



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

Apply at: careers@gracehillsettlement.org

Job Description

Role and Responsibilities

Perform the duties required to develop, monitor and track Head Start and Early Head Start Individualized Adaptation Plans, IEPs, IFSPs, and to support and coach teachers and parents in the best practices for children. 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/or identify children with developmental delays by reviewing and tracking screening results and making appropriate referrals to LEA and/or identified external partners.
- Complete and conduct annual training on administering the DIAL-4 and ASQ -3; ASQ-SE 2, and the DECA assessment/screening tools.
- Engage internal and external partners to help administer assessment and screening tools.

2. Reporting, Monitoring, Tracking and Documentation:

- Track results insuring that every child whose results indicated the need for supportive services, receives them.
- Complete monthly Policy Council Reports on the program component area. Complete bi-weekly management reports on the program component area.
- Monitor the administration of developmental assessments and screenings to ensure compliance with Head Start/Early Head Start regulations (DIAL-4, ASQ-3, ASQ-SE2, DECA)
- Review the results of developmental screenings and assessments to ensure children receive timely referrals for supportive services.
- Monitor and document on a continual basis a child's progress toward IEP and IFSP goals and BIP's.
- Monitor and track annual renewal dates of a child's IEP and/or 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 Plan

- Attend Quarterly DECA Status meetings, staffing's, parent meetings and as needed Collaboration Meetings
- Complete and submit training records for relevant staff.
- Input data into Child Plus and Efforts to Outcomes (ETO) relating to disabilities and the behavior intervention plan/strategies.
- Update written plans, training manuals, parent handbook, 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.
- Complete required documentation of the implementation and results of the Behavior Intervention Plan.
- Update written plans, training manuals, parent handbook, the Disability Service Plan and other programmatic goals as needed.
- Revise processes and procedures that govern Disability Services ensuring that modifications are aligned with the Head Start/Early Head Start regulations, licensing regulations and best practices.

3. Classroom Support:

- Assist in the development of a child's behavior intervention plan
- Implement intervention strategies in the classroom as a model for the teachers.
- Provide education and support to the child's parents/guardian in the behavioral intervention plan.
- Coach and mentor the classroom teachers in the implementation of the child's behavior intervention plan in the classroom and home.
- Implement intervention strategies for children in the classroom and serve as a model and mentor/coach for the teachers.
- Provide training and education to social service staff related to best developmental practice and positive behavior support.
- Work with outside intermediaries (referral agencies and consultants) to implement treatment plans within the classroom environment.
- Follow procedures to schedule staffing's and attend staffing meetings.
- Support the families from the beginning to end of the IEP and IFSP evaluation process.
- Attend all evaluation meetings for special education services.
- Manage and develop great rapport with the LEA and First Steps.
- Monitor the Memorandum of Understanding, Partnership Agreements with entities regarding disabilities and mental health.



- Identify, secure and ensure documentation of allowable non-federal resources directly related to overall job responsibilities.
- Attend internal and external community meetings.
- Update written plans, training manuals, parent handbook, the Disability Service Plan and other programmatic goals as needed.
- Assist in the recruitment of special needs children into the Head Start and Early Head Start program.
- Prepare Statistical and narrative reports addressing a child's progress, and/or completion of screening and assessments.
- Work with other employees of Grace Hill and Head Start/Early Head Start to reach agency and programmatic goals.
- Daily, exhibit the core values of the agency while interfacing with internal and external partners.
- Other duties as assigned.

4. 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.

5. Non-Federal Share/In-Kind:

- Identify, secure and ensure documentation of allowable non-federal resources/in-kind directly related to the Disability Services program component.

6. Internal and External Partnerships:

- Attend identified community meetings to promote Head Start and Early head Start for the recruitment of special needs children.
- Develop a great rapport with First Steps and the LEA and LEA Diagnostic teams to remediate barriers in the completion of an evaluation
- Work with program staff and other Grace hill employees to reach agency wide and program specific goals.
- Schedule and attend team meetings.
- Monitor effectiveness of expanded services provided by LEA< LDA, Judevine, etc.

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



Skills and Abilities

- Ability to relate well with young children 3-5
- At least two years working with infants and toddlers
- Experience working with IFSP, IEP, and BIP's
- 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

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. Desired fluency in the Spanish and/or language spoken by the families served in the program. Degree in Applied Behavioral Analysis a plus.

Required: Bachelor's 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 and course work equivalent to a major relating to Early Childhood Education or Early Childhood Development with experience teaching and/or providing services to special needs preschool age children.

Experience Requirement:

Preferred: 3 years of experience in a Head Start and/or Early Head Start setting providing services to children with special needs and /or behavior challenges. 3 years' experience coordinating supportive services for children identified with developmental delays; and 3 years experiences collaborating with the LEA and First Steps to complete the evaluation process.

Required: 2 years of experience working with preschool aged children with special needs; 1 years' experience coordinating supportive services for children identified with developmental delays; and 1 years' experience collaborating with the LEA and First Steps to complete the evaluation process; and 2 years' experience working with infants and toddlers in a child care setting.

Must be computer literate, including word processing, email, and 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