

Competency Assessment Tool (CAT)

Date: _____

___ Staff

___ Supervisor

___ Final Document

Directions:

- Review annually and at 6-month period for new staff
- Staff and supervisor can individually complete and then meet to agree on ratings and final action plan
- Sections 1–4 are considered to be “Core Competency Areas” and address foundational knowledge and skill competencies that would apply to professionals involved in the North Dakota Early Intervention Program (ND EI Program), so all staff will be reviewed in Sections 1-4. Sections 5–11 are designed only for staff to address skills and knowledge competencies required by professionals to fulfill specific job roles and responsibilities, so only the job role specific competencies need be rated.
- Programs maintain CAT, unless a condition of the Regional Action Plan (RAP)
- Complete CAT Action Plan at the end of the document

Measurement Strategy Options	Examples
Review of Case Documents:	Quality Enhancement Review (QER), evaluations/assessments, consults, home visit notes, progress notes, administrative notes, Risk Assessment Tool, Individualized Family Service Plan (IFSP), Individual Service Plan (ISP), release of information, eligibility summary, prior notice, Local Education Agency (LEA) notification, Opt-out notification, consent
Direct Observation:	Staff meetings, teaming, face-to-face with families, 1-on-1 consultation, video, home visits, evaluations/assessments, intake
Family Feedback:	State survey, informal/formal complaints, advisory feedback, program surveys, state transition survey, other agency surveys, experienced parent feedback
Annual Performance Report Indicators:	Each year, data is collected for a number of indicators in order to file an Annual Performance Report (APR) with the federal Department of Education. The data from the indicators can be disaggregated so that it can be used for the completion of this tool (CAT) and personnel feedback purposes. The APR data focuses on timeliness of service delivery and IFSP plan development, child outcomes, family outcomes, performance on transition, and service delivery in the natural environment
Case Review Tool-Revised (CRT-R):	The North Dakota Case Review Tool was designed to be used by the North Dakota Part C Early Intervention program for training, accountability, and monitoring purposes, through the review of each section of the IFSP with quality ratings.

Performance Rating Rubric:

Novice: A rating of “novice” means that the individual is not consistently implementing the early intervention practice. Individual support is required in order to implement the basic and expected early intervention practice.

Emerging. A rating of “emerging” means that the individual is beginning to implement the early intervention practices without support. This includes the practice of basic family-centered, routines-based practices.

Meets Standard: A rating of “meets standard” means that the individual is consistently implementing the early intervention practice. This includes the practice of building upon and enhancing the practice to create more opportunity for families and team members to be active participants in early intervention.

Exceeds: A rating of “exceeds” means that the individual is consistently implementing the early intervention practice that is recognized as a best practice. This includes the practice of encouraging reflections, critical thinking, and connections to create equal partnership between team members and families.

Improvement Strategy Options:

- Reflective Supervision
- IFSP Review with CRT-R
- Book Review on relevant topic
- Review Policies
- Formal State Training
- Orientation Training
- Observation
- Online Modules
- Professional Development
- Video
- Job Shadow
- Mentoring
- Action Research
- Other _____

Competency Standard Example:

Name: E.I. Smith

<u>Competency Standards</u>	<u>Measurement Strategies</u>	<u>Performance</u>	<u>Improvement Strategies</u>
1.1 Demonstrate knowledge of infant and toddler development, including the principles of growth and development, developmental milestone sequences, early literacy, developmental domains (cognitive, communication, physical, social-emotional, adaptive, and variability within domains)	X Evaluation/Assessment X IFSP X CRT-R	○ Exceeds ○ Meets Standard X Emerging ○ Novice	X IFSP Review with CRT-R X Observation X Job Shadow X Mentoring

Core Competency Areas

Sections 1–4 are considered to be “Core Competency Areas” and address foundational knowledge and skill competencies that would apply to professionals involved in the North Dakota Early Intervention Program (ND EI Program).

