

**BabyNet Policy Manual, Appendix 7e**  
**Table 2: Early Intervention Core Competencies**

**1.0 Early Intervention Foundations (corresponding DEC Practices: Policies, Procedures, and Systems Change)**

**Outcome:** Early intervention personnel demonstrate an understanding of the theoretical, historical, philosophical, legal and organizational components that provide the foundation for Part C of the Individual's with Disabilities Education Act (IDEA) and South Carolina's BabyNet early intervention system.

BabyNet System Personnel will:

- A. Know the theoretical, historical roots and family-centered philosophy of the IDEA.
- B. Know relevant federal legislation and regulations, and state policies, rules and procedures that provide a foundation for the BabyNet system.
- C. Know the interagency organizational structures and interdisciplinary collaborative relationships that support the BabyNet system (e.g., lead agency, state interagency coordinating council, BabyNet Coordination Teams, IFSP teams).
- D. Know and applies relevant policies and procedures regarding the components of a Part C system: Interagency collaboration, Public awareness and child find, referral and intake, evaluation, assessment and determination of eligibility, IFSP development, implementation, and monitoring transition, service coordination training, teaming, and consultation, and procedural safeguards, due process, and mediation.
- E. Know trends and issues, both historical and current.
- F. Apply current recommended research-based effective practices in early intervention.

**2.0 Child Development and Learning (corresponding DEC Practice: Child Focused Practices)**

**Outcome:** Early intervention personnel demonstrate knowledge of typical and atypical child development and learning in the delivery of early intervention services.

BabyNet System Personnel will:

- A. Understand typical and atypical child development and the implications for development and learning.
- B. Understand cultural influences, medical conditions, biological/hereditary/environmental risk factors and parent-child interaction patterns that affect children's development and learning.
- C. Understand etiology, characteristics of common developmental disabilities and risk factors as well as their effect on early development and child-caregiver interactions.
- D. Know indicators of mental health development in infants and toddlers.
- E. Know indicators of early literacy development in infants and toddlers.

**3.0 Family and Community Relationships and Supports (Corresponding DEC Practices: Family Based Practices, Interdisciplinary Models)**

**Outcome:** Early intervention personnel recognize that the provision of individualized family-centered services encompasses partnerships between families, service providers and the community. These collaborative interactions and relationships provide the context for coordination, planning and delivery of the provisions of Part C.

BabyNet System Personnel will:

- A. Establish and maintain collaborative partnerships with families that build families' sense of parenting competence and confidence.
  - i. Understand the roles, responsibilities and relationships of families in caring for and educating young children with disabilities, including recognition of strengths and resources that families contribute to the child's development.

- ii. Understand the unique nature of service coordination, planning and delivery to children who are:
    - a. involved in substantiated child abuse or neglect,
    - b. in foster care,
    - c. wards of the state,
    - d. in the transition process,
    - e. identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure
  - iii. Understand the unique nature of service coordination, planning and delivery to of families and children who:
    - a. reside in rural and inner city areas,
    - b. reside on Indian reservations, and
    - c. are homeless.
  - iv. Understand and respect the diversity and individuality of family functioning, including influences of culture and ethnicity.
  - v. Respect the family's choices and decisions.
  - vi. Implement *individualized* services and supports based on the family's identified strengths, resources, priorities and concerns.
- B. Apply family-centered principles to services and supports while working in collaboration with families and other IFSP team members.
- i. Consult with others and collaborate as a team member to implement family-centered early intervention services and supports.
  - ii. Provide training and consultation and instruction in areas of own expertise.
  - iii. Act as an effective team member within a variety of team models (e.g., multidisciplinary, interdisciplinary, transdisciplinary).
  - iv. Effectively communicate with a variety of people (e.g., families, service providers, community providers) in a jargon-free and culturally sensitive and person-first manner.
  - v. Use effective problem-solving, mediation, decision-making, and/or conflict management strategies with a variety of audiences.
  - vi. Support implementation of interagency collaboration (e.g., state and local interagency agreements, BabyNet Coordination Teams).
  - vii. Facilitate individualized utilization of community resources and supports that are available to families, including those that support infant toddler mental health and early literacy.

