the State, Children's Integrated Services Unit of the Child Development Division;
4. Conduct formal screenings and evaluations to determine eligibility for Part C services using Vermont's State Approved tools as outlined in the CIS contract, Appendix 1;
5. Conduct ongoing assessments using formal, means-tested tools, family and provider reports, and observations;
6. Provide specialized instruction to caregivers as needed including:
  - a. Providing direct instruction/modeling of intervention techniques and strategies to families, caregivers, and other providers;
  - b. Supporting the design of learning opportunities and activities within child's natural environment that promote a child's acquisition of skills in all developmental areas;

- c. Ensure that each child is able to access, and successfully participate in, learning activities through the adaptation and modification of activities, materials and the child's environment, as appropriate to the needs of the individual child
  - d. Providing families/caregivers with information, skills, and support related to enhancing the development of the child; and
  - e. Working with the child to enhance the child's development.
7. Perform administrative work relevant to the delivery of early intervention services and for reporting information to the State as required.
8. Develops and maintains community partnerships to support appropriate client referrals to local CIS and community system of care
9. Participates in multi-disciplinary team planning and consultation meetings as appropriate
10. Provides information to contractor for timely and accurate data input and billing information
11. Maintain professional documentation of all activities performed in the course of your role in accordance with the CIS contract;
12. Assist with program evaluation, program improvement plans and other related activities as requested by the state;
13. Maintains confidentiality
14. Build caregiver's self-advocacy skills to effectively address their basic needs, and access resources and supports to improve children's health and development;
15. Creates, maintains and supports a safe environment for open discussions with CIS service recipients
16. Consult with and provide interpretation/synthesis of information for caregivers, including assessments and strategies developed by other providers, to help them achieve the outcomes identified in the One Plan;
17. Elicits and considers differing viewpoints when collaborating with regional CIS providers for the purpose of One Plan development and service delivery

### **Minimum Qualifications**

#### **Education, License, and/or Credentials:**

1. Bachelor's Degree in Special Education, Early Education, or Early Childhood Development; or
2. Physical or Occupational Therapy, Speech and Language Therapy, Social Work, or other related Human Services field with a minimum of 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 and evidence-based practices; and
3. Early Interventionist responsible for certifying evaluations conducted to determine Part C eligibility must hold a current Vermont CIS-EI certification, another state's equivalent, or Early Childhood Special Education license endorsement.

#### **Knowledge, Skills, and Experience**

1. Knowledge of and ability to apply Vermont's eligibility criteria for early intervention services

2. Knowledge of Part C regulations and Vermont's Special Education Rules for Part C services
3. Knowledge of and ability to effectively communicate Parental Rights and Procedural Safeguards for Vermont's Part C services
4. Knowledge of and ability to effectively communicate Vermont's System of Payments and all CIS and Part C Required Documentation within the scope of your role
5. Ability to identify, develop strategies to address, and access resources to support infant and toddler atypical development
6. Knowledge of healthy Infant, toddler and child development
7. Knowledge and understanding of family-centered philosophy and the ability to translate that philosophy into practice and service delivery
8. Knowledge of community resources and supports for young children and their families and the process for accessing them
9. Experience working collaboratively with community organizations in the delivery of services to young children and their families
10. Experience developing and writing family or individual service plans within the scope of your CIS role
11. Experience working independently and as a member of a multidisciplinary team
12. Strong interpersonal and communication skills

**Restrictions:** none

#### **A. Family Resource Coordinator**

##### **Basic Functions:**

Family Resource Coordinator's provide service coordination for Early Intervention services. Service Coordination is done with child's parent(s) or guardian(s). Family Resource Coordinators must uphold rights of client's parent/guardian in accordance with Part C of IDEA. Family Resource Coordinators function as supportive peers as they help parent(s) or guardian(s) access needed evaluations, determine eligibility, identify goals, services and supports as part of their child's One Plan to improve the child's functional skills in the following areas:

- Positive social emotional skills (including social relationships). Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to adjust their behavior accordingly. This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.
- Acquisition and use of knowledge and skills (including early language and communication). Over the early childhood period, children display tremendous changes in what they know and can do.

