



Job Title:	Early Intervention Specialist #2	Position Type:	Full-time
Post Date:		Reports To:	Early Intervention Coordinator

External Posting URL: <http://www.gracehill.org>

Job Description

Role and Responsibilities

Perform the duties required to address the special education needs of Head Start and Early Head Start children, develop Head Start and Early Head Start Individualized Intervention Plans, provide support to and model for teachers and parents the management of behaviorally challenged children in the Head Start and Early Head Start program. Must have knowledge of and support the Agency's mission, vision, code of ethics and strategic plan for helping families to become stronger and self-reliant.

Essential Functions:

1. Assessments and Screenings:

- Facilitate and identify children with developmental delays via classroom observations, use of screening and assessment tools.
- Complete annual training on administering the DIAL-4 and ASQ assessment/screening tools.
- Engage internal and external partners to help administer assessment and screening tools.
- Monitor the administration of developmental assessments and screenings to ensure compliance with Head Start/Early Head Start regulations (DIAL-4, ASQ-3, ASQ SE-2, and DECA.).
- Review the results of developmental screenings and assessments to ensure children receive timely referrals for supportive services.
- Input data relating to disabilities, Parent Teacher Action Plans, and Behavior Intervention Plans/strategies, into Child Plus.
- Assist the Early Intervention Coordinator and the other Early Intervention Specialist in the assessment of children, the creation and monitoring of all intervention plans.

2. Reporting, Monitoring, Tracking, and Documentation:

- Complete bi-weekly and monthly Policy Council Reports on the Disability and Social/Emotional Component Areas.
- Monitor the administration of developmental assessments and screenings to ensure compliance with Head Start/Early Head Start regulations (DIAL-4, ASQ-3, ASQ SE-2, and DECA.).

- Review the results of developmental screenings and assessments to ensure children receive timely referrals for supportive services.
- Monitor and track annual renewal dates of a child's IEP and IFSP.
- Audit the Disability Section of a child's file to ensure compliance with regulations, and program policies and procedures.
- Complete required documentation of the implementation and results of the Behavior Intervention and Parent Teacher Action Plans
- Update the Disability Service Plan and other programmatic goals as needed.
- Prepare Statistical and narrative reports addressing a child's progress, and/or completion of screening and assessments.

3. Mental Health

- Work with Teachers, and the Early Intervention Coordinator to evaluate the progress of the children with Parent Teacher Action Plans (PAT) and Behavioral Intervention Plans (BIP) and if necessary assist in make modifications to the PAT and the BIP.
- Work with the Early Intervention Coordinator in the administration, evaluation, and monitoring of the DECA assessment and program.
- Support children using interventions based on the classroom routines, focusing on Social/emotional skill development.
- Assist in the development of a child's behavior intervention plan
- Coach teachers in the Implementation of intervention strategies in the classroom, and demonstrate them as a model for the teachers.
- Monitor the teacher's implementation of the Behavior Intervention Plans, IEP's, IFSP's and Parent Teacher Action Plans.
- Participate in the implementation of the Respect Team Program and FLIP IT Strategy
- Provide education and support to the child's' parents/guardian in the behavioral intervention plan and the Parent Teacher Action Plans.
- Coach and mentor the classroom teachers in the implementation of the child's behavior intervention plan in the classroom and home and assist them by modeling and resolving any barriers encountered.
- Work with the Early Intervention Coordinator in preparing statistical and narrative reports addressing a child's progress with intervention plans, and the completion of screenings and assessments, and the effectiveness of provided services.
- Follow procedures to schedule and attend staffing's, parent, community and team Meetings.

4. Education and Classroom Support:

- Monitor and document on a continual basis a child's progress toward IEP and IFSP goals.
- Support teachers with adapting activities and environment to meet the child's distinct learning needs.
- Work with the Education Coordinator, classroom teachers, and the Early Intervention Coordinator, to evaluate progress, make curriculum modifications and revisions to individual lesson plans.
- Support children using interventions based on the classroom routines, focusing on scaffolding new and more complex learning based on those experiences.
- Work with outside intermediaries (referral agencies and consultants) to implement treatment plans within the classroom environment.
- Manage and develop a great rapport with the LEA and First Steps.
- Identify, secure and ensure documentation of allowable non-federal resources directly related to overall job responsibilities.
- Assist in the recruitment of special needs children into the Head Start and Early Head Start program.

5. Parent, Guardian and Staff Support through the IEP/IFSP process:

- Provide education and support to the child's parent/guardian in the use of intervention strategies.
- Support the families from the beginning to the end of the IEP and IFSP evaluation process.
- Attend all evaluation meetings for special education services.

6. Internal and External Partnerships:

- Develop a great rapport with First Steps and the LEA and LEA Diagnostic teams to remediate barriers to the completion of and evaluation.
- Work with program staff and other Grace hill employees to reach agency wide and program specific goals.
- Exhibit daily the core values of the agency while interfacing with internal and external partners.
- Other duties as assigned

7. Skills and Abilities

- Ability to relate well with young children
- Excellent oral and written communication skills including documentation of work and preparation of reports
- Excellent organizational, interpersonal and problem-solving skills.

- Ability to engage staff and parents in the developmental and behavioral intervention strategies.
- Maintain confidentiality for children and families
- Daily demonstration of the agency's core values

****This is not an exhaustive list of essential duties. The employee is expected to complete other duties as assigned.***

Education Requirement:

Preferred: Master's degree in Early Childhood Education or Early Childhood Development with a Specialization in Early Childhood Special Education or Behavior Modification, or a related field such as Psychology or Social Work. Desired fluency in Spanish and/or language spoken by the families served in the program.

Required: Bachelor Degree in Early Childhood Education, Early Childhood Development with a specialization in Early Childhood Special Education and/or Behavior Modification; or a Bachelor's or advanced degree in a related field such as Psychology or Social Work . experience teaching and/or providing services to special needs preschool age children. Licensed mental health specialists (LCSW/LMFT).

Experience Requirement:

Preferred: 3 years of experience teaching and/or providing services to special needs preschool age children with special needs, mental health concerns and /or behavior challenges. Some experience working with infants and toddlers with Special needs, mental health concerns and behavior challenges. Experience coordinating supportive services for children identified with developmental delays, mental health concerns and behavior challenges.

Required: 2 years of experience working with preschool aged children with special needs; 2 years' experience coordinating supportive services for children identified with developmental delays, mental health concerns and behavior challenges; and experience collaborating with appropriate agencies to complete the evaluation and referral process.

Must be computer literate, including word processing, email, and the internet.

Marginal Functions

Must be willing to engage in professional development activities (continuing formal education and attending pre and in-service training sponsored or recommended by Agency)

Physical/Visual Activities or Demands

Physical/visual activities or demands that are commonly associated with the performance of the functions of this job

Physical activities: stand, walk, sit, climb, balance, stoop, crouch, kneel, crawl, reach, push, grasp, feel, talk, and hear

Visual: must have good visual acuity

Physical Demands: Must be able to safely lift up to at least 50 pounds by hand

Will have to perform childcare tasks both inside and outside the building

May work at more than one Grace Hill site as requested; site assignments may be changed periodically

An Equal Opportunity/Affirmative Action Employer

Services Provided On A Non-Discriminatory Basis

Reviewed By:	TS	Date:	August 2017
Approved By:	TS	Date:	August 2017
Last Updated By:	KD	Date/Time:	September, 2017