#### 4.0 Evaluation and Assessment (Corresponding DEC Practices: Assessment)

**Outcome:** As directed by the family's priorities and concerns regarding their child's development, early intervention personnel will gather, synthesize and interpret information through the use of appropriate screening, evaluation and assessment methods and procedures with the child.

BabyNet System Personnel will:

- A. Participate as a team member with families and other professionals in planning and conducting family-centered screening, evaluation and assessment activities.
- B. Use a variety of screening, evaluation and assessment methods and tools in a family-centered and culturally sensitive manner.
- C. Gather all information from families in a sensitive and respectful manner.
- D. Present results of screening, evaluations and assessments to the family and other IFSP team members in jargon-free language and in the context of child strengths.
- E. Blend family's RPCs with child evaluation and assessment results to formulate family and child outcomes,
- F. Identify effective strategies, activities and resources to support attainment of outcomes, including those outcomes that address infant toddler mental health, early literacy, and use of assistive technology.

## 5.0 Service Coordination, Delivery & Implementation

**Outcome:** As directed by the family's resources priorities and concerns, early intervention personnel will provide services and supports that build families' sense of parenting competence and confidence and are integrated into the family's home and community routines and activities.

- A. Implement and monitor an Individualized Family Service Plan (IFSP) that incorporates child and family outcomes within the context of the family's home and community routines and activities.
- B. Support development and learning in the context of family and child interactions.
- C. Select and implement developmentally and functionally appropriate activities using materials found in the family's home that enhance infant and toddler learning.
- D. Select and implement developmentally and functionally appropriate community routines and activities that enhance infant and toddler learning.
- E. Support learning that incorporates children's observed interests.
- F. Application of adaptive and assistive technology across domains of development.
- G. Know early literacy strategies and activities.
- H. Implement policies and procedures that support children and families as they transition into, within and from the BabyNet system.
- I. Select and implement positive strategies for supporting developmentally appropriate behaviors.
- J. Know health, nutrition, and safety practices for young children.
- K. Recognize signs of emotional distress, child abuse, neglect and/or exploitation in young children and follow proper reporting procedures.

### **BabyNet Intake/Ongoing Service Coordinators will:**

- A. Coordinate, monitor and document efforts to ensure children and families receive the rights, procedural safeguards, and services that are authorized to be provided under the State's early intervention system.
- B. Know the relevant licensing requirements and professional association standards of Part C service providers, to ensure services are delivered in accordance with federal law, and national and state standards of practice.
- C. For each eligible child, coordinate, maintain and document regular communication with medical and health care professionals, IFSP team members, and others involved with the family and child as appropriate and with family's consent.
- D. With each family's agreement, identify their resources, priorities and concerns related to their child's development.
- E. Identify, facilitate, and document all referrals to other financial resources for families and children (Medicaid, SSI, Partners for Healthy Children) to ensure Part C funds are used as payor of last resort.
- F. Identify, facilitate, and document all referrals to Part C service providers as identified on the IFSP and/or by assessment of the family's priorities and concerns.
- G. Monitor, coordinate and document the delivery of early intervention services as written on the IFSP.
- H. Coordinate, schedule and document evaluations, IFSP meetings and reviews to meet timelines.
- I. Identify, facilitate, and document referrals as indicated to agencies that focus on the social, financial, health, developmental and other needs of infants/toddlers and their families in the coordination of 'other services' as defined by IDEA. ( include ex used in regs)
- J. Document efforts to advocate for and to secure needed but unavailable resources or supports.
- K. Inform families of the availability of advocacy services.

## 6.0 Professional Development Standards

**Outcome:** BabyNet personnel are able to systematically identify their professional development needs, access information, and build skills necessary to implement quality early intervention services to families of infants and toddlers with disabilities and/or developmental delays.

BabyNet system personnel will:

- A. Implement and monitor progress toward completion of Individualized Professional Development Plan and EPMS as applicable.
- B. Practice professional work behaviors including dependability, responsibility, initiative, and effective use of time.
- C. Be familiar with current evaluative research efforts and conclusions concerning the efficacy of early intervention.
- D. Incorporate current scientifically-based research finding/trends and peer-reviewed literature relevant to early intervention systems and services in order to solve problems and/or modify existing practices with families, infants and toddlers.
- E. Participate in professional organizations, communities of learning and practice, studies, sharing of data, writing and/or presenting information to promote professional development of self and others.