

**Developmental Specialist
Individualized Professional Development Plan (IPDP)**

SELF ASSESSMENT TOOL

Name: _____ Developmental Specialist Level _____

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Each indicator has an "X" in the competency box to which it relates.</p> <p>RATING SCALE: 1. Adequate level of competency for DS certification 2. Priority area for professional growth & development 3. Other areas for professional growth & development 4. NA (not applicable)</p> <p>COMPETENCY INDICATORS</p>	COMPETENCY AREAS						RATING SCALE	Notes
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1. Foundations of Early Intervention								
1.1 Understands and believes in the capacity of the family to change, and supports them, as individuals, in the change process.*								
1.2 Respects, understands and is responsive to the family within the context of their culture, language, ethnicity and unique family circumstances within their natural environment, e.g. parents with disabilities, foster parents, grandparents as parents, teen parents, gay / lesbian parents, families living in poverty, immigrants, domestic violence, incarceration, mental illness, etc.								
1.3 Communicates honestly, sensitively, and empathetically with families, using non-technical language that matches their style and family/community culture. *								
1.4 Demonstrates knowledge of relevant law and regulations impacting eligible infants and toddlers and their families across systems, including, but not limited to: Individuals with Disabilities Education Act (IDEA Part C); Requirements for Family Infant Toddler Early Intervention Services (7.30.8 NMAC) and the NM DOH Developmental Disabilities Service Definitions and Standards, CAPTA, child protection, foster care, etc.								

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1.5 Demonstrates the ability to recognize and establish personal and professional boundaries.								
1.6 Demonstrates the ability to promote positive caregiver and child interactions. Supports & reinforces each parent's strengths, emerging parenting competencies, & positive parent-infant/young child interactions & relationships.								
1.7 Demonstrates professional work habits including dependability, time management, independence, teamwork, confidentiality, and responsibility.								
1.8 Demonstrates flexibility related to diverse learning and interaction styles.								
1.9 Consults regularly with supervisor, consultants, and peers to understand their own capacities and needs, as well as the capacities and needs of families. *								

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<p>1.10 Engages in on-going self-assessment and reflective practice which include:</p> <ul style="list-style-type: none"> A) Considers difficult situations carefully. B) Evaluates alternatives prior to making decisions. C) Integrates all available information and consults with others when making important decisions. D) Generates new insights and workable solutions to issues related to effective relationship-based, family-centered care. E) Examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns, actions to take with supervisor, consultants or peers. F) Remains open and curious. * 								
<p>1.11 Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work and to recognize areas for professional and/or personal development. *</p>								

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1.12 Demonstrates the ability to evaluate the early intervention program/system and all of its components and use the evaluation information for change and improvement.								
1.13 Demonstrates knowledge of typical child development and healthy secure relationships and how specific conditions/disabilities or environmental factors affect growth & development of infants and toddlers, including familiarity with conditions that optimize early infant brain development.								
1.14 Demonstrates knowledge of family systems theory, interactions, and how a disability or specific environmental factors affects family functioning and the growth & development of infants & toddlers.								
1.15 Demonstrates the ability to administer and manage an Early Intervention agency.								
1.16 Personally works within the requirements of: A) Federal & State Law B) Agency policies & practices C) Professional code of conduct, if applicable *								

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1.17 Provides emotional support to parents/caregivers and children when sad, distressed, etc.*								
1.18 Actively listens to others; asks questions for clarification. *								
1.19 Uses appropriate non-verbal behavior and correctly interprets others' non-verbal behavior *								
1.20 Promptly and appropriately reports harm or threatened harm to a child's health or welfare to Protective Services after discussion with supervisor. *								
1.21 Recognizes areas for professional and/or personal development. *								

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2. Intake Process								
2.1 Demonstrates knowledge of the NM Part C system, its values and the intent of early intervention.								
2.2 Demonstrates an understanding that a family's concerns and priorities for their child and family drive the system.								
2.3 Demonstrates understanding of the importance of relationships within families and young children, including recognition of strengths and resources that families contribute to the child's development. Builds on family strengths and resources to support families to address their challenges.								
2.4 Demonstrates the ability to establish trusting a relationship that supports the parent(s) and infant/young child in their relationship with each other, and that facilitates needed change.								

