

Self-Assessment of Skills and Knowledge in Early Intervention Service Coordination

Adapted from: Pathways – A Training & Resource Guide for Enhancing Skills in Early Intervention Service Coordination

STEP 1: Self-Assessment of Knowledge and Skills:

Read each statement and circle the number on 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, prioritize how important that knowledge or skill is to your current work or life situation. The 4-point scale corresponding to the priority column is interpreted as 1 = unimportant to 4 = very important.

STEP 3: Choose and Prioritize Course Outcomes:

Based on self-assessment of your knowledge and skills and your priority ratings, you can organize your own personal course outcomes. Remember that you can add any outcome which was not reflected in the SASK statements. Look across the three content areas for statements that were rated as low ability and high need. These will most likely be targeted outcomes. Consider creating a professional development plan.

STATEMENT	Knowledge (1= No Knowledge 4 = Very Knowledgeable)				Priority (1 = Unimportant 4 = Very Important)			
Legal Issues								
I understand how Service Coordination is defined by Part C of the Individuals with Disabilities Education Act (IDEA) and State mandated rules (HFS 90).	1	2	3	4	1	2	3	4
I understand the seven functions of service coordination defined by HFS 90.	1	2	3	4	1	2	3	4
I know the rights and procedural safeguards for parents in early intervention.	1	2	3	4	1	2	3	4
I understand the timeliness in completing the Individualized Family Service Plan (IFSP) process.	1	2	3	4	1	2	3	4
I understand the procedures in completing the IFSP.	1	2	3	4	1	2	3	4
I understand the issues and procedures of confidentiality.	1	2	3	4	1	2	3	4
I understand the differences between Part C and B of IDEA.	1	2	3	4	1	2	3	4

Knowledge
 (1= No Knowledge
 4 = Very
 Knowledgeable)

Priority
 (1 = Unimportant
 4 = Very Important)

Service Coordination

I understand the role of the service coordinator in early intervention.

1 2 3 4 1 2 3 4

I know the services funded by Birth to 3, and recognize that families may need to access additional funding sources to meet their outcomes.

1 2 3 4 1 2 3 4

I know what federal, state, and local funding sources exist for families and their eligibility requirements.

1 2 3 4 1 2 3 4

I understand the structures supporting interagency collaboration, including referral, interagency agreements, memoranda of agreement, contracts, and consultation.

1 2 3 4 1 2 3 4

I understand how the principles of family-centered, culturally competent care relate to the service delivery system.

1 2 3 4 1 2 3 4

Family and Systems Theory

I understand the theories and models related to family systems and development.

1 2 3 4 1 2 3 4

I understand the social systems perspective and its application to early intervention.

1 2 3 4 1 2 3 4

I understand how multiple stressors may affect a family's use of early intervention services.

1 2 3 4 1 2 3 4

Team Functioning

I understand the importance of parents as team members.

1 2 3 4 1 2 3 4

I understand the levels of communication and cooperation in different team models (e.g., multidisciplinary, interdisciplinary, transdisciplinary, interagency).

1 2 3 4 1 2 3 4

I understand team dynamics.

1 2 3 4 1 2 3 4

I understand the various roles people play on teams.

1 2 3 4 1 2 3 4

I know how to facilitate a team to develop IFSP outcomes.

1 2 3 4 1 2 3 4

Knowledge
 (1= No Knowledge
 4 = Very
 Knowledgeable)

Priority
 (1 = Unimportant
 4 = Very Important)

I can facilitate a team discussion around strategies, resources, supports and services based upon a family's outcomes.

1 2 3 4 1 2 3 4

I understand the models of service coordination and various benefits and costs of each model.

1 2 3 4 1 2 3 4

I understand the models of and issues of service delivery in home, medical, social, and educational settings.

1 2 3 4 1 2 3 4

Personal Skills

I provide a family-centered approach to early intervention that respectfully supports families.

1 2 3 4 1 2 3 4

I employ communication techniques for listening and responding.

1 2 3 4 1 2 3 4

I use strategies for preventing and managing conflict.

1 2 3 4 1 2 3 4

I apply problem-solving and negotiation methods.

1 2 3 4 1 2 3 4

I respond to diversity in a culturally competent manner.

1 2 3 4 1 2 3 4

I feel comfortable working with families who do not use English as their first language.

1 2 3 4 1 2 3 4

I use strategies for taking care of myself.

1 2 3 4 1 2 3 4

I apply methods of organization to streamline tasks.

1 2 3 4 1 2 3 4

I practice time management techniques.

1 2 3 4 1 2 3 4

I actively promote the principles of family-centered, culturally competent, care.

1 2 3 4 1 2 3 4

Service Coordination Skills

I assist families in identifying strengths, resources, concerns and priorities in developing the Individualized Family Service Plan.

1 2 3 4 1 2 3 4

	Knowledge (1= No Knowledge 4 = Very Knowledgeable)				Priority (1 = Unimportant 4 = Very Important)			
I build respectful and beneficial relationships between families and professionals (on a one-to-one, team, agency, and interagency basis). I offer families options for information, support, referral, and skill building.	1	2	3	4	1	2	3	4
I know how to conduct a Routines-Based Interview for informing the development of the Individualized Family Service Plan (IFSP).	1	2	3	4	1	2	3	4
I understand and can identify natural environments for the families I serve.	1	2	3	4	1	2	3	4
I develop the IFSP with families and carry out tasks necessary to implement the plan.	1	2	3	4	1	2	3	4
I integrate identified child and family outcomes with resources and service options.	1	2	3	4	1	2	3	4
I evaluate services provided to families.	1	2	3	4	1	2	3	4
I ensure that parents are co-equals on the early intervention team.	1	2	3	4	1	2	3	4
I can appropriately identify and access federal, state and local funding sources to assist families in meeting their outcomes.	1	2	3	4	1	2	3	4
I understand Medical Assistance guidelines and billing for Targeted Case Management.	1	2	3	4	1	2	3	4
I apply strategies unique to specific geographical areas including inner city and rural.	1	2	3	4	1	2	3	4
I design processes and strategies supporting transitions for the child and family, and evaluate their effectiveness.	1	2	3	4	1	2	3	4
I use a systematic method for communicating and coordinating the activities of the providers on a family's team.	1	2	3	4	1	2	3	4
I understand the records (chart notes, contact logs, procedural safeguards, informed consents) for which I am responsible.	1	2	3	4	1	2	3	4
I facilitate and support child and family transitions.	1	2	3	4	1	2	3	4
I apply the concept of preschool options to transition planning with families.	1	2	3	4	1	2	3	4