

SERVICE COORDINATOR SELF-ASSESSMENT OF SKILLS AND KNOWLEDGE

First Name _____		Last Name _____	
Home Address _____	City _____	State _____	Zip Code _____
(_____) _____ Home Phone	Email _____		
Local Early Steps _____	(_____) _____ Work Phone	(_____) _____ Work Fax	
Supervisor _____	Email _____		
Dates Self-Assessment Reviewed: _____			

PURPOSE OF THE SELF-ASSESSMENT

The purpose of the following self-assessment is to identify areas of your knowledge and skills that need to be attained or enhanced in order for you to demonstrate the goal for each category.

The skills and knowledge are broken down into the following ten categories:

- 1. Mission, Policies, and Procedures
- 2. Family Practice
- 3. Promoting Child Development

Early Steps Service Coordinator Self-Assessment

4. First Contacts
5. Assessment
6. Developing Individualized Family Support Plans
7. Planning for Transitions
8. Collaboration with Others
9. Professional Practice
10. Administrative Responsibilities

As you begin your apprenticeship in Local Early Steps, you are not expected to be proficient in all of the items on the self-assessment, nor are you expected to have reached this level of competency by the time you complete your apprenticeship. You are, however, required to complete the activities on the [Service Coordination Apprenticeship Checklist](#). Once you complete the self-assessment and then review the results with your supervisor, you will begin to identify the areas of improvement that you choose to focus on during the apprenticeship in order to increase your skills in areas you have identified as priorities, in addition to the required activities on the checklist.

Remember, you do not need to attain all the skills and knowledge on the self-assessment as part of your apprenticeship and before you begin to serve infants and toddlers with disabilities and their families in the Early Steps system. However, you and your supervisor should identify those that are critical for you to have knowledge of or be able to demonstrate as you begin to take a caseload.

The self-assessment is designed to be a tool that you and your supervisor may use as part of your on-going professional development to track your improvement in these critical service coordinator areas of skills and knowledge. Once your initial priorities are achieved, you can begin to address other priorities on a schedule that you and your supervisor develop.

INSTRUCTIONS FOR COMPLETING THE SELF-ASSESSMENT

STEP 1: Self-assessment of Knowledge and Skills: Read each statement and circle the number of the corresponding scale which reflects your rating of your knowledge and skill. The 4-point rating scale corresponding to the knowledge column is interpreted as 1 = no knowledge to 4 = very knowledgeable. The 4-point scale corresponding to the skills column is interpreted as 1 = no skill to 4 = very skilled.

STEP 2: Prioritize the Importance of the Knowledge or Skill: After you have rated your abilities in each of the content areas, with your supervisor prioritize how important that knowledge or skill is to you as you complete your apprenticeship within the next 90 days. Remember, you do not need to attain all the skills and knowledge on the self-assessment as part of your apprenticeship. Prioritize those that are critical for you to know or be able to do when you begin to take a caseload. Once those are achieved, you can begin to work on others on a schedule that you and your supervisor develop. The 4-point scale corresponding the priority column is interpreted as 1 = unimportant to 4 = very important.

STEP 3: Choose and Prioritize Apprenticeship Outcomes: Based on self-assessment of your knowledge and skills and your priority ratings, you can organize your apprenticeship outcomes. The Individual Professional Development Plan provides a column for listing your apprenticeship outcomes in order of priority for each area. You may not have priorities for every area, depending on your presenting skills and knowledge.

STEP 4: Complete the Individual Professional Development Plan: Transfer your priorities to the Individual Professional Development Plan and develop strategies for achieving the outcome, timelines for completion, and a statement of how you will know if you have achieved the outcome.

