Early Intervention Service Coordinator (EISC) Skills and Competencies Checklist Description and Item List

This tool is used for obtaining five-year credentials. Additionally, EISC Supervisors can use this tool to identify areas where the EISC may need additional support. For areas in which the EISC is struggling, consider having them retake the Principles of Service Coordination (POSC) training module associated with that area.

This tool can also be used:
- to ensure EISCs are implementing the ten federally mandated responsibilities,
- to ensure that all the skills are met so EISCs can obtain their five-year credential,
- to implement the county's TA and Training plan, and
- to support the professional development of Ohio's EISCs.

In line with the POSC modules, this tool includes eight content areas that follow the Individualized Family Service Plan (IFSP) process, as well as several reflective questions. In each of the content areas, select "Yes" if the EISC demonstrates the skill at least 80% of the time.

Each "Yes" is worth 1 point and each response to the open-ended, reflective questions for Service Coordinators is worth 1 point. The total score for the EISC is the total number of "Yes" responses to the skill questions plus the total number of responses to the reflective questions. Responses of "NA" are not included in the scoring total, so the total points possible is the total number of questions for which the response was not "NA." While "NA" is an option for some items, it should only be selected in limited circumstances if there was no opportunity to observe interactions or review records to determine whether the SC demonstrates the skill. Items for which "NA" is a valid option are marked with an asterisk. When used to obtain a five-year credential, EISCs must score at least an 80%. A list of items included in the tool follows.

Identifying the Parent

Parent means a biological or adoptive parent of a child, a guardian, a foster parent or person acting in place of a biological parent or adoptive parent with whom the child lives, or an appointed surrogate parent, consistent with 34 C.F.R. 303.27. Skills in this area may be observed or verified via record review.

1. Accurately identifies the parent for EI purposes
2. Uses resources provided by DODD to accurately identify the parent, such as the crosswalk or Parent Rights brochure*

If the child is not residing with a biological or adoptive parent:

3. Determines if there is a judicial order awarding custody to a person or agency*
4. If there is a judicial order, requests a copy of the judicial order from child protective services (CPS)*
5. If there is not a judicial order, makes at least two attempts to locate the biological parent using different methods, such as phone call and letter*
6. Documents inability to locate the parent*
7. If unable to locate parents after 14 days, identifies a person who meets the definition of parent in order to provide Prior Written Notice (PWN) and obtain consent in order to complete the requirements for determining eligibility and completing assessments*

8. When parent is correctly identified, ensures informed consent, uses PWN forms, and discusses waiver of the waiting period

One: Building Rapport
Skills in this area may be observed or verified via record review
1. Explains what EI is to families including the process, expectations of participation, and what it looks like in their county
2. Reviews and explains the Parent Rights brochure and provides the parent with a copy of the brochure
3. Documents that parent rights were explained and that the parent(s) communicated they understood them
4. Explains the EI dispute resolution procedures, such as mediation, due process hearing, and administrative hearings
5. Determines the need for an interpreter or translator and arranges for an interpreter or facilitates the vocal link call, if needed*
6. Explains the primary service provider (PSP) approach to teaming
7. Explains the EISC role and the roles and responsibilities of the parent or caregiver
8. Explains how and when to contact the EISC and their agency
9. Explains System of Payment (SOP) rule, provides SOP brochure, and completes required SOP form EI-15
10. Correctly documents whether the parent does or does not have the ability to pay for EI services on form EI-15
11. Explains EI's mission and key principles
12. Explains PWN, consent, and what happens if consent is not provided
13. Completes PWN and consents, including explanation of the waiver for the 10 day period
14. Uses resources to help explain EI, such as interpreters, signs, pictures, the *What is Early Intervention* brochure, EI website, or the EI Introduction video

Two: Screening, Eligibility, and Assessment for Program Planning
Skills in this area may be observed or verified via record review
1. If county chooses to screen before offering a developmental evaluation, provides Form EI-01 PWN Consent for Developmental Screening prior to offering a developmental screening*
2. When applicable, uses both the ASQ and ASQ-SE*
3. Ensures the family is offered a developmental evaluation, regardless of the results of the developmental screening*
4. Obtains consent before completing an evaluation on Form EI-02: PWN and Child's Developmental Evaluation and Assessment*
5. Explains eligibility and program planning, such as the tools used, the five domains, and how the evaluation and assessment team members are determined and the difference between eligibility and assessment for program planning
6. Obtains consent on Form EI-02 before completing the child assessment
7. Explains child assessment, including the purpose and what it will look like for the child
8. Explains FDA, including the purpose and how the information will be collected and used
9. Provides Form EI-03 PWN Family-Directed Assessment (FDA) and obtains consent prior to completing the department-approved FDA*

