



## Early Intervention Provider Self-Assessment

### Purpose

The self-assessment was developed in collaboration with a workgroup of early intervention (EI) providers and point of entry (POE) managers. The checklist is divided into key sections designed to review EI provider responsibilities and identify preferred practices and areas for potential growth and training.

**KEIS Provider:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Read each step in the process and indicate the number that best fits how you feel each statement represents your work. There are no right or wrong answers. The scoring is not weighted and is intended to provide input on progress toward mastery. *The bold items are related to the Early Intervention Provider Performance Standards.*

<b>Kentucky's Early Intervention System</b> <b>Early Intervention Provider</b> <b>Self-Assessment</b>		(0) Not Aware <i>Not aware and do not apply to interactions</i>	(1) Knowledge <i>Aware, but not applying to interactions</i>	(2) Awareness <i>Understand and sometimes apply to interactions</i>	(3) Application <i>Understand and apply consistently to interactions</i>	(4) Mastery <i>Understand and apply well enough to teach/mentor others</i>
<b>1.0 Attending an IFSP Meeting</b>						
<i>Ability to work effectively and consult with a variety of IFSP team members and community partners in determining eligibility, conducting assessments for service planning and planning, and implementing integrated intervention strategies, supports and services for children and their families</i>	Review documentation before the meeting					
	Introduce yourself and explain your capacity-building role as an early interventionist in the natural environment					
	Ask caregivers reflective questions and utilize active listening to build a trusting and respectful partnership with the family					
	<b>Listen to others' comments about EI services and invite IFSP team members to contribute</b>					
	<b>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</b>					
	<b>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</b>					

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	Participate in service delivery planning, including location, duration and frequency of EI sessions, co-visit sessions, taking into consideration the family's schedule and the outcomes/routines that are impacted					
	Discuss the family's preferred method of communication regarding EI visits- phone, text, email, or written log (Consider protection of Protected Health Information (PHI))					
	Schedule initial EI visit timely manner according to the regulations					
	Provide the family with contact information					
<b>Completing the paperwork:</b>						
	Provide notice and obtain written consent on necessary agency forms (as applicable)					
	Sign IFSP Signature Page (FS-15)					
	Complete a service log for attending the meeting					
<b>Attending 6-month, annual and requested review IFSP meetings:</b>						
	Contribute to team meetings to ensure that each child's plan is individualized and is developed by the full team					
	Share IFSP outcome data from progress reports to make EI service delivery decisions					
	Participate in the review and revisions of the current IFSP based on the family's current priorities identified by the family assessment and child progress					

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	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					
	Discuss whether assistive technology should be included in the IFSP to address specific outcomes and promote the child's functional development					
<b>ATTENDING AN IFSP MEETING TOTAL =</b>						
<b>2.0 Conducting Early Intervention Visits</b>						
<i>Ability to utilize everyday routines and activities at home and in the community to identify the child's functional abilities and motivators, caregiver-child or caregiver-child interactions and the need for assistive technology and/or environmental adaptations</i>	<b>First EI Visit Following IFSP Meetings: (Initial, 6-month, Annual)</b>					
	<b>Preparing to meet with the family:</b>					
	Review the child's record, including the family assessment, notes on routines, IFSP outcomes, and planned services					
	<b>Confirm or schedule the first visit at a time and location that aligns with the caregiver-identified priorities addressed in the IFSP</b>					
	Ask the caregivers if they have any household rules that you need to know					
	Ask the caregivers if they have any questions					
	Schedule an interpreter (if needed)					
	<b>During the Visit:</b>					
	Use communication styles and social behaviors that reflect and respect family culture and circumstances					

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	Review the IFSP document and discuss how outcomes, activities, and strategies will be the foundation for joint planning that starts each home visit					
	Describe a typical EI visit and what the family can expect, including that the caregiver plays the lead role throughout the visit, the length of visits on planned services and the settings where visits can occur					
	Explain that EI relies on available home or community materials, not provider-supplied toys, to help caregivers continue strategies between visits					
	Discuss how the caregiver prefers to learn new skills					
	Ask the caregiver to sign any necessary forms and consents (if not completed at the IFSP Meeting)					
	<b>If conducting an assessment during the initial visit:</b>					
	Clarify the purpose of the assessment					
	Describe the tool/protocol that you will be using					
	Gather information about the child's present level of development using the assessment tool					

