



## Early Intervention Provider Self-Assessment of Competence

Provider's Name: \_\_\_\_\_ Program: \_\_\_\_\_ Date: \_\_\_\_\_  
 Coach: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_

**Directions:**

Complete the self-rating of competence by checking the corresponding box at the right (I = Inexperienced, D = Developing, C = Comfortable, A = Accomplished). Upon completion, meet with your coach and/or supervisor and use this tool to guide your discussion regarding your personnel development needs and priorities. Record a summary of the discussion on the last page.

Typical & Atypical Development	Self-Rating of Competence			
	I	D	C	A
Understands theories, patterns, and varying rates of typical child development across domains				
Understands the impact of delays & disabilities on early development and parent-child interactions				
Understands the importance of the family's role in the development of young children				
Support and facilitate family and child interactions as primary contexts for development and learning				
Support caregivers to respond to child's cues and preferences, establish predictable routines, and facilitate communicative initiations				
Identify red flags for Autism Spectrum Disorder				
Comments:				

Natural Environments & Community Supports	Self-Rating of Competence			
	I	D	C	A
Embed learning opportunities in everyday routines, relationships, activities, and places				
Assist families to in accessing supports and services across agencies within the community				
Support caregivers in structuring social environments, using peer models, proximity, and responsive adults, to promote interactions among peers, parents, and other caregivers				
Implement basic health, nutrition and safety management procedures for infants and young children				
Comments:				



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Foundations of Early Intervention	Self-Rating of Competence			
	I	D	C	A
Understands the purpose and procedures for eligibility, and identifying strengths and needs for IFSP outcomes				
Understands family-centered philosophy and develops a family-centered IFSP				
Understands and adheres to the legal procedural requirements (i.e. due process) and restrictions (i.e. HIPAA and FERPA) as they apply to early intervention programs				
Implement the IFSP, gather data, adapt/modify materials, evaluate, and modify intervention strategies when needed				
Utilize a strength-based approach with families, and support the ability of the family to build on what is working, to identify and solve their problems, and to be an effective advocate for their child				
Implement processes and strategies that support transitions among settings for infants and young children				
Implement coaching to train parents utilizing adult learning strategies				
Comments:				

Infant/Toddler and Family Assessment	Self-Rating of Competence			
	I	D	C	A
Assist families in identifying their concerns, resources, and priorities				
Gather information from multiple sources and natural environments (i.e. observation, interview, assessment instruments, medical history, etc.)				
Collaborate with team members to produce reports that focus on strengths and functional performance				
Summarize and present results of assessment information to the family in jargon-free language and in the context of child/family strengths				
Conduct ongoing formative child, family, and setting assessments to monitor intervention effectiveness				
Comments:				



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Intervention Planning and Effective Strategies	Self-Rating of Competence			
	I	D	C	A
Use functional positive strategies for supporting appropriate behaviors and preventing/reducing inappropriate behaviors				
Use strategies to enhance language development and communication skills of individuals with exceptionalities				
Assist in establishing effective communication systems for young children that support the ability to communicate for themselves (self-expression)				
Use positioning and handling techniques for implementation in intervention across environments				
Design intervention strategies incorporating information from multiple disciplines				
Develop individualized plans that support development and learning as well as caregiver responsiveness				
Use evidence based intervention, strategies, activities, and resources that focus on children's interests within the context of family preferences and daily routines, including natural interactions with family members and other caregivers				
Comments:				

Professional Learning and Ethical Practice	Self-Rating of Competence			
	I	D	C	A
Understand how foundational knowledge and current issues influence professional practice				
Understand that diversity is a part of families, cultures, and <i>communities</i> , and that complex human issues can interact with the delivery of special education services				
Respect individual family cultures and values and understand how they affect parent-professional relationships				
Use appropriate personal/professional boundaries and basic staff safety considerations in home-based work				
Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures				
Participate in professional activities and ongoing professional development				
Advocate on behalf of infants and young children and their families				
Comments:				



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Collaboration	Self-Rating of Competence			
	I	D	C	A
Respect and support family choices, priorities, and goals by implementing family-oriented services based on the family's identified resources, priorities, and concerns				
Understand the importance of communicating effectively with other team members and professionals for the purpose of integrating knowledge and supporting the family with an interdisciplinary approach to services				
Collaborate with caregivers, professionals, and agencies to support children's development and learning including cross training with other disciplines				
Cultivate collaborative partnerships with families that build families' sense of parenting competence and confidence				
Comments:				

*Adapted from Utah Revised Early Intervention Professional Standards (2015) and Initial Special Education Early Childhood Specialty Set Professional Standards*

### Discussion Points:

- What topics do feel you are your greatest strengths? Why?
- What topics do you feel you need to focus on?
- What types of resources do you feel could best assist you in reaching your learning goals (discussion, instruction, reading, hands-on, etc.)?
- Identify *learning priorities* to work toward over the next 6 months.
- Complete the Individualized Credentialing Plan based on the identified learning priorities (Fill out one page for each learning priority).
- Discuss and set up a meeting schedule with the new practitioner.



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Discussion Notes:

Learning Priorities for next 6 months:

(Please number in order of priority and complete the Baby Watch Individualized Credentialing Plan forms for each identified learning priority.)

Provider's Signature: \_\_\_\_\_

Coach's Signature: \_\_\_\_\_

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Revised 12/8/15