



PARTICIPATION BASED SERVICES

Competencies for Early Intervention Practice

Name: _____ **Date of Completion:** _____ **Discipline:** _____

Purpose

This competency list is organized according to four skill areas related to implementing a participation-based approach where adaptations/AT are embedded as one type of intervention to help children participate and learn in everyday activities and routines

- Integrating Assessment to Develop Child Outcomes
- Child Interventions:
 - Adaptations & Assistive Technology (AT)
 - General environmental interventions/adaptations (or AT) for all children
 - Specialized environmental interventions & AT for children with special needs
 - General Approaches (used with all children)
 - Specially-designed interventions used with children with special needs
- Teaching Adults – Caregivers, Teachers, Others
- Progress Monitoring and Data-Based Decision Making

Directions

1. Read each competency and score using the criteria below.
2. Then, for each item, check the box for **“I could teach this skill to others”** if you would be willing to work with someone individually (provide mentoring) or do other types of teaching.
3. In order to indicate which competencies you would like your professional development to target, check the box(es) for **“I would like to target this skill.”** For most people, 5 or fewer skills are a good number.
4. If you wish to use this listing of competencies as the basis for a professional development plan, complete the items on the last page.

Assessment Scale Rating Criteria

- 0 = Training in this area is not a priority for me at this time.
- 1 = I need introductory information/training; I don't know a lot about this area.
- 2 = I need advanced level training in this area to build on previous training/experience.
- 3 = I need opportunities for daily application & feedback in this area.
- 4 = I am knowledgeable & experienced in this area
- NA = Does not apply to my job.

Area 1: Integrating Assessment to Develop Child Outcomes	Rating	I could teach this skill to others.	I would like to target this skill.
Interprets developmental assessment/evaluation results to identify areas of child developmental strength and inability	0 1 2 3 4 NA		

Conducts interview assessments of activities/routines with caregivers, teachers, adults to learn about child participation in activities/routines	0 1 2 3 4 NA		
Area 1: (Continued) Integrating Assessment to Develop Child Outcomes	Rating	I could teach this skill to others.	I would like to target this skill.
Identifies child functional skill performance in mobility, communication, socialization, use of arms and hands (from perspective of adults)	0 1 2 3 4 NA		
Identifies activities/routines not going well (from perspective of adults)	0 1 2 3 4 NA		
Identifies activities/routines going well (i.e., are enjoyable; engaging, etc.)	0 1 2 3 4 NA		
Synthesizes information to write outcomes that target child's participation in specifically identified activities/routines	0 1 2 3 4 NA		
Area 2: Child Interventions: 1) Adaptations & Assistive Technology (AT); 2) General Approaches (used with all children); 3) Specially-designed interventions	Rating	I could teach this skill to others.	I would like to target this skill.
Creates maximal learning opportunities within activities/routines.	0 1 2 3 4 NA		
Knows how to embed child intervention strategies into activities/routines.	0 1 2 3 4 NA		
Applies the adaptation hierarchy to identify adaptations and other modifications to promote child participation, using least to most intrusive	0 1 2 3 4 NA		
Designs or identifies adaptation/AT interventions to make activities/routines that are not going well be successful for adult and child.	0 1 2 3 4 NA		
Fabricates at least 3 low-tech options for each of the 12 activities and routines (e.g., bathtime, mealtimes).	0 1 2 3 4 NA		
Identifies or designs adaptations/AT devices to promote communication and designs strategies to identify opportunities for learning to use the adaptation/AT device within activities/routines.	0 1 2 3 4 NA		
Identifies or designs adaptations/AT devices to promote mobility (getting around) and designs strategies to identify opportunities for learning to use the adaptation/AT device within activities/routines.	0 1 2 3 4 NA		
Identifies or designs adaptations/AT devices to promote socialization and designs strategies to identify opportunities for learning to use the adaptation/AT device within activities/routines.	0 1 2 3 4 NA		
Identifies or designs adaptations/AT devices to promote use of arms and hands for functional skills (e.g., eating, play) and designs strategies to identify opportunities for learning to use the adaptation/AT device within activities/routines.	0 1 2 3 4 NA		
Knows a variety of general teaching strategies used with typical (all) children to help promote communication, mobility, socialization, and use of arms and hands, can use them in combination with adaptations/AT, and can embed them within activities/routines.	0 1 2 3 4 NA		
Knows specialized intervention strategies used to teach children with special needs and can embed them within activities/routines.	0 1 2 3 4 NA		

Area 3: Teaching Adults – Caregivers, Teachers, Others	Rating	I could teach this skill to others.	I would like to target this skill.
Figures out ways that caregivers, teachers, other adults are likely to best learn.	0 1 2 3 4 NA		
Engages caregivers and teachers so that they are able to participate in learning	0 1 2 3 4 NA		
Demonstrates strategies for active teaching (demonstration with narrative, caregiver practice with feedback, guided practice)	0 1 2 3 4 NA		
Demonstrates strategies for discussion – problem oriented reflection & conversation	0 1 2 3 4 NA		
Identifies strategies that are not effective for teaching (e.g., modeling; handouts)	0 1 2 3 4 NA		
Selects teaching strategy based on skill or information being taught and learner preference	0 1 2 3 4 NA		
Area 4: Progress Monitoring and Data-Based Decision Making	Rating	I could teach this skill to others.	I would like to target this skill.
Identifies what behavior, situation, etc. will be measured to record child performance	0 1 2 3 4 NA		
Identifies who will observe and record the measurement (e.g., provider, caregiver, both, etc.) and the time frame for doing so.	0 1 2 3 4 NA		
Designs strategies for recording observations – i.e., videotapes, photographs, scales, graphs, portfolios, parent report checklists, etc.	0 1 2 3 4 NA		
Establishes a schedule for reviewing child records and for determining the extent to which the child is progressing/the strategies are working	0 1 2 3 4 NA		
Reviews child records and makes decisions about programming – i.e., continue, modify, totally change goal/outcome, etc.	0 1 2 3 4 NA		
Changes strategies based on review and interpretation of data.	0 1 2 3 4 NA		