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	Use reflective questions and observations to encourage the family to describe their child's engagement/participation, independence, and social interaction in various routines and activities					
	Discuss assessment results in a manner that is understandable and useful to families					
<b>Reflection of EI Visit:</b>						
	Develop a joint plan with the family for between visits and the next visit, identifying their priority, routines, and what they will try. Ask if there are any questions or concerns					
	Schedule the next visit at a time and location that aligns with the caregiver-identified priorities addressed in the IFSP and reflective of the joint plan					
	Complete service log documentation and ensure EI visit is billed					
<b>Early Intervention Visits: On-going:</b>						
<b>Preparing to meet with the family:</b>						
	Review the child's record, including the family assessment and notes on routines, IFSP outcomes, planned services, service and communication logs for all team members, and "plan for next visit"					
	Contact IFSP team members for: consultation, additional information, resources, or to schedule a co-visit					

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	Schedule the visits at the times and locations that align with the caregiver-identified priorities addressed in the IFSP and are reflective of the joint plan					
	<b>During the Visit:</b>					
	Connect with the family by obtaining updates about any significant family events, Dr. Appointments, activities or needs					
	Ask the caregiver how the between-visit joint plan went, including specifics about what worked, what didn't and next steps					
	Joint plan with the family to determine their priorities/IFSP outcomes to focus on during the visit					
	Discuss with the caregiver the child's interests, abilities and challenges in everyday activities and daily routines related to the IFSP outcomes					
	Ask open-ended questions to support caregiver reflection on why a strategy, skill or routine is important					
	Support the caregiver to identify multiple routines in which guided practice and generalization can occur					
	Coach the caregiver to embed strategies into everyday routines and activities with materials found in the home					

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	Identify ways to include siblings, other children and other family members who are in the home regularly in the intervention strategies and activities					
	Seek opportunities to incorporate what caregivers are already doing that is working well to build upon strengths					
	Help the caregiver develop strategies for increasing participation and independence in current routines, as outlined in the IFSP outcomes					
	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					
	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					
	Observe the family using the strategies during everyday activities					
	Engage in intentional modeling strategies or activities within guided practice					
	Encourage caregiver reflection on what worked and what didn't work to support them in gaining insights					



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	Provide substantive feedback, discussing ways to refine or revise the skill to be sure family members can use strategies on their own					
	Review the IFSP outcome data/information with the caregiver to make decisions about changes to strategies and activities					
	Document IFSP outcome data by noting progress					
	<b>Reflection of EI Visit:</b>					
	Develop a detailed plan for between visits and the next visit with the family.					
	Determine if and what type of support from other team members is needed for the next steps (consultation, information, co-visit) and what additional resources are needed to support the families' plans					
	Plan the date, time, and location of the next visit, consistent with the developed joint plan					
	Use reflective questions to invite the family to create awareness and expand their thinking and insights					
	Complete a service log entry for the visit, including progress-monitoring data on specific IFSP outcomes					

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	Follow up with SC about changes in insurance, phone number, address, additional resources that the family may need, etc. (if needed)					
	<b>Progress Report:</b>					
	Write a Progress Report on TOTS that is strengths-based, jargon-free, clear, and simply stated and includes ongoing progress monitoring data (at 6-month, Annual, and at Exit)					
	Ensure the family receives a copy of the progress report before the IFSP meeting in accordance with policy					
<b>CONDUCTING EARLY INTERVENTION VISITS TOTAL =</b>						
<b>3.0 Completing the Annual/Exit Assessments</b>						
<i>Ability to assess infant and toddler development by selecting and using a variety of culturally sensitive informal and formal methods and procedures (including observational methods) as guided by the family's needs, concerns, and</i>	<b>Preparing for the Assessment:</b>					
	Explain that the assessment visit will be more structured and will not have an emphasis on intervention					
	Clarify the purpose of the assessment					
	Confirm or schedule the assessment at a convenient time and place for the child and family					
	Request access to the child's record in KEDS					
	Contact the SC promptly to open the plan on TOTS so that the assessment may be entered into the child's electronic record					