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3. Evaluation and Assessment								
3.1 Demonstrates knowledge of the functions of various evaluation and assessment procedures and instruments (family interview, screening, standardized evaluation, criterion-referenced assessment, ecological assessment and assessments to help families determine their priorities, resources, and concerns etc.).								
3.2 During observations & assessments, identifies emerging competencies of infants & the young children within the context of their relationship to caregivers. *								
3.3 Facilitates the participation of families in the assessment process at the level desired by the family.								
3.4 Collaborates as a team member to integrate evaluation and assessment information to identify current levels of functioning, strengths and needs of the child and family.								
3.5 Demonstrates knowledge of the FIT Program eligibility criteria and the ability to interpret information to the family and team.								
3.6 Demonstrates ability to write an evaluation report that is clear and concise and that meets the requirements and is easily understood by the family and other team members.								

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4. IFSP Process								
4.1 Demonstrates an understanding of the IFSP and IFSP review process and has the ability to effectively explain this process to a family to promote a family's active participation.								
4.2 Demonstrates skills and knowledge to generate functional child & family outcomes and strategies with the team, including the parents (with the family including the team).								
4.3 Demonstrates the ability to collaborate with team members to develop an IFSP with integrated interventions that focus on the family's priorities and concerns as well as child's interests within the context of their daily routines-and interactions.								
4.4 Builds and maintains effective interpersonal relationships with families and professional colleagues by: <ul style="list-style-type: none"> o Respecting and promoting the decision-making authority of families o Understanding and respecting the beliefs and practices of the family's culture o Following the parents' lead o Following through consistently on commitments and promises o Providing regular communications and updates * 								

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<p>4.5 Collaborates and shares information, as appropriate given family right to privacy and confidentiality, with other service providers and agencies to ensure the safety of the infant/young child and effective, coordinated services, and to promote awareness of relationship-based approaches to working with children. *</p>								
<p>5. Delivery of Services and On-Going Assessment</p>								
<p>5.1. Exchanges complete and unbiased information in a supportive manner with families and other team members. *</p>								
<p>5.2 Creates and adapts learning environments that enhance infant/toddler learning opportunities and positive behaviors in the family's everyday routines, activities and places, and provides positive, specific feedback to encourage and reinforce desired behaviors and interactions in families. (Include Inclusive Practices in ERAP and community settings).</p>								
<p>5.3 Plans for and implements home visits and other interactions designed to address IFSP outcomes for children and families</p>								
<p>5.4 Provides intervention and developmental support to children and families with multiple, complex risk factors to help ensure healthy child outcomes and the optimal development of the child in all domains (physical, cognitive, communication, social-emotional, and adaptive). *</p>								

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5.5 Formally and informally observes the parent(s) or caregiver(s) and infant/young child to understand the nature of their relationship, developmental strengths, and capacities for change. *								
5.6 Demonstrates ability to identify and use developmentally and functionally appropriate materials, equipment and environments.								
5.7 Recognizes environmental and care giving risks to the health and safety of the infant/young child and parents, and takes appropriate action, including safety planning. *								
5.8 Demonstrates the ability to determine and implement relationship-based developmental interventions that promote the social-emotional health of the child and family.								
5.9 Observes, reinforces, nurtures the caregiver-infant toddler relationship to: <ul style="list-style-type: none"> ○ Help parents understand their role in the social and emotional development of infants/young children ○ Help parents understand what they can do to promote health, language and cognitive development in infancy and early childhood ○ Help parents find pleasure in caring for their infants/young children * 								

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5.10 Designs and implements individual activities using adaptive and assistive technology to facilitate a child's participation and autonomy.								
5.11 Collaborates and consults with other team members to promote optimal child and family development and needed family services without duplication, gaps or delays.								
5.12 Assists families to anticipate, obtain, and advocate for concrete needs & other services from public agencies and community resources.								
5.13 Consistently evaluates with the family and other team members the effectiveness of services being delivered and adapts to changes as needed.								
5.14 Promotes parental competence in: <ul style="list-style-type: none"> o Facing challenges o Advocating on behalf of themselves and their children o Resolving crises and reducing the likelihood of future crises o Solving problems of basic needs and familial conflict * 								
5.15 Defines, creates a sequence for, and prioritizes tasks necessary to perform role and meet the needs of families.								
5.16 Employs effective systems for tracking individual progress, for assuring follow up, and for monitoring the effectiveness of service delivery as a whole.								

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6. Transition								
6.1 Demonstrates the ability to integrate transition planning into the IFSP process (i.e., writing child/family transition outcomes, activities, etc.)								
6.2 Collaborates with other community early childhood & family service providers including the public schools, Head Start, child care and other early childhood community services to assure a smooth and effective transition for the child and family.								
6.3 Prepares appropriate assessment summaries, reports and recommendations in collaboration with other team members.								

Developmental Specialist Signature _____

Date Completed _____

Supervisor Signature _____

Date Completed _____