

## EARLY INTERVENTION SPECIALIST TRAINEE

DISTINGUISHING FEATURES OF THE CLASS: Under close supervision, a incumbent, who is serving a one year training term, provides early intervention service coordination for children with disabilities pursuant to Article 25, Title IIA of the Public Health Law which relates to services for children from birth to age 3, and/or Section 4410 of the Education Law which relates to services for children ages 3 to 5. An incumbent working with the 0 to 3 population serves as an Early Intervention Official Designee conducting meetings to develop, monitor, and approve Individual Family Service Plans. An incumbent providing services to the 3 to 5 population serves as a Municipal Representative to Committees on Preschool Special Education that develop Individual Education Plans for eligible children. The incumbent represents the Department of Health providing guidance and technical support to parents, case managers, service providers and school officials. This is the trainee level of the Early Intervention Specialist group of classes. The traineeship involves instruction and on-the-job experience in the essential knowledges, skills, duties and responsibilities required to perform at the full-performance level. Trainees are assigned cases under close supervision, and as expertise increases they perform work more independently. When the training term is successfully completed in accordance with civil service rules, the incumbent is automatically promoted to the full performance level without further examination. Does related work as required.

### EXAMPLES OF WORK: (Illustrative Only)

Trainees receive training in and performs the following:

Serves as an Early Intervention Official Designee chairing meetings attended by family members, contracted evaluators and case managers to establish an intervention plan of appropriate programs and services for children from birth to age 3;

Serves as Municipal Representative to Committees on Preschool Special Education to oversee the assessment, treatment recommendation, service provision and progress of children ages 3 to 5;

Participates in determining eligibility, reviewing all evaluations and treatment recommendations;

Participates in developing and approves Individual Family Service Plans for children from birth to age 3;

Participates in developing Individual Education Plans for children ages 3 to 5;

Monitors compliance with plan documents by reviewing progress notes, evaluations, proposals for changes to services plans, meeting with parents, children, service providers, school officials and others and by conducting follow-up reviews;

Applies independent judgment in reviewing evaluations, treatments and the progress made by a child;

EXAMPLES OF WORK: (Cont'd.)

Makes recommendations and provides guidance and technical assistance to families and contracted service providers to insure compliance with applicable laws, rules and policies;

Monitors the performance and provides clinical input to contracted case managers, and other service providers;

Conducts quality assurance audits and develops protocols, procedures and assessment surveys;

Assists parents in their navigation through the Early Intervention Process and the Committee on Preschool Education Process;

Coordinates, arranges and initiates mandated home/community services and related services as indicated in the child's Individual Education Plan or Individual Family Service Plan;

Reviews and approves cost items in determining the appropriate reimbursement rates to approved providers of services;

Monitors infant/toddler and preschool processes, including reimbursement for services, programs and transportation needs;

Makes site visits to provider to assure compliance with state and county program requirements;

Represents the Health Department at meetings with various agencies and with legislative and administrative bodies;

Performs in-service and community workshops on special service needs of children ages 0 to 5 and the services available to them;

Prepares and submits necessary reports and makes recommendations;.

Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, e-mail and database software in performing work assignments;

May perform other incidental tasks, as needed.

REQUIRED KNOWLEDGE, SKILLS, ABILITIES AND ATTRIBUTES: Good knowledge of the Federal and State laws and rules relative to the Early Intervention Programs for children ages 0 to 5; good knowledge of early childhood development; good knowledge of the services available to meet the needs of developmentally disabled children; good knowledge of the practices and principles of social casework and case management; ability to establish and maintain effective working relationships with others; ability to develop and implement a service plan for children with disabilities; ability to obtain cooperation from professionals in other disciplines and other organizations; ability to speak and write effectively; ability to understand and empathize with the needs and

REQUIRED KNOWLEDGE, SKILLS, ABILITIES AND ATTRIBUTES: (Cont'd.)

concerns of others; ability to use computer applications such as spreadsheets, word processing, calendar and database software; ability to read, write, speak, understand and communicate in English sufficiently to perform the essential tasks of the position; tact; sound professional judgment; initiative; resourcefulness; physical condition commensurate with the demands of the position.

MINIMUM ACCEPTABLE TRAINING AND EXPERIENCE: High school or equivalency diploma and either: (a) a Bachelor's Degree\* in a health or human services field; or (b) an Associate's Degree\* in a health or human service field and two years of experience (pre- or post-degree) where the primary function of the position was in the provision of services which must have included case management and/or service coordination; or (c) four years of experience as stated in (b).

SPECIAL REQUIREMENTS: Possession of a valid license to operate a motor vehicle in New York State.

\*SPECIAL NOTE: Education beyond the secondary level must be from an institution recognized or accredited by the Board of Regents of the New York State Department of Education as a post-secondary, degree-granting institution.

NOTE: Unless otherwise noted, only experience gained after attaining the minimum education level indicated in the minimum qualifications will be considered in evaluating experience.