SERVICE COORDINATOR SELF-ASSESSMENT OF SKILLS AND KNOWLEDGE

SKILLS AND KNOWLEDGE	ABILITY 1=No Knowledge 4=Very Knowledgeable
Mission, Policies, and Procedures	
Goal: The Service Coordinator understands and applies the mission, policies, and procedures related to Early Steps.	
1. I understand the relevant legislation impacting developmentally delayed/disabled infants, toddlers, young children and their families including, but not limited to: Individuals with Disabilities Education Act (IDEA, Parts B and C) and the Americans with Disabilities Act.	1 2 3 4
2. I can explain the Early Steps mission and philosophy, eligibility requirements, service areas, and state and local program structure.	1 2 3 4
3. I understand the federal regulations and state requirements for the Individualized Family Support Plan (IFSP).	1 2 3 4
4. I understand the federal requirements and state regulations for service coordination.	1 2 3 4
5. I can explain the procedural safeguards ensured to all Early Steps families, including due process and family rights.	1 2 3 4
6. I can explain the primary funding streams for early intervention services and the system of payment for early intervention services.	1 2 3 4
7. I understand the state and local policy and procedures for responding to and reporting child abuse, neglect, and emotional distress.	1 2 3 4
Family Practice	
Goal: The Service Coordinator demonstrates respect and mutuality in all interactions with families.	
8. I recognize and respect the individuality of families (socioeconomic status, available supports, ethnicity and culture, religious affiliation, role in the community, language, goals for a child).	1 2 3 4
9. I understand the importance of planning and implementing services that respect individual differences and build on family strengths.	1 2 3 4
10. I acknowledge different definitions of family and work with the family to identify how family members will participate in early intervention services.	1 2 3 4
11. I understand and acknowledge the influence of my own values and beliefs in my work with families.	1 2 3 4
12. I understand the importance of using a variety of communication strategies to assure a family's understanding	1 2 3 4

Early Steps Service Coordinator Self-Assessment

of services and supports (use of translators, coordination with other service providers, home visits, etc.).	
13. I understand the importance of responding to the family's changing circumstances, needs, and preferences.	1 2 3 4
14. I understand the importance of assisting families in decisions affecting their children without imposing personal or program biases, supplanting a family's authority, or encouraging long-term dependence on program staff.	1 2 3 4
15. I understand the importance of accommodating family accessibility; e.g., schedules evening appointments, offers toll free number, provides self addressed, stamped envelopes.	1 2 3 4
16. I understand the importance advocating and mediating on behalf of families.	1 2 3 4
17. I understand the importance of supporting positive child-family relationships through coordinated service provision in order to facilitate a child's development in the context of the family.	1 2 3 4
18. I understand the importance of facilitating the family's ability to observe and report on all aspects of their child's development, evaluate progress, set new goals and devise strategies and criteria for evaluating future progress.	1 2 3 4
19. I understand the importance of involving the family in identifying, planning, and evaluating services and respecting their choices and goals for their children.	1 2 3 4
20. I understand the importance of respecting families' choices and goals for their children.	1 2 3 4
21. I recognize the impact a special needs child has on the family, and how the impact on the family affects the child.	1 2 3 4
22. I understand the importance of offering a variety of options (levels) for family participation and involvement.	1 2 3 4
Promoting Child Development	
Goal: The Service Coordinator understands and applies the principles of infant/toddler development as related to early intervention practices.	
23. I can explain the critical development that occurs during the prenatal period to three years of age.	1 2 3 4
24. I can explain developmental theories and the interrelatedness of developmental domains.	1 2 3 4
25. I can recognize types of developmental disabilities and disorders, their causes, symptoms, and impact on the child and family (i.e. sensory impairments, chronic illness, genetic syndromes, and cognitive delays).	1 2 3 4
26. I can explain typical patterns and sequences of development for children between the ages of birth and three.	1 2 3 4
27. I can describe development as a dynamic, integrated process that is affected by a child's relationships, environment and overall development.	1 2 3 4
28. I can recognize the most common medical or health related conditions that cause developmental delay or place a child at risk for delays and the implications for intervention.	1 2 3 4