The knowledge and skills acquired in the early childhood years, such as those related to communication, preliteracy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

- Use of appropriate behaviors to meet their needs. As children develop, they become increasingly more capable of acting on their world. With the help of supportive adults, young children learn to address their needs in more sophisticated ways and with increasing independence. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve goals that are of value to them. This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

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### **Duties and Responsibilities**

1. Gather, maintain, and submit all data required under the CIS contract in accordance with their role;
2. Serve as the primary service coordinator as assigned and in accordance with Appendix 3 of the CIS Contract. Service coordination is defined as an active, ongoing process that assists and enables families to access services and assures their rights and procedural safeguards. Service coordination may be carried out by the early interventionist or another designated service coordinator. A service coordinator will, among other activities:
  - a. Serve as the single point of contact for families and other service providers;
  - b. Coordinate evaluations and assessments;
  - c. Facilitate and participate in the development, review, and evaluation of the One Plan
  - d. Assist 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;
  - e. Make referrals to providers for needed services and scheduling appointments for infants and toddlers with disabilities and their families for other services (such as educational, social, and medical services that are not provided for diagnostic or evaluative purposes);
  - f. Conduct referral and other activities to assist families in identifying available Early Intervention service providers;
  - g. Coordinate, facilitate, and monitor the delivery of services required to ensure that the services are provided in a timely manner;
  - h. Conduct follow-up activities to determine that appropriate Part C services are being provided; and
  - i. Inform and ensure families know their rights and procedural safeguards.

3. Provide services in adherence with Part C of the Individuals with Disabilities Education Act (IDEA), as referenced in Vermont's Special Education Rules, Part C – Vermont Rules Governing Services to Children Birth Up To Age Three (<https://education.vermont.gov/sites/aoe/files/documents/edu-series-2360-special-education-rules.pdf>), and with guidance provided by the State, Children's Integrated Services Unit of the Child Development Division;
4. Develops and maintains community partnerships to support appropriate client referrals to local CIS and community system of care
5. Participates in multi-disciplinary team planning meetings and consultation as appropriate
6. Provides information to contractor for timely and accurate data input and billing information
7. Maintain professional documentation of all activities performed in the course of your role in accordance with the CIS contract;
8. Assist with program evaluation, program improvement plans and other related activities as requested by the state;
9. Maintains confidentiality
10. Build caregiver's self-advocacy skills to effectively address their basic needs, and access resources and supports to improve children's health and development;
11. Creates, maintains and supports a safe environment for open discussions with CIS service recipients
12. Consult with and provide interpretation/synthesis of information for caregivers, including assessments and strategies developed by other providers, to help them achieve the outcomes identified in the One Plan;
13. Elicits and considers differing viewpoints when collaborating with regional CIS providers for the purpose of One Plan development and service delivery

### **Minimum Qualifications**

#### **Education, License, or Credentials:**

1. Personal experience with own child or family member with a disability, and
2. At least one year of direct experience navigating and coordinating services for that child or family member, and
3. Meet the minimum qualifications outlined in the Early Interventionist job description, or
4. Have at least 6 credits of course-work in Early Childhood Development, Social Work, or another related Human Services field, or
5. a minimum of two years of experience providing direct services to children under the age of three with disabilities and their families, utilizing developmentally appropriate and evidence-based practices;
6. Family Resource Coordinator's responsible for certifying evaluations conducted to determine Part C eligibility must hold a current Vermont CIS-EI certification, another state's equivalent, or Early Childhood Special Education license endorsement.

### **Restrictions**

Family Resource Coordinators who do not meet the minimum qualifications outlined in the Early Intervention job description above must be appropriately supervised and have all legally binding documents (ex. One Plans), signed by their supervisor or other qualified Early Interventionist.

