Rhode Island’s Early Intervention Certificate Program (RIEI Certificate) is a comprehensive program designed to provide a pathway for professional advancement within the EI system for Level I staff to move to Level II. This program allows Level I staff to learn new skills and demonstrate the competencies necessary to become a Level II provider. Supervisors, please complete the application process for identified candidates.

**Criteria for application:**

All applicants for the RIEI Certificate Program must have the following minimum qualifications:

* Demonstration of the RI Early Intervention General Staff Competencies
* A bachelor's degree, and
* At least 1 year experience in an RI Early Intervention program (includes time accrued during internship)

**Application:**

Supervisors/Mentors should send the RIEI Certificate Program Application to the Sherlock Center EI Training and Technical Assistance team. This will provide the information needed to access the Evaluation and Assessment Modules.

**Program Requirements:**

Once approved, candidates will work directly with their Supervisor/Mentor to gain the skills necessary to demonstrate the competencies. RIEI Certificate Program participants will be responsible for:

* Completion of RIEI Certificate Program Self-Assessment
* Demonstration of knowledge and skills through a minimum of 3 in-person observations or review of video taken during home visits so the Supervisor/Mentor can assess staff progress and support areas of need.
  + - Review of all resources associated with the competencies.
    - Completion of RIEI Certificate Program self-reflection questions
  + Sharing a sample of written materials with the Sherlock Center Training and Technical Assistance Team including:
    - A complete IFSP, and
    - A sampling of SRFs, including evaluation, team treatment, and routines based SRF with embedded coaching.

**Ongoing Support:**

The Supervisor/Mentor and candidate have the option to meet with the Sherlock Center Training and Technical Assistance Team periodically for guidance to support the candidate’s progress, review documentation, and receive feedback and support. These periodic meetings will allow real-time technical assistance and time for change/improvement before the candidate completes the program.

**Documentation:**

Supervisors/Mentors should use the tables below to guide the RIEI Certificate Program process. Please indicate when the specific competency was observed and use the note's sections for additional comments. This must be kept as part of the candidate’s personnel record and be available for audit purposes if needed.

**Completion of the RIEI Certificate:**

Once the candidate has met all the requirements of the RIEI Certificate Program, the Supervisor/Mentor will inform the Sherlock Center Training and Technical Assistance team of the candidate’s completion. Candidates are invited to meet with the Sherlock/EOHHS team to share their experience, provide feedback, and receive congratulations for participating in the RIEI Certificate Program.

All candidates will receive a certificate of completion from the Sherlock Center.

|  |
| --- |
| Staff Name |
| Supervisor/Mentor Name |
| Program Name |
| RIEI Certificate Program Start Date     /     / |
|  |
| RIEI Certificate Completion Date      /     / |

**EVALUATION/ASSESSMENT**

Early Intervention providers work as a team to gather and organize information from multiple sources to plan for individualized evaluations and assessments. EI professionals will actively include the family/caregiver throughout the entire evaluation and assessment process. EI providers will administer a variety of evaluation and assessment tools, that are culturally, linguistically, and developmentally appropriate, and consider potential biases related to language, culture, assistive technology, sensory disability, etc. Working with other members of the IFSP team, including the family/caregiver, the EI provider will analyze, interpret, and accurately share evaluation/assessment information, and respond to family/caregiver questions and concerns. Information gained from multiple sources will be used to determine eligibility, guide program planning, and provide ongoing information about a child’s development.

