

Early Intervention Application Competency 6: Identify and Coach Others (Caregivers and Team Members) to Apply Evidence Informed and Contextually Matched Interventions for the Child and Family

- ☐ Collaborate with caregivers to arrange, modify, and adapt the child's environments to promote child's access to and participation in learning experiences in activities and routines.
- ☐ Identify and discuss with caregiver options of interaction, communication and instructional strategies that promote child engagement and learning across developmental domains (e.g., cognition, motor, social communication, problem solving, and social emotional) with family and peers.
- ☐ Describe, demonstrate, and support caregiver use of interactional strategies with fidelity that encourages responsive interactions and reciprocity including: observing, joining in and expanding on the child's focus, modeling, responding contingently, interpreting intentions, and providing natural consequences.
- ☐ Describe, demonstrate, and support caregiver use of communication strategies with fidelity that encourage verbal and nonverbal understanding and production by using gestures and language to label and expand on the child's requests, needs, preferences, or interests, modeling and scaffolding gestures, vocalizations, words and combinations, and by responding contingently, interpreting, providing natural consequences.
- ☐ Describe, demonstrate, and support caregiver use of instructional strategies with fidelity that encourages participation and independence including: modeling, responding contingently, providing natural consequences, using wait time and prompting.
- ☐ Describe, demonstrate, and support caregiver ability to promote the child's exploration of the environment, self-directed learning, self-regulation, and problem solving behavior by observing, interpreting, and scaffolding in routines, activities and play.
- ☐ Apply knowledge of current research and evidenced based practices to provide and demonstrate alternative intervention strategies for caregiver to choose and apply.
- ☐ Collaborate with caregivers on the introduction and use of Augmentative Alternative Communication (AAC).
- ☐ Coach caregivers to use explicit feedback and consequences to increase child engagement, play, and skills and to maintain appropriate levels of support for learning to continue.
- ☐ Use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.
- ☐ Adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.

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Developed from “FGRBI Early Interventionist (EI) Competencies”, 2018.
<http://box5495.temp.domains/~fgrbicom/wp-content/uploads/2020/03/EICompetencies.pdf>

Early Intervention Application Competency 7: Engage in Coaching Matched to Caregiver Support Needs

- ☐ Use a systematic coaching framework with adults that includes practice with repetition and reflection to support their learning.
- ☐ Describe and provide concrete examples to caregivers about the key components of an evidence and practice-based coaching framework.
- ☐ Observe caregiver's implementation of intervention strategies and provides supportive and constructive feedback.
- ☐ Use a variety of coaching strategies (direct teaching, demonstration with narration, guided practice, caregiver practice, problem solving and reflection) with fidelity to support caregiver learning and independent practice.
- ☐ Apply knowledge of current research and evidence-based practices to provide and demonstrate alternative intervention strategies for caregiver to choose and apply.
- ☐ Coach caregiver to use identified intervention strategies with fidelity within routines and play.
- ☐ Provide multiple opportunities within each session for the caregiver to reflect on practice, interpret impact and critically evaluate use.
- ☐ Problem solve with caregiver on what works and how targets, strategies and embedding could be expanded or revised to improve outcomes.
- ☐ Support caregiver to plan intervention that will occur between sessions.
- ☐ Encourage caregiver autonomy through information sharing, practice, reflection, problem solving, and review.

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Early Intervention Application Competency 8: Engage in Coaching Matched to Caregiver Support Needs

- ☐ Use a systematic coaching framework with adults that includes practice with repetition and reflection to support their learning.
- ☐ Describe and provide concrete examples to caregivers about the key components of an evidence and practice-based coaching framework.
- ☐ Observe caregiver's implementation of intervention strategies and provides supportive and constructive feedback.
- ☐ Use a variety of coaching strategies (direct teaching, demonstration with narration, guided practice, caregiver practice, problem solving and reflection) with fidelity to support caregiver learning and independent practice.
- ☐ Apply knowledge of current research and evidence-based practices to provide and demonstrate alternative intervention strategies for caregiver to choose and apply.
- ☐ Coach caregiver to use identified intervention strategies with fidelity within routines and play.
- ☐ Provide multiple opportunities within each session for the caregiver to reflect on practice, interpret impact and critically evaluate use.
- ☐ Problem solve with caregiver on what works and how targets, strategies and embedding could be expanded or revised to improve outcomes.
- ☐ Support caregiver to plan intervention that will occur between sessions.
- ☐ Encourage caregiver autonomy through information sharing, practice, reflection, problem solving, and review.

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Early Intervention Application Competency 9: Use Technology to Support Child, Family and
Team Members to Communicate and Participate

- ☐ Support caregiver's participation in team meetings with other professionals using technology.
- ☐ Integrate the use of technology to support video reflection and modeling with caregivers and extended family participants.
- ☐ Participate in and shares online resources with caregivers to support learning for the child and family.
- ☐ Use technology such as video conferencing or telepractice to support caregiver and child opportunities for assessment, intervention and peer interaction.
- ☐ Work with families and other adults to identify each child's and/or family needs for assistive technology to promote access to and participation in learning experiences.

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Early Intervention Application Competency 10: Support Family and Team-Based Assessment and Progress Monitoring

- ☐ Share information about typical and atypical child development across developmental domains, learning differences and disability as appropriate for the family to make decisions regarding assessment and intervention planning.
- ☐ Include family in decisions about gathering assessment information including family information and the process to be used by the team.
- ☐ Use assessment materials and strategies that are appropriate for the child's age, development, and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.
- ☐ Use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.
- ☐ Obtain information about the child's participation and skills in daily activities, routines, and environments such as home, center, and community.
- ☐ Collaborate with family to gather and use data to inform decisions about outcome development and intervention.
- ☐ Implement systematic ongoing assessment to gather information to share with the family on learning targets, to plan activities, to monitor the child's progress and to revise instruction as needed.
- ☐ Use assessment tools, including observation and family report, with sufficient sensitivity to detect child progress, especially for the child with significant support needs.
- ☐ Use the 5Q or family preferred visual model format so that family has the ability to "know when it is working" in their intervention throughout the day.
- ☐ Collaborate with family and team to develop data based, individualized transition plan using ongoing assessment information and family input.

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