### **Knowledge, Skills, and Experience**

1. Knowledge of and ability to apply Vermont's eligibility criteria for early intervention services
2. Knowledge of Part C regulations and Vermont's Special Education Rules for Part C services
3. Knowledge of and ability to effectively communicate Parental Rights and Procedural Safeguards for Vermont's Part C services
4. Knowledge of and ability to effectively communicate Vermont's System of Payments and all CIS and Part C Required Documentation within the scope of your role
5. Ability to identify, develop strategies to address, and access resources to support infant and toddler atypical development
6. Knowledge of healthy Infant, toddler and child development
7. Knowledge and understanding of family-centered philosophy and the ability to translate that philosophy into practice and service delivery
8. Knowledge of community resources and supports for young children and their families and the process for accessing them
9. Experience working collaboratively with community organizations in the delivery of services to young children and their families
10. Experience developing and writing family or individual service plans within the scope of your CIS role
11. Experience working independently and as a member of a multidisciplinary team
12. Strong interpersonal and communication skills

### **B. Early Intervention Assistant**

In order to support capacity-building, especially in areas of Vermont where there is a shortage of qualified personnel, Early Intervention Assistants deliver developmental services to parents/caregivers of children eligible for Early Intervention Services. Early Intervention Assistants function under substantial supervision of appropriately qualified Early Interventionists to deliver services to infants and toddlers, birth to the child's third birthday, where those children would not otherwise be able to receive timely developmental education services. This role provides an alternative pathway to building capacity in Early Intervention. Early Intervention Assistants shall have an Individualized Professional Development Plan that supports ongoing acquisition of skills associated with providing developmentally appropriate Early Intervention services in accordance with IDEA and current best practices.

Early Intervention Assistants must adhere to IDEA and uphold rights of client's parent/guardian in accordance with Part C of IDEA. Early Intervention Assistants model, coach, and support children's caregivers to use strategies identified in the child's One Plan within the child's daily routines so the caregivers can improve the child's functional skills in the following areas:

- Positive social emotional skills (including social relationships). Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to adjust their behavior accordingly. This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.
- Acquisition and use of knowledge and skills (including early language and communication). Over the early childhood period, children display tremendous changes in what they know and can do. The knowledge and skills acquired in the early childhood years, such as those related to communication, preliteracy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.
- Use of appropriate behaviors to meet their needs. As children develop, they become increasingly more capable of acting on their world. With the help of supportive adults, young children learn to address their needs in more sophisticated ways and with increasing independence. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve goals that are of value to them. This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

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#### **Accountability and Supervision**

1. Early Intervention Associates must receive at least one hour per month of direct, face-to-face supervision from a qualified Early Interventionist. This supervision must focus of practice/service delivery.
2. All supervision must be documented with, at a minimum a supervision guidance log listing the dates, duration, and general content of the supervision provided.
3. Early Intervention Associates and their supervisor will develop a communication plan for how the Early Intervention Associate will communicate updates timely to those Early Intervention staff who serve as service coordinators for the children on the Associate's caseload.
4. Within the first year of hire the Early Intervention Associate must:
  - a. Complete an Individualized Professional Development Plan, and
  - b. Complete at least 10 hours of training in addition to the minimum training listed



in the CIS Contract, Appendix 1. These additional training hours must be aligned with the competencies and standards endorsed by CIS.

5. Early Intervention Associates shall be identified on a child's One Plan Outcomes and Service Grids as the provider of direct services with the consent of the child's parent/guardian.
6. Participates in multi-disciplinary team meetings as appropriate
7. Provides information to contractor for timely and accurate data input and billing information
8. Maintain professional documentation of all activities performed in the course of your role in accordance with the CIS contract;
9. Assist with program evaluation, program improvement plans and other related activities as requested by the state;
10. Maintains confidentiality
11. Build caregiver's self-advocacy skills to effectively address their basic needs, and access resources and supports to improve children's health and development;
12. Creates, maintains and supports a safe environment for open discussions with CIS service recipients
13. Consult with and provide interpretation/synthesis of information for caregivers, including assessments and strategies developed by other providers, to help them achieve the outcomes identified in the One Plan;
14. Elicits and considers differing viewpoints when collaborating with regional CIS providers for the purpose of One Plan development and service delivery