Competency: 1- Infant and Toddler Development

A person employed in ND EI Program with competence in infant and toddler development will:

<u>Competency Standards</u>	<u>Measurement Strategies</u>	<u>Performance</u>	<u>Improvement Strategies</u>
1.a Demonstrate knowledge of infant and toddler development, including the principles of growth and development (variability within domains), developmental milestone sequences, early literacy, developmental domains (cognitive, communication, physical, social-emotional, adaptive).	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
1.b Demonstrate knowledge of atypical development, the characteristics of prematurity and common developmental disabilities, and the potential effects on development and child-caregiver interactions.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
1.c Demonstrate knowledge of the influence of environmental, cultural/linguistic, family and health/medical/socio-economic factors on child growth and development, and the ability to use evidence-based research and resources to address this influence.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
1.d Identify children’s strengths and challenges, analyze children’s interactions and play behaviors and, with the family, guide the development of appropriate strategies to facilitate development.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

Competency: 2- Family-Centered Services and Supports

A person employed in ND EI Program with competence in family-centered services and supports will:

<u>Competency Standards</u>	<u>Measurement Strategies</u>	<u>Performance</u>	<u>Improvement Strategies</u>
2.a Demonstrate an understanding of the roles, responsibilities and relationships of families and the influence of these factors on the promotion of children’s growth and development.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

2.b Demonstrate an understanding of family-centered principles and how to collaborate with families to design and implement family-centered services.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
2.c Demonstrate an understanding of how family functioning is impacted by the eligible child including respect for the diversity of families, and the strengths and resources that families contribute to the child's development.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
2.d Provide accurate and balanced information to empower families to make informed decisions regarding service options to address the child and family's priorities.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
2.e Use a variety of communication methods to implement strategies that are respectful and non-biased and that reflect family's values and traditions.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
2.f Understand one's personal beliefs, values and biases, and how those values may influence interactions with families.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
2.g Assist families in the use of technology for information and support.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
2.h Assist families in the use of community, state, and national resources, such as parent-to-parent connections to support children and families in advocating to meet their concerns and priorities.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
2.i Recognize family members as the decision-makers regarding their children.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
2.j Demonstrate effective relationship building skills,	<input type="radio"/> _____	<input type="radio"/> Exceeds	<input type="radio"/> _____ <input type="radio"/> _____

such as active listening and interviewing skills.	<input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____
2.k Collaborate with families in designing and implementing activities that promote healthy behaviors, growth, and development for their children.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
2.l Demonstrate the use of an ongoing family assessment process to identify family priorities, resources, and concerns, and develop recommendations for functional, routine-based interventions in natural environments based on the child's current level of functioning, and the strengths and needs of the child and family.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

Competency: 3- Policies and Procedures

A person employed in ND EI Program with competence in policies and procedures will:

<u>Competency Standards</u>	<u>Measurement Strategies</u>	<u>Performance</u>	<u>Improvement Strategies</u>
3.a Implement state regulations and policies concerning federal and state legislation to deliver services and programs for young children and their families.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
3.b Implement knowledge of assessment of risk factors including state child abuse and neglect reporting laws to insure safety of children and families.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
3.c Assist families in understanding and using procedural safeguards and due process mechanisms as needed to meet family and child priorities for services.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
3.d Follow rules for confidentiality and use appropriate consent procedures.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

- Emerging
- Novice

Competency: 4- Team Collaboration and Professionalism

A person employed in ND EI Program with competence in team collaboration and professionalism will:

<u>Competency Standards</u>	<u>Measurement Strategies</u>	<u>Performance</u>	<u>Improvement Strategies</u>
4.a Demonstrate an understanding of implementing the transdisciplinary approach including the roles, responsibilities and competencies within early intervention disciplines.	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ 	<ul style="list-style-type: none"> ○ Exceeds ○ Meets Standard ○ Emerging ○ Novice 	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ ○ _____
4.b Work effectively with families as team members and professionals from varied disciplines and roles in addressing family concerns, resources, and priorities.	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ 	<ul style="list-style-type: none"> ○ Exceeds ○ Meets Standard ○ Emerging ○ Novice 	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ ○ _____
4.c Consult with family and team members regarding research and current trends about best practice specific to her/his own discipline and/or job role as it relates to the child and family.	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ 	<ul style="list-style-type: none"> ○ Exceeds ○ Meets Standard ○ Emerging ○ Novice 	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ ○ _____
4.d Understand and apply current professional standards of practice and ethics, including sensitivity to diversity.	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ 	<ul style="list-style-type: none"> ○ Exceeds ○ Meets Standard ○ Emerging ○ Novice 	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ ○ _____
4.e Integrate collaboration, advocacy, and leadership skills to build consensus, create change, and influence better outcomes for children and families.	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ 	<ul style="list-style-type: none"> ○ Exceeds ○ Meets Standard ○ Emerging ○ Novice 	<ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ ○ _____

Specific Job Roles and Responsibilities Areas

Sections 5–11 are designed to address skills and knowledge competencies required by professionals to fulfill specific job roles and responsibilities. It is the intent that professionals in these positions or executing specific responsibilities would also have achieved competency in the Core Competency Areas.

