

## **Early Intervention Specialist**

### **Purpose Statement**

The job of Early Intervention Specialist is done for the purpose/s of identifying infants and young children, birth through age three, who are eligible for EI services; developing and implementing a child/family plan of care; providing information and serving as a resource to others; and achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines.

This job reports to BECEP Coordinator

### **Essential Functions**

- Collaborates with internal and external personnel (e.g. other administrators, community programs, public agencies, EI staff, DD Program manager, etc.) for the purpose of implementing and/or maintaining services and programs.
- Conducts home visits for the purpose of assisting parents/caregivers in designing intervention programs for outcomes that are embedded in everyday situations.
- Conducts child and family assessments (e.g. fine and gross motor, early literacy, cognition, communication, social and emotional development, etc.) for the purpose of determining eligibility for Early Intervention services, recommending and referring to other community programs, recommending Early Intervention strategies and assessing eligibility/intervention.
- Coordinates child and family program components, support needs and materials (e.g. home visits, DDPM, SLP/PT/OT, ECSE, etc.) for the purpose of delivering services in compliance with established guidelines.
- Develops Individual Family Service Plan for each child and family for the purpose of providing family, caregivers, and providers with a coordinated plan of care, in compliance with District, State, and Federal guidelines.
- Facilitates meetings for the purpose of identifying issues, developing recommendations, supporting parents, supporting other staff.
- Implements assigned programs and/or projects for the purpose of conforming to district and state eligibility guidelines for effective student learning.
- Maintains daily files and ongoing documentation associated with services provided to insure accurate records for the purpose of timely and accurate billing in accordance with District, State and Federal guidelines.
- Participates in a wide variety of meetings (e.g. staff meeting, transition meetings, workshops, seminars, etc.) for the purpose of conveying or gathering information for facilitating efficient delivery of services.
- Prepares a wide variety of often complex materials (e.g. reports, recommendations, procedures, facilitator outcomes, child/family materials, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Researches a variety of topics required to manage assignments for the purpose of recommending new programs/services, ensuring compliance with regulatory requirements, securing general information and/or responding to requests.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; standard business practices; program planning and development; concepts of grammar and punctuation; instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 30% walking, and 10% standing. The job is performed in a generally hazard free environment and in a clean atmosphere.

**Experience:** Job related experience within a specialized field is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

### **Required Testing:**

### **Certificates and Licenses**

Teaching Credential  
Driver's License & Evidence of Insurability

Valid Driver's License & Evidence of Insurability

### **Continuing Educ. / Training:**

Maintains Certificates and/or Licenses

### **Clearances**

Criminal Justice Fingerprint/Background Clearance

### **FLSA Status**

Exempt

### **Approval Date**

### **Salary Grade**

PJ