| **COMPENTENCIES RESOURCES** | | |
| --- | --- | --- |
|  | ***Preparation:*** |  |
|  | Explains the difference between evaluation and assessment and the purpose for each as they pertain to RI Early Intervention | *See RI EI Certification Standards, Evaluation and Assessment*  [*https://eohhs.ri.gov/sites/g/files/xkgbur226/files/Portals/0/Uploads/Documents/Early-Intervention/EICertificationStandardsVEvalandAssessment.pdf*](https://eohhs.ri.gov/sites/g/files/xkgbur226/files/Portals/0/Uploads/Documents/Early-Intervention/EICertificationStandardsVEvalandAssessment.pdf) |
|  | Reviews and uses intake information to plan for evaluation/assessment | [*https://ectacenter.org/decrp/decrp.asp*](https://ectacenter.org/decrp/decrp.asp) |
|  | Considers the impact of early trauma including disrupted primary relationships, violence, neglect, and exposure to toxic substances when preparing for the evaluation/assessment. | [*https://developingchild.harvard.edu/resources/experiences-build-brain-architecture/*](https://developingchild.harvard.edu/resources/experiences-build-brain-architecture/) |
|  | Considers ahead of time, what questions the evaluation team is attempting to answer |  |
|  | In collaboration with the evaluation team, and based on information gathered so far, the individual chooses methods and tools that are designed to match the questions the team and family want to answer. | *Review Tools for Assessment and Target Areas* |
|  | Demonstrates an understanding of typical birth to 3 development | <https://pathways.org/> |
|  | Demonstrates an understanding of attachment, temperament, early relational health, and conditions that influence and optimize early brain development | <https://developingchild.harvard.edu/guide/what-is-early-childhood-development-a-guide-to-the-science/> |
|  | Considers and includes a family/caregiver’s cultural, linguistics and other individual family/caregiver strengths and needs throughout all evaluation/assessment procedures. | [*DEC Recommended Practices Assessment*](https://ectacenter.org/decrp/decrp.asp) |
|  | ***Administration:*** |  |
|  | Complete Evaluation and Assessment Modules, which incorporates the Bayley Independent Study. | *Items highlighted in green are covered in the Evaluation and Assessment Modules* |
|  | Clearly explains assessment/evaluation process to family including: | [*DEC Recommended Practices Assessment and Family*](https://ectacenter.org/decrp/decrp.asp) |
|  | * Purpose of evaluation |  |
|  | * Methods and measures to be used |  |
|  | * Roles and responsibility, including how family will be involved. | *https://ectacenter.org/~pdfs/decrp/PG\_Asm\_EngagingFamiliesasAssessmentPartners\_prac\_print\_2017.pdf* |
|  | * How standardized tools work including how this method does not allow for parents to help the child. |  |
|  | Administers assessment/evaluation tool while considering the following: |  |
|  | * Uses standardized procedures for norm-referenced tools and recommended practices for criterion-referenced evaluation/assessment tools | [*https://www.facebook.com/StephanieStollarConsulting/videos/424069035748590/*](https://www.facebook.com/StephanieStollarConsulting/videos/424069035748590/) |
|  | * Considers which evaluation/assessment tools best match the child’s functioning/disability, including tools specific for children who are Deaf or Hard of Hearing, children with visual impairments and children with duel sensory impairment.for | [*https://sherlockcenter.ric.edu/services-projects/ri-early-intervention-training-technical-assistance-project/ei-providers/supporting-infants-toddlers-who-are-deaf-or-hard-hearing*](https://sherlockcenter.ric.edu/services-projects/ri-early-intervention-training-technical-assistance-project/ei-providers/supporting-infants-toddlers-who-are-deaf-or-hard-hearing)  [*https://sherlockcenter.ric.edu/services-projects/services-children-youth-dual-sensory-impairments*](https://sherlockcenter.ric.edu/services-projects/services-children-youth-dual-sensory-impairments)  [*https://communicationmatrix.org/*](https://communicationmatrix.org/) |
|  | * Effectively uses non-standardized methods (i.e. observation, parent/caregiver report, etc.) to gather and document functional skills | *Review and demonstrate use of Guiding Questions for Parents and Teachers* |