10. Provides input to the team on what disciplines should make up the evaluation and assessment team
11. Meets with the team to welcome the family during the team meeting and shares relevant information at the welcome
12. If the child has a diagnosis on the approved list, documents the date documentation of a diagnosed medical condition was requested and the date it was obtained by the EISC*
13. If the child has a diagnosis not on the approved list, requests Form EI-12 Documentation of Diagnosed Condition and documents the date documentation was requested and the date it was obtained by the EISC*
14. Ensures family information is gathered using an Ecomap, life course, or other tool approved by DODD*
15. Ensures the child is evaluated and assessed in all five domains within the first 45 days*
16. Ensures the FDA is offered and that the assessment is completed using a department-approved tool and an interview*
17. Ensures the results of the evaluation are reviewed with the family and next steps are explained based on evaluation results*
18. Provides the family with the appropriate PWN forms, using EI forms 01, 02, 03, 04, 09, 10 and 11, as applicable

Three: Individualized Family Service Plan (IFSP)

Skills in this area may be observed or verified via record review
1. Facilitates all IFSP meetings
2. Provides family with timely notice of the IFSP meeting that includes Form EI-13 IFSP Meeting Notice
3. Schedules the initial IFSP in time to meet the 45-day requirement (including inviting the required participants)
4. Explains or lists a non-compliance reason (NCR) if the 45-day timeline is not met and documents this information in case notes*
5. Explains the Child Outcomes Summary (COS) process including the purpose of the COS and an explanation of the descriptor statements
6. Facilitates the COS conversation to include participation by the parent and other team members and the process of coming to team consensus
7. Uses resources to explain the COS process to families such as the Larimer age anchoring tool, ECTA's *A Family Guide to Participating in the Child Outcomes Measurement Process*, etc.
8. Develops high quality functional contextualized IFSP outcomes that meet the ECTA six-step criteria
9. Aides in the development of strategies that show how the team and family will achieve success
10. Knows the funding sources available for EI services
11. Determines whether family is able to pay for EI services using EI-15 prior to completing the IFSP
12. Assists families with identifying funding for all needed EI services
13. Explains and provides copies of SOP forms EI-16, EI-17, and EI-18, if needed*
14. Explains to parents who decline to share their financial information the impact of doing so (ability to pay for EI services)*
15. Ensures the IFSP is signed and dated by the parent or caregiver, EISC, and others who attended and/or participated in the IFSP meeting

16. Ensures requirements for methods of participation are met (face to face with the EISC and parent for initial and annual)
17. Ensures that the family and, with parent consent as needed, other team members receive a copy of the IFSP within 10 calendar days

Four: Monitoring Service Delivery
Skills in this area may be observed or verified via record review or teaming notes
1. Ensures that all services on the IFSP begin within 30 days
2. Obtains documentation from service providers to verify that EI services started within 30 days of the parent's signature on the IFSP
3. If services are not delivered as documented by the IFSP, obtains case notes from provider to support NCR and includes in child record*
4. Follows up to ensure the family has access to all needed services (not just EI services) and documents follow-up activities in the record
5. Ensures EI services are delivered according to the frequency, intensity, and duration listed on the IFSP
6. Documents and tracks EI service units and has ongoing conversations with the parent(s) about number of units used and how many units remain available for use
7. Completes Release of Information (EI-06) to obtain needed information from anyone who is not part of a participating agency, including therapy reports and medical records*
8. Recognizes when an IFSP review is needed (parent not pleased with progress/new needs/provider proposes to add or change EI services)*
9. Documents NCRs for late service start dates in EIDS and in case notes*

Five: Role of Service Coordinator on the Team
Skills in this area should be observed and verified via record review
1. Facilitates or participates in all team meetings
2. Uses coaching as their primary interaction style when building capacity of colleagues and families. Recognizes their areas of expertise – i.e., Parent Rights/Resource Based SC
3. Shares family concerns, resources, and priorities with team
4. Builds relationships with parents (and team) that promote trust, respect, empathy, and caring
5. Helps families identify their priorities, resources, and concerns that lead to functional IFSP outcomes
6. Ensures the outcomes are family driven with the input from all team members
7. Evaluates the effectiveness of their own actions
8. Develops new steps and strategies
9. Helps families identify, select, and access needed resources (resource based SC) using coaching as their primary interaction style
10. Evaluates the effectiveness of the resources
11. Provides unbiased information
12. Shares information with families based on the most up to date research
13. Helps families make informed decisions
14. For services that are not yet coordinated, documents what is being actively done to get services started in a timely manner*
15. Completes steps and strategies on outcome(s) for which they are responsible*

16. Documents all conversations and activities in case notes

Six: Transition
Skills in this area can be observed or verified via record review
1. Discusses transition with the family throughout the family's time in early intervention
2. Ensures parent completes the top portion of EI-07 to indicate whether they consent to send child's information to the Local Education Agency (LEA)
3. If the parent declines to share information with the LEA (Form EI-07), ensures that the child's information is not sent to the LEA by selecting "No" to the item "Transition contact info shared with LEA" on the IFSP page in EIDS*
4. Ensures parent completes the bottom portion of EI-07 to indicate whether they consent to invite the LEA and others to the transition planning conference (TPC)
5. Provides a TPC meeting invitation to all required and requested participants using form EI-13*
6. Places documentation in record to support that the family provided informed consent regarding their decision whether to invite the LEA*
7. Ensures there is a functional, contextualized, measurable transition outcome with steps, services, and activities to support transition, on the IFSP not fewer than 90 days and not more than nine months prior to the child's third birthday*
8. If child is not Part B eligible, or if the parent is not interested in pursuing Part B services, offers other services or supports such as Head Start*
9. Advocates for the parent at the TPC meeting*
10. After obtaining the parent's consent using Form EI-07, ensures a TPC is conducted during an IFSP meeting not fewer than 90 days and not more than nine months prior to the child's third birthday*
11. Documents all steps taken to address required activities of transition including detailed case notes around all parents' decisions and lists applicable NCRs*