Competency: 5- Evaluation and Assessment

A person employed in ND EI Program with competence in evaluation/assessment will:

<u>Competency Standards</u>	<u>Measurement Strategies Used</u>	<u>Level of Performance</u>	<u>Improvement Strategies</u>
5.a Demonstrate knowledge of federal and state evaluation/assessment requirements and eligibility criteria.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
5.b Conduct pre-assessment planning, including the collection, review, and interpretation of pre-assessment information in partnership with the family and other team members.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
5.c Identify influences on evaluations/assessments including cultural, linguistic, socioeconomic, geographic, and familial variables.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
5.d Select various screening, evaluation, and assessment procedures and protocols appropriate for the individual child, including norm referenced instruments, criterion-referenced scales, observational protocols, and individually-designed probes and activities.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
5.e Adapt and individualize evaluation/assessment procedures to meet the unique needs of the child and family in a variety of settings.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
5.f Analyze, summarize, interpret, and communicate evaluation/assessment findings in verbal and written forms using language that can be understood by the family and team members.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

Competency: 6- Consultation

A person employed in ND EI Program with competence in consultation will:

<u>Competency Standards</u>	<u>Measurement Strategies Used</u>	<u>Level of Performance</u>	<u>Improvement Strategies</u>
6.a Demonstrate updated knowledge regarding discipline specific learning and skill development in relation to natural learning opportunities and early learning theories.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
6.b Clarify roles, responsibilities, and follow-up plans with the primary early interventionist, family and any other team members.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
6.c Analyze, summarize, interpret, and communicate consultation findings in verbal and written forms using language that can be understood and be used by the family and team members.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
6.d Actively partner with other team members and family members to identify, plan, and implement evidence-based practices that address the needs of the child and family.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

Competency: 7- Individualized Family Service Plan (IFSP) Development

A person employed in ND EI Program with competence in IFSP development will:

<u>Competency Standards</u>	<u>Measurement Strategies Used</u>	<u>Level of Performance</u>	<u>Improvement Strategies</u>
7.a Develop an IFSP based on the priorities of the family and other team members that is consistent with criteria in federal and state regulations.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
7.b Incorporate and use evaluation/assessment, and family assessment information to develop an IFSP that is based on a child and family's routines and priorities.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

7.c Develop functional and measurable IFSP outcomes, criteria, and activities.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
7.d Integrate transition planning into the IFSP process following federal/state/regional/local regulations and guidelines.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
7.e Ensure early intervention services are based on the needs identified in the outcomes of the IFSP.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
7.f Ensure services are recorded in the IFSP and provided in timeline outlined in the IFSP.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

Competency: 8- Intervention Strategies and Supports in Natural Environments

A person employed in ND EI Program with competence providing supports in natural environments will:

Competency Standards	Measurement Strategies	Performance	Improvement Strategies
8.a Facilitate visits designed to produce positive outcomes for children and families by using various models of collaboration, consultation, and coaching with families and early intervention personnel.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
8.b Develop activity-based intervention strategies that are functional and developmentally appropriate within the routines and activities of the family's typical day and are grounded in evidence-based practice.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
8.c Assist families and caregivers to identify natural learning opportunities and use routines of daily living to help children learn and grow.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
8.d Adapt learning environments that are functional and developmentally appropriate and promote	<input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets	<input type="radio"/> _____ <input type="radio"/> _____

health and safety within typical routines.	○ _____ ○ _____ ○ _____	Standard ○ Emerging ○ Novice	○ _____ ○ _____
8.e Guide the family and other caregivers in facilitating mobility and function including carrying, lifting, and positioning strategies.	○ _____ ○ _____ ○ _____	○ Exceeds ○ Meets Standard ○ Emerging ○ Novice	○ _____ ○ _____ ○ _____ ○ _____ ○ _____
8.f Develop individual activities using adaptive and assistive technology to facilitate a child's independence in activities of daily living.	○ _____ ○ _____ ○ _____	○ Exceeds ○ Meets Standard ○ Emerging ○ Novice	○ _____ ○ _____ ○ _____ ○ _____ ○ _____
8.g Facilitate positive social interactions among children, and between parent and child.	○ _____ ○ _____ ○ _____	○ Exceeds ○ Meets Standard ○ Emerging ○ Novice	○ _____ ○ _____ ○ _____ ○ _____ ○ _____
8.h Support families and other caregivers in using positive behavioral support strategies that will increase appropriate behavior in young children.	○ _____ ○ _____ ○ _____	○ Exceeds ○ Meets Standard ○ Emerging ○ Novice	○ _____ ○ _____ ○ _____ ○ _____ ○ _____