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<i>priorities for their child's development</i>	Review the child's record on TOTS, including service logs, communication logs, family assessments, progress reports, and previous evaluations					
	Gather necessary materials to conduct the assessment(s) (protocol(s), manipulatives, etc.)					
	<b>Conducting the assessment:</b>					
	Describe the Cabinet-approved, criterion-referenced protocol that you will be using					
	Obtain information about the child's general health status, including the child's vision and hearing					
	Capture information about the child's present level of development, including emerging skills					
	Observe the child's authentic behaviors in typical routines and activities					
	<b>Use open-ended questions and observations to determine the child's engagement/participation, independence, and social interaction in various routines and activities</b>					
	<b>Gather information from the family on previously used strategies that increase their child's participation in everyday activities</b>					
	<b>Discuss any strengths and new skill development, in addition to new concerns or continued concerns with the caregiver</b>					

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	<b>Adapt assessment methods to meet the unique needs of the child and family</b>					
	Complete the assessment protocol					
	Notify the caregiver that an assessment report will be provided					
	<b>After completion of the assessment:</b>					
	Enter line-item data from the protocol in KEDS					
	<b>Apply clinical reasoning in addition to assessment results to identify the child's current levels of functioning</b>					
	Write an assessment report on TOTS that is jargon-free, clear, and simply stated and includes child-specific data					
	Discuss assessment results in a manner that is understandable and useful to families					
	Mail or deliver the assessment report to the family					
	Complete service Log documentation and billing					
	Mail or deliver the assessment protocol to the POE office					
<b>COMPLETING ANNUAL/EXIT ASSESSMENTS TOTAL =</b>						
<b>TOTAL ALL AREAS =</b>						

## Scoring

Task	Area of Significant Strength	Area of Moderate Strength	Making Progress Toward Fidelity	Opportunity for Improvement
<b>Attending an IFSP Meeting</b> (18 items)	72 - 65	64 - 51	50 - 36	< 36
<b>Conducting EI Visits</b> (48 items)	192 - 173	172 - 135	134 - 96	< 96
<b>Completing Assessments</b> (24 items)	96 - 87	86 - 68	67 - 48	< 48
<b>TOTAL SCORE</b> (90 items)	360 - 324	323 - 252	251 - 180	< 180
	100 - 90%	89 - 70%	69 - 50%	< 50%

Commitment to Professional Growth and Development:
Trainings attended in the last year:
Targeted training for next year:
Plan for further action:

The following resources were used in the development of this document:
<i>Infant &amp; Toddler Connection of Virginia, comprehensive system of personnel development core competencies.</i> (2009). Retrieved from <a href="https://www.veipd.org/main/pdf/Core_Competencies_FINAL-2-5-09.pdf">https://www.veipd.org/main/pdf/Core_Competencies_FINAL-2-5-09.pdf</a>
<i>Relationship of Quality Practices to Child and Family Outcome Measurement Results</i> (Lucas et al. 2011).
<i>Activity-Based Teaming Fidelity Checklist</i> developed by the Connecticut Birth to Three System

<i>Agreed Upon Practices for Providing Early Intervention Services in Natural Environments</i> . Workgroup on Principles and Practices in Natural Environments, OSEP TA Community of Practice-Part C Settings (02/01/08).
<i>Early Intervention Home Visit Framework</i> , Educational and Developmental Intervention Services (EDIS). (2010).
<i>Reaching Potentials through Recommended Practices Observation Scale- Home Visiting (RP2 OS-HV)</i> Early Childhood Technical Assistance Center (2015)
Division for Early Childhood. (2014). <i>DEC recommended practices in early intervention/early childhood special education 2014</i> . Retrieved from <a href="http://www.dec-sped.org/recommendedpractices">http://www.dec-sped.org/recommendedpractices</a>
<i>Core Knowledge and Skills for Oregon Caregiving Educators</i> ; Kim Deck, Angela Bodwell, and Denise Rennekamp (2016). Oregon State University

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