

Knowledge and Skills for Service Coordinators (KSSC)

Self-Assessment for Infant Toddler Service Coordinators

This self-assessment is designed for use by new or existing Infant Toddler Service Coordinators and Service Coordinator supervisors. It provides a structured way to assess each of the foundational knowledge and skills that are necessary for quality Service Coordination in Early Intervention. An Infant Toddler Service Coordinator could use this tool:

- To identify their individual strengths and needs
- To develop individual professional learning goals
- As a planning guide for ongoing professional development

This resource is not intended for performance reviews or evaluations, but for self-reflection and individual professional development. It is meant for Infant Toddler Service Coordinators and their Supervisors to celebrate strengths and identify professional goals. Participation is not mandatory.

Service Coordinator Supervisors can ask SC's to complete the KSSC Self-Assessment individually or together, followed by a joint discussion to review, compare and discuss findings. Information from the KSSC Self-Assessment can be used to:

- support the onboarding of new service coordinators by assessing baseline knowledge and skills.
- help identify gaps that could be filled through an ongoing professional development plan.
- identify individuals with exemplary skills who can help lead/mentor others.

Instructions for using the Infant Toddler Service Coordinator Self-Assessment:

The Knowledge, Skills, and Practices for Service Coordinators must be used with the Self-Assessment. This document provides more in-depth information and examples that allow for further reflection when completing the Self-Assessment. Use the following rating scale when considering each area.

Rating Scale

Emerging

Understands some foundational knowledge and demonstrates skills. Example: Understands and can explain why the knowledge and skills are essential and are not yet able to apply them in practice on a consistent basis

Evident

Demonstrates the ability to apply and practice knowledge and skills. Example: Understands and applies knowledge and skills on a consistent basis

Proficient

Demonstrates, applies, and generalizes knowledge and skills in practice. Example: Applies skills in all settings/situations

While completing the rating on each knowledge and skills area, note areas of strengths and areas where support is needed in the boxes provided.

After noting strengths and areas of need, list actions steps to take based on that information. Examples of action steps may include:

- Participating in professional development such as completing an online course or job aid
- Seeking additional support from a supervisor
- Shadowing an experienced colleague
- Finding and reviewing online resources that relate to a specific topic

If Service Coordinators find they are not proficient in all areas, the self-assessment is a tool for guiding the development of an action plan addressing the specific skills on which to focus.

KSSC #1 Infant and Toddler Development

| Knowledge | Skill demonstrated by Service Coordinator's ability to: | Rating |
|---|--|--|
| 1. Service Coordinators demonstrate knowledge of infant and toddler development including factors that contribute to development such as family context, relationships, culture, socio-economic considerations, environment, and experiences to inform intervention decisions, child development and learning within natural environments | 1.1 Explain developmental delays and disabilities and their impact on children's development and learning to support intervention decisions | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |
| | 1.2 Apply knowledge of typical development, individual differences, and cultural and linguistic diversity to support each child's development and learning within natural environments | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |
| | 1.3 Support families in their understanding of child development, how each developmental domain contributes to the whole child, and how ongoing progress is monitored | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |

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| What are my strengths in this area? |
| What support do I need in this area? |
| Action Steps: |

KSSC #2 Family-Centered Practices

| Knowledge | Skill demonstrated by Service Coordinator's ability to: | Rating |
|---|---|--|
| 2. Service Coordinators demonstrate the ability to respect and support the distinctive qualities of each family, recognizing the family as the teacher, support, decision maker and advocate for their child. | 2.1 Recognize implicit biases and respect the unique qualities of each family (e.g. culture, dynamics, roles, values and practices, etc.) to identify their priorities and needs | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |
| | 2.2 Comprehensively explain family rights and procedural safeguards to families in understandable terms, including when and how they may be applied, to support them in advocating for their child and family | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |
| | 2.3 Promote engagement and family capacity-building to address their priorities and concerns, by supporting them to identify opportunities to achieve goals for their family and child's development and learning | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |

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| What are my strengths in this area? |
| What support do I need in this area? |
| Action Steps: |

KSSC #3 Leadership/Teaming

| Knowledge | Skill demonstrated by Service Coordinator's ability to: | Rating |
|---|--|--|
| 3. Service Coordinators demonstrate ability to be an effective leader by building professional, supportive partnerships with families; collaborating and teaming with IFSP team members to include family members; and engaging/collaborating with a variety of community partners. | 3.1 Use effective teaming and collaboration practices in order to support families and other professionals in carrying out the IFSP | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |
| | 3.2 Partner with families to identify, share, and access available community resources/services, parent groups, and state/local advocacy organizations | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |

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| <p>What are my strengths in this area?</p> |
| <p>What support do I need in this area?</p> |
| <p>Action Steps:</p> |

KSSC #4 Coordination of Services

| Knowledge | Skill demonstrated by Service Coordinator's ability to: | Rating |
|---|--|---|
| <p>4. Service Coordinators demonstrate ability to coordinate and monitor the timely delivery of identified evidence-based early intervention services</p> | <p>4.1 Comprehensively orient all families to the early intervention system and discuss formal and informal supports, and opportunities available to them</p> | <p><input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient</p> |
| | <p>4.2 Explain to families how early intervention is funded and answer any questions related to systems of payment in understandable terms</p> | <p><input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient</p> |
| | <p>4.3 Coordinate evaluations and assessments, identify and facilitate the multidisciplinary eligibility determination process, and ensure family participation through this process</p> | <p><input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient</p> |
| | <p>4.4 Facilitate IFSP development (initial, reviews, annuals) including functional outcomes addressed within family routines and natural environments</p> | <p><input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient</p> |
| | <p>4.5 Monitor progress and timely delivery of services in accordance with the IFSP</p> | <p><input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient</p> |
| | <p>4.6 Partner with families to coordinate educational, social, and medical services that the child needs or is being provided outside of EI</p> | <p><input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient</p> |

What are my strengths in this area?

What support do I need in this area?

Action Steps:

KSSC #5 Transition

| Knowledge | Skill demonstrated by Service Coordinator's ability to: | Rating |
|---|--|--|
| 5. Service Coordinators implement smooth and effective transition plans with the family that identify the events, activities, and processes associated with key changes between environments or programs during the early childhood years | 5.1 Partner with families to plan and implement appropriate and individualized events, activities, and processes that support transitions across settings, agencies, and throughout the early intervention process | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |
| | 5.2 Manage required timelines, processes, and documentation to support successful transitions | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |
| | 5.3 Support a variety of planned and timely strategies for successful adjustment and positive outcomes for both the child and family as they exit early intervention | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |

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| What are my strengths in this area? |
| What support do I need in this area? |
| Action Steps: |

KSSC #6 Professionalism

| Knowledge | Skill demonstrated by Service Coordinator's ability to: | Rating |
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| 6. Service Coordinators demonstrate professionalism by using personal and professional boundaries, flexibility, resiliency, time management, dependability, and by engaging in ongoing professional development | 6.1 Apply organizational skills to meet and manage required timelines and documentation | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |
| | 6.2 Reflect and evaluate current practices to determine strengths and areas of growth to access professional development to improve practices | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |
| | 6.3 Set personal and professional boundaries and use leadership skills, applying ethical practices, policies and procedures in relationships and interactions | <input type="checkbox"/> Emerging <input type="checkbox"/> Evident <input type="checkbox"/> Proficient |

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| What are my strengths in this area? |
| What support do I need in this area? |
| Action Steps: |

Adapted from resources developed by the Early Intervention Training Program at the University of Illinois