Competency: 9- Service Coordination

A person employed in ND EI Program with competence providing supports in service coordination will:

<u>Competency Standards</u>	<u>Measurement Strategies</u>	<u>Performance</u>	<u>Improvement Strategies</u>
9.a Ensure adherence to regulatory timelines and other procedures for federal, state, and local regulations and standards pertaining to early intervention services	○ _____ ○ _____ ○ _____	○ Exceeds ○ Meets Standard ○ Emerging ○ Novice	○ _____ ○ _____ ○ _____ ○ _____ ○ _____
9.b Collaborate with others in the community who provide services to children and families.	○ _____ ○ _____ ○ _____	○ Exceeds ○ Meets Standard ○ Emerging ○ Novice	○ _____ ○ _____ ○ _____ ○ _____ ○ _____
9.c In collaboration with the family, coordinate and monitor the referral and delivery of designated	○ _____ ○ _____ ○ _____	○ Exceeds ○ Meets Standard	○ _____ ○ _____ ○ _____

services with other agencies as appropriate for the child and family.		<input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
9.d Coordinate the organization and completion of evaluations, assessments and consultations.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
9.e Coordinate, facilitate and participate in the development and review of programs plans	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
9.f Coordinate the development of transition plans.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

Competency: 10- Program Leadership and Administration

A person employed in ND EI Program with competence in program leadership and administration and supports will:

<u>Competency Standards</u>	<u>Measurement Strategies</u>	<u>Performance</u>	<u>Improvement Strategies</u>
10.a Employ practices to assure compliance to state and federal regulations as well as assuring timely and accurate submission of reports to state and federal agencies.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.b Ensure knowledge of current practices in the field of Early Intervention to promote current policies and practices are valid, effective, and in compliance.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.c Approach situations with foresight and flexibility to make the necessary changes to comply with changing conditions and promote solutions.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.d Employ strategies that capture family and community voices and to support the active and meaningful participation of families and	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

community groups including those that are traditionally underrepresented.		<input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____
10.e Apply understanding of diversity in communicating effectively, establishing positive relationships, and demonstrating respect to a diverse population of children and families served in the ND EI program.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.f Implement accurate budgeting and fiscal practices to operate an Early Intervention service.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.g Ensure that all staff have the knowledge, training, and licensure/credentials to work in the ND EI program.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.h Implement effective employee evaluation and feedback strategies based on clear and effective job descriptions	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.i Identify and define training needs based on needs assessment and including data from staff and families.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.j Revise program policies and procedures as needed to ensure that they reflect current program demands and respect diversity of children, families, and personnel.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.k Ensure that program policies and program information are provided in sufficient detail and formats so that all stakeholders, including families, understand what the information means.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
10.l Conduct ongoing program evaluations that are comprehensive and multi-dimensional to make informed programmatic decisions.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

Competency: 11- Supervision

A person employed in ND EI Program with competence providing supports in supervision will:

Competency Standards	Measurement Strategies	Performance	Improvement Strategies
11.a Be knowledgeable of the current regulations, policies, and procedures of the ND and federal Part C and Medicaid systems.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
11.b Be knowledgeable of the different professional roles in early intervention.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
11.c Be knowledgeable of various models of team functioning.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
11.d Use evidence-based practices in providing technical assistance, supervision, and feedback to improve staff skills.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
11.e Use effective communication, coaching strategies, conflict resolution and decision-making skills in providing supervision to staff.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
11.f Identify and define staff training needs based on needs assessment and including data from staff and families.	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> Exceeds <input type="radio"/> Meets <input type="radio"/> Standard <input type="radio"/> Emerging <input type="radio"/> Novice	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

Competency Performance Tool Action Plan

Example Action Plan:

Name: E.I. Smith

Date: 12.12.13

Areas of Improvement: 1.a Need better understanding of typical and atypical infant toddler development

Action Plan with Strategies: Watch modules on toddler development, observation paired with written developmental assessment reviewed by mentor staff member. Mentor will review all IFSP documentation with staff member using the Case Review Tool-Revised (CRT-R).

Measurement Criteria: Jane will complete 6 written developmental assessments during the year and review them with an experienced ID staff with 4/6 to align with the experienced staff member's observations regarding atypical and typical development.

Timeline: Jane's developmental assessment will align with experienced staff that is mentoring her by the time of the next CAT review on 12-12-14.

Name: _____

Date: _____

Areas of Improvement:

Action Plan with Strategies:

Measurement Criteria:

Timeline:

Staff Signature: _____

Supervisor Signature: _____