Early Steps Service Coordinator Self-Assessment

<p>First Contacts</p> <p>Goal: The Service Coordinator establishes a positive relationship with the family and conducts first contacts to identify the family’s concerns, priorities and resources and to discuss the family’s everyday routines, activities and places. The Service Coordinator assists the families in accessing and utilizing all available services, including those available for typically developing infants and toddlers.</p>				
29. I understand the importance of establishing a relationship with the family and orienting them to Early Steps, including the mission, philosophy and eligibility determination, and the IFSP process.	1	2	3	4
30. I understand the importance of explaining the components of the evaluation and assessment process to the family including screening, pre-assessment planning, child assessment, and family assessment of concerns, priorities, resources, and the identification of the child’s and family’s everyday routines, activities, and places.	1	2	3	4
31. I understand the importance of collaborating with families in planning for assessment activities by identifying or reviewing family concerns, priorities, and resources, and everyday routines, activities and places; and making accommodations for cultural and linguistic differences.	1	2	3	4
32. I understand the importance of working with families to identify and collect all appropriate existing assessment information including but not limited to: <ul style="list-style-type: none"> • Referral information • Medical and developmental history • Previous evaluations 	1	2	3	4
33. I understand the importance of using communication principles and techniques with families (i.e., active listening, reflections of feelings and content, questioning techniques).	1	2	3	4
34. I understand the importance of providing information about services available through community, state, federal, or tribal programs; e.g., community recreation programs, church programs, etc.	1	2	3	4
35. I understand the importance of explaining how the expertise of different team members contribute to the entire Early Steps process for assessment, planning, IFSP development and service delivery.	1	2	3	4
<p>Assessment</p> <p>Goal: The Service Coordinator demonstrates an understanding of the process and procedures of assessment/evaluation as related to early intervention practices. As appropriate for their role, the Service Coordinator assists families in accessing and utilizing assessment/evaluation services, and uses appropriate instruments, measures, and procedures to obtain current information on the child’s developmental status.</p>				
36. I can explain the critical role the family plays in the screening, evaluation, and assessment processes.	1	2	3	4
37. I can identify who should be part of the team for evaluation and assessment, as guided by referral information and the family’s needs concerns and priorities for their child’s development.	1	2	3	4

Early Steps Service Coordinator Self-Assessment

38. I can state the principles of effective assessment including, family driven, strength based, functional, and authentic.	1 2 3 4
39. I can recognize the possible influences /differences on the assessment process (i.e. cultural norms, geography, and language).	1 2 3 4
40. I can explain my role as a team member with families and other professionals in planning and conducting evaluation and assessment activities.	1 2 3 4
41. I understand the importance of considering and integrating information about the child's health and development in all domains including: <ul style="list-style-type: none"> • Cognitive development • Communication development • Physical development (gross/fine motor, vision, hearing) • Social and emotional development • Adaptive (self-help) development 	1 2 3 4
<p>Developing IFSP's Goal: The Individualized Family Support Plan (IFSP) is coordinated with all relevant family members, service providers, and agency representatives and conforms to all state and federal requirements. The Service Coordinator participates in a collaborative process for developing and implementing the IFSP.</p>	
42. I understand the importance of developing an IFSP, with the family and other team members, which is family-driven, culturally sensitive, and based on consensus decision-making.	1 2 3 4
43. I understand the importance of developing an IFSP, with the family and other team members, which is measurable (with regular documented evidence of progress toward achieving outcomes).	1 2 3 4
44. I understand the importance of using evaluation and assessment information to formulate outcomes that address family concerns and priorities and to identify effective strategies, activities and resources that address those outcomes, with the family and other team members.	1 2 3 4
45. I understand the importance of developing an IFSP, with the family and other team members, with integrated interventions that focus on children's interests within the context of family preferences and daily routines, including natural interactions with family members and other caregivers.	1 2 3 4
46. I understand the importance of facilitating the ongoing IFSP process that is adaptable to individual child and family's changing needs.	1 2 3 4
47. I understand the importance of identifying sources for payment of services including Medicaid, private insurance, school-sponsored services, etc.	1 2 3 4
48. I understand the importance of implementing and monitoring the IFSP, with the family and other team	1 2 3 4