### **Duties and Responsibilities**

1. Provide services in adherence with Part C of the Individuals with Disabilities Education Act (IDEA), as referenced in Vermont's Special Education Rules, Part C – Vermont Rules Governing Services to Children Birth Up To Age Three (<https://education.vermont.gov/sites/aoe/files/documents/edu-series-2360-special-education-rules.pdf>), and with guidance provided by the State, Children's Integrated Services Unit of the Child Development Division;
2. Maintain professional documentation of all activities performed in the course of your role in accordance with the CIS contract;
3. Provide specialized instruction to caregivers as needed, in accordance with the child's One Plan, as instructed by the supervising Early Interventionist/Service Coordinator including:
  - a. Providing direct instruction/modeling of intervention techniques and strategies identified on the child's One Plan to families, caregivers, and other providers to promote a child's acquisition of skills in all developmental areas;
  - b. Ensure that each child is able to access, and successfully participate in, learning activities through the adaptation and modification of activities, materials and the child's environment, as appropriate to the needs of the individual child;
  - c. Providing families/caregivers with information, skills, and support related to enhancing the development of the child;

- d. Working with the child to enhance the child's development;
  - e. Documenting all interactions and activities on visit/case notes with a copy provided to the child's parent(s)/guardian(s) and included in the child's file;
  - f. Reporting all notable changes in a child's condition or functional development to the supervising Early Interventionist/Service Coordinator within five (5) business days or prior to a team meeting, whichever is earliest
14. Build caregiver's self-advocacy skills to effectively address their basic needs, and access resources and supports to improve their child's health and development;
  15. Attend all team meetings for children on your caseload;
  16. Assist with program evaluation, program improvement plans and other related activities as requested by the state;
  17. Stay informed of current child development practices to provide appropriate and effective early intervention services; and
  18. Perform administrative work relevant to the delivery of early interventionservices and for reporting information to the State as required.

### **Minimum Qualifications**

#### **Education, License, or Credentials:**

1. High School diploma, this may include from a vocation or technical education program and at least one year working directly with children birth to five years of age with developmental delays or disabilities; or
2. General Education Diploma and at least two years' experience working directly with children birth to five years of age with developmental delays or disabilities. Volunteer or part-time experience may be used for not more than 1-years' worth of experience; or
3. Associates Degree in a health or human services field with at least 6 course credits in early childhood development; or
4. Four (4) years' experience working directly with children birth to five years of age with disabilities or delays and their families.

#### **Restrictions**

1. Early Intervention Associates cannot make up more than 30% of an Early Intervention Program's overall direct service staff.
2. While it is expected for Early Intervention Associates to maintain documentation such as visit notes, they shall not be responsible for any documentation that is legally binding (ex. One Plans).
3. Early Intervention Associates are not qualified to perform initial evaluations, any formal assessments, or develop One Plans. However, they may provide information that contributes to the development of those. Additionally, they may be responsible for administrative tasks related to producing such documents.
4. Early Intervention Associates may not be the only service provider listed on a One Plan.

#### **Knowledge, Skills, and Experience**

1. Knowledge of Part C regulations and Vermont's Special Education Rules for Part C services
2. Knowledge of Parental Rights and Procedural Safeguards for Vermont's Part C services
3. Ability to execute strategies to support the acquisition of functional skills for infants and toddlers with atypical development
4. Ability to coach adults to implement strategies to support the acquisition of functional skills for infants and toddlers with atypical development
5. Knowledge of healthy Infant, toddler and child development
6. Knowledge and understanding of family-centered philosophy and the ability to translate that philosophy into practice and service delivery
7. Knowledge of community resources and supports for young children and their families and the process for accessing them
8. Experience working collaboratively with community organizations in the delivery of services to young children and their families
9. Experience working independently and as a member of a multidisciplinary team
10. Strong interpersonal and communication skills