Seven: Compliance and Documentation
Skills in this area can be observed or verified via record review
1. Produces high-quality documentation including all attempted contacts, conversations, steps and activities
2. Ensures information documented in EIDS matches information in the physical record
3. Knows the compliance requirements around 45-day timelines
4. Knows the compliance requirements around TRS
5. Knows the compliance requirements around Transition
6. Uses DODD's verification standards to ensure the child's record reflects 100% compliance in all compliance areas
7. Uses tools, such as calendars, reports in EIDS, and technology, to monitor timelines and compliance
8. Enters data into EIDS within 30 days of the activity

Eight: Special Topics
Skills in this area can be observed or verified via record review
1. Requests support when needed*

2. Demonstrates respect for family's culture
3. Respects individual parenting styles
4. Treats the family in a way that acknowledges that they have the capacity to enhance their child's development
5. Knows about community resources (eligibility/how to access)

Reflective Questions for EISC

Identifying the Parent
1. How do you ensure that you have accurately identified the parent?

Building Rapport
2. How can you tell when you have established rapport with a family?
3. What steps do you take to ensure the parent understands EI?

Screening, Eligibility, and Assessment for Program Planning
4. How do you ensure the family understands what the beginning of their journey in EI will be like, including explaining the eligibility and assessment process?

IFSP
5. What would you do if a family cancelled the appointment to draft their IFSP three times?

Now that you have completed Module 3 in the Principles of Service Coordination course and had the opportunity to have deeper conversations regarding the Child Outcomes Summary:
6. What can or will you do differently when explaining the Child Outcomes Summary?
7. How will you ensure parent's participation?
8. What are your thoughts about what you would do if your team were not able to reach consensus?

Monitoring Service Delivery
9. What steps would you take to coordinate a physical therapy evaluation for a child who could not receive a PT evaluation from a board provider?
10. What steps would you take if a parent called and stated their PSP has cancelled the last two intervention visits?

Role of the EISC on the Team
11. How have you recently used coaching to build the capacity of a colleague?
12. How have you recently used coaching to build the capacity of a family?
13. How do you prepare to share a family's concerns with other team members?
14. What questions do you ask to help a family identify and select a needed resource?

Transition
15. How do you ensure that families are aware of all of the transition options available to them in their community?
16. How do you ensure transition occurs timely for your families?
17. What are your thoughts regarding who you will need to reach out to gain information about preschool and preschool alternatives?

18. What would you do if the parent gave permission to invite the LEA to the TPC, but the LEA did not show up to the scheduled TPC meeting? The child will be three in 100 days.

Compliance and Documentation
19. Why is it important to monitor early intervention services?
20. What methods do you use to monitor EI service delivery?

Special Topics
21. How would you handle a situation where a parent wanted you to remove your shoes before entering their home?
22. What would you do if a family sent you a friend request on Facebook?

Reflective Questions for the Early Intervention Service Coordinator Supervisor

Identifying the Parent
1. Describe how the EISC ensured the parent was correctly identified, including any tools utilized.

Building Rapport
2. What did the EISC do to fulfill this competency?

Screening, Eligibility, and Assessment for Program Planning
3. Describe how the EISC explained the beginning of the EI journey, including the eligibility and assessment process, along with any brochures, videos, etc. used in the explanation.

IFSP
When thinking about how the EISC presented the COS information to the family:
4. How well was the EISC able to describe the COS and make it meaningful for the family?
5. How well did the EISC demonstrate knowledge of both typical and non-typical child development?
6. What do you think the EISC could have done differently and how then did you share this information?

Monitoring Service Delivery
7. What tools did the EISC use to track service delivery?
8. What steps did the EISC use to ensure EI services were delivered based on the frequency, intensity, and duration listed on the IFSP?

Role of EISC on Team
9. What steps did the EISC take to coordinate EI services and ensure they were documented?

Transition
10. What were your thoughts about how the EISC was able to discuss Transition process to families?
11. How did that compare to what you would have wanted to happen?
12. What were the EISC's strengths?

Compliance & Documentation
13. What resources does the EISC use to ensure adherence to federal timelines?

14. What time management skills does the EISC use to ensure they are meeting timelines, etc.?
15. What types of methods does the EISC use to organize their caseload?

Special Topics
16. Provide an example of when the early intervention service coordinator provided a family with resource-based service coordination.