



Early Intervention Provider Performance Standards

The KEIS Early Intervention Provider Performance Standards are role-specific and establish benchmarks and achievement standards reflecting preferred practices in early intervention (EI).

1.0 Participate in an Individualized Family Service Plan (IFSP) Meeting		
<i>Ability to work effectively and collaborate with a variety of early intervention team members and community partners to develop the plan for integrated intervention strategies, supports and services for children and their caregivers</i>	1.1	Listen to others' comments about EI services and invite IFSP team members to contribute
	1.2	Provide input on functional IFSP outcomes related to procedures/data collection methods and criteria that reflect the family resources, priorities and concerns within the context of everyday activities
	1.3	Collaborate with team members and caregivers to identify one practitioner from the team who serves as the primary coach, who is a liaison between the family and other team members based on child and family priorities and needs
	1.4	Participate in service delivery planning, including location, duration and frequency of EI sessions, taking into consideration the family's schedule and the outcomes/routines that are impacted
	Attending 6-month, annual and requested review IFSP meetings:	
	1.5	Contribute to team meetings to ensure that each child's plan is individualized and is developed by the full team
	1.6	Share IFSP outcome data from progress reports to make EI service delivery decisions
	1.7	Participate in the review and revision of the current IFSP based on the family's current priorities identified by the family assessment and child progress
	1.8	Collaborate in developing a transition plan that defines outcomes and activities to prepare the child and family for upcoming transitions, including entry into the new setting after KEIS
	1.9	Discuss whether assistive technology should be included in the IFSP to address specific outcomes and promote the child's functional development
2.0 Conducting Early Intervention Visits		
<i>Ability to utilize everyday materials, routines and activities at home and in</i>	2.1	Arrange visits at times and locations that align with the caregiver-identified priorities addressed in the IFSP

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<i>community settings to identify the child's functional abilities and motivators, caregiver-child interactions and the need for assistive technology and/or environmental adaptations</i>	2.2	Joint plan with the family to determine their priorities/IFSP outcomes to focus on during the visit
	2.3	Discuss with the caregiver the child's interests, abilities and challenges in everyday activities and daily routines related to the IFSP outcomes
	2.4	Ask open-ended questions to support caregiver reflection on why a strategy, skill or routine is important to them
	2.5	Support the caregiver to identify multiple routines in which guided practice and generalization can occur
	2.6	Coach the caregiver to embed strategies into everyday routines and activities with materials found in the home
	2.7	Seek opportunities to incorporate what caregivers are already doing that is working well to build upon strengths
	2.8	Help the caregiver develop strategies for increasing participation and independence in current routines, as outlined in the IFSP outcomes
	2.9	Reflect with caregivers to determine adaptations and augmentations to toys, materials, or environments necessary for the child to fully participate in everyday routines and activities
	2.10	Implement assistive technology supports necessary to address specific IFSP outcomes within everyday routines and reduce, modify, or eliminate the use of the supports as the child becomes more independent
	2.11	Observe the family using the strategies during everyday activities
	2.12	Engage in intentional modeling strategies or activities within guided practice
	2.13	Encourage caregiver reflection on what worked and what didn't work to support them in gaining insights
	2.14	Provide substantive feedback, discussing ways to refine or revise the skill to be sure family members can use strategies on their own
	2.15	Review the IFSP outcome data/information with the caregiver to make decisions about changes to strategies and activities
	2.16	Document IFSP outcome data by noting progress
3.0 Completing the Annual/Exit Assessment		
<i>Ability to assess infant and toddler development by selecting and using a variety of culturally sensitive informal and</i>	3.1	Use open-ended questions and observations to determine the child's engagement/participation, independence, and social interaction in various routines and activities

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<i>formal methods and procedures (including observational methods) as guided by the family's needs, concerns and priorities for their child's development during everyday routines</i>	3.2	Gather information from the family on previously used strategies that increase their child's participation in everyday activities
	3.3	Discuss strengths and new skill development, in addition to new concerns or continued concerns with the caregiver
	3.4	Adapt assessment methods to meet the unique needs of the child and family
	3.5	Apply clinical reasoning in addition to assessment results to identify the child's current levels of functioning