Early Steps Service Coordinator Self-Assessment

members, which incorporates child and family outcomes within natural environments.	
49. I understand the importance of providing ongoing assistance to the family in understanding their procedural safeguards.	1 2 3 4
50. I understand the importance of assisting the family in establishing relationships with well childcare providers including primary health provider, vision/hearing screening, and immunizations.	1 2 3 4
51. I understand the importance of assisting the family in accessing services in the most natural service delivery environments including: home, sitter's home, daycare home, family member's home, neighborhood playgroup, childcare with appropriate ratios of typically/atypically developing children, community setting, and other individualized options.	1 2 3 4
52. I understand the importance of providing periodic assessments of the child's progress as indicated on the IFSP.	1 2 3 4
Planning for Transitions <i>Goal: The Service Coordinator demonstrates adherence to the IDEA, Part C regulations for the transition process and collaborates with others to ensure that eligible children are enrolled in Part B services by their third birthday or other appropriate early care and education settings.</i>	
53. I can explain the transition points for an infant/toddler/family including Neonatal Intensive Care Unit (NICU)/hospital to home, home to childcare, early intervention to preschool, and preschool to primary.	1 2 3 4
54. I understand the IDEA, Part C regulations for transition, including timelines.	1 2 3 4
55. I understand the provisions for planning, timelines and activities in the current Interagency Agreement between Early Steps and the Florida Department of Education which guide the transition of children from Early Steps (Part C) to Pre-kindergarten Program for Children with Disabilities (Part B).	1 2 3 4
56. I am familiar with the Local Interagency Agreement between the Local Early Steps and each Local Education Agency (LEA).	1 2 3 4
57. I understand the importance of notifying receiving agencies of the impending transition.	1 2 3 4
58. I understand the importance of coordinating schedules, and notifying all participants of the transition meeting well in advance and making alternate arrangements for participation in the transition meeting for those unable to attend.	1 2 3 4
59. I understand the importance of gathering, reviewing and summarizing assessment information and records of progress to prepare for transition.	1 2 3 4
60. I understand the importance of arranging for the family to visit the options for the next setting, as appropriate.	1 2 3 4
61. I understand the importance of confirming a successful transition through at least one follow-up contact with the family.	1 2 3 4
62. I understand the importance of documenting all transition activities, including the start date of the new	1 2 3 4

Early Steps Service Coordinator Self-Assessment

services being provided to a child.	
63. I understand the importance of identifying and maintaining current information on the appropriate contact people for programs, agencies and school districts receiving children who transition from Early Steps.	1 2 3 4
64. I understand the importance of arranging for family training and education to facilitate the understanding of the transition process in the local community.	1 2 3 4
65. I understand the importance of providing information about potential alternate services if eligibility under Part B is uncertain or denied.	1 2 3 4
66. I understand the importance of closing the child's record when he/she turns three.	1 2 3 4
<u>Collaboration with Others</u>	
<i>Goal: The Service Coordinator participates as a collaborative partner in all interactions with early intervention team members, including staff from other agencies and programs, to ensure that a comprehensive, collaborative model of services, without gaps or duplication, is available to Early Steps eligible children and their families.</i>	
67. I understand the importance of working effectively and communicating in a professional manner with a wide range of professionals and paraprofessionals including teachers, specialists, therapists, psychologists, physicians, nurses, and family members.	1 2 3 4
68. I understand the importance of applying an understanding of the disciplinary values, ethics, and expertise of other team members in regard to their work with infants, toddlers and their families.	1 2 3 4
69. I understand the importance of responding to requests, in the timelines delineated by Early Steps, for information or assistance from other early intervention professionals.	1 2 3 4
70. I understand the importance of assisting families in accessing health care providers, including child/family medical home, social services, education agencies, and other formal and informal support systems available in the community.	1 2 3 4
71. I understand the importance of participating in community-based multi-agency meetings related to the development, coordination and/or implementation of services to children and their families.	1 2 3 4
<u>Professional Practice</u>	
<i>Goal: The Service Coordinator conducts all activities in a professional manner.</i>	
72. I understand the importance of accurately representing Early Steps in a professional and positive manner in all aspects consistent with my role within the system.	1 2 3 4
73. I can describe professional standards of practice and codes of ethics and behaviors.	1 2 3 4
74. I understand the importance of advocacy as a professional.	1 2 3 4
75. I recognize the importance of using supervision, peer-to-peer support, and continuous professional development to extend and refine my knowledge and skills.	1 2 3 4

Early Steps Service Coordinator Self-Assessment

76. I understand the importance of and utilize resources, i.e. literature, other professionals, and families, to attain better understanding of issues related to early intervention and service coordination for infants, toddlers, and their families.	1 2 3 4
Completing Administrative Responsibilities Goal: The Service Coordinator ensures that IFSPs, eligibility documentation, procedural safeguard assurances, correspondence, and progress notes are on file and current.	
77. I understand and practice confidentiality by obtaining signed parent/legal guardian permission for all exchanges of information.	1 2 3 4
78. I understand the importance of maintaining all records and information necessary to assure the appropriateness of payments.	1 2 3 4
79. I understand the importance of maintaining all records and information to assure compliance with all applicable statutes and regulations.	1 2 3 4
80. I understand the importance of maintaining current information for each child in the Early Steps Data System.	1 2 3 4
81. I understand the importance of managing multiple priorities and using effective problem-solving.	1 2 3 4

Adapted from the AzEIP Staff Development and Training Project