|  | * Adjusts pace of the evaluation/assessment to accommodate child’s temperament and learning style in a setting familiar to the child (to the maximum extent possible) | *Demonstrated via mentor observation* |
|  | * Actively includes family in the assessment/evaluation (clarifying questions, helping to engage child, demonstrating) with consideration of individual family needs | *Review Validating Questions to Engage Families* |
|  | Accurately analyzes and interprets evaluation/assessment information to determine eligibility according to Part C regulations | [*https://eohhs.ri.gov/sites/g/files/xkgbur226/files/Portals/0/Uploads/Documents/Early-Intervention/EICertificationStandardsIVEligibility.pdf*](https://eohhs.ri.gov/sites/g/files/xkgbur226/files/Portals/0/Uploads/Documents/Early-Intervention/EICertificationStandardsIVEligibility.pdf) |
|  | Collaborates with team members (including the family/caregiver) to analyze, interpret, and document evaluation/assessment information. |  |
|  | ***Reporting Results and Conversations with Families:*** |  |
|  | Clearly explains eligibility criteria and how it relates to the child’s eligibility for Early Intervention | [*https://eohhs.ri.gov/sites/g/files/xkgbur226/files/Portals/0/Uploads/Documents/Early-Intervention/EICertificationStandardsIVEligibility.pdf*](https://eohhs.ri.gov/sites/g/files/xkgbur226/files/Portals/0/Uploads/Documents/Early-Intervention/EICertificationStandardsIVEligibility.pdf) |
|  | Provides verbal feedback that gives a clear overview of child’s strengths and needs, functioning, and concerns in a way that is sensitive and easily understood by the family | [*https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Recommended%20Practices%20with%20Examples\_0.pdf#:~:text=A%20preschool%20program%20director%20encourages%20practitioners%20to,practices%20that%20impact%20their%20work%20and%20takes*](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Recommended%20Practices%20with%20Examples_0.pdf#:~:text=A%20preschool%20program%20director%20encourages%20practitioners%20to,practices%20that%20impact%20their%20work%20and%20takes) |
|  | Ensures evaluation, assessment, and information from other sources are reviewed and used to guide IFSP development |  |
|  | Recognizes and discusses with team and family/caregiver the need for further evaluation to address specific concerns within a developmental domain or risk factors for other concerns (e.g. vision, hearing, medical, behavioral) | [*https://sherlockcenter.ric.edu/files/ei-guide-hearing-assessmentpdf*](https://sherlockcenter.ric.edu/files/ei-guide-hearing-assessmentpdf)  [*https://sherlockcenter.ric.edu/files/ei-guide-vision-assessment*](https://sherlockcenter.ric.edu/files/ei-guide-vision-assessment) |
|  | With family, discusses the child’s present level of development based on review of any current evaluations, parent report, medical records, ongoing assessment, etc. |  |
|  | Uses ongoing assessment information and curriculum to guide and track child’s development, monitor progress toward IFSP outcomes, and modify or add interventions as appropriate | *https://www.veipd.org/earlyintervention/2018/01/09/ongoing-assessment-occurs-naturally/* |
|  | Can explain the purpose and makes use of age anchoring tools. |  |
|  | ***Documentation:*** |  |
|  | Writes evaluation/assessment summaries that are clearly written, free of grammatical and spelling errors, and uses language that is understood by the family |  |
|  | Includes standardized tool results, information collected by non-standardized procedures, parent report, intake information, and information provided by outside sources |  |
|  | Identifies strengths, needs, and functional skills across all domains organized by the 3 Global Child Outcomes | [*Breath of the Three Global Child Outcomes*](https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf) |
|  | Accurately sorts child's development and functional information into categories of Foundational, Immediate Foundational and Age Expected skills and behaviors to result in an accurate summary statement/child outcomes rating | [*COS Process Module*](https://ectacenter.org/eco/pages/cos.asp#COSProcessModule) |
|  | Uses and references child development resources including *RI Early Learning and Development Standards, RI Early Intervention Child Outcomes Developmental Guidance,* and *Larimer County Age Anchoring Tool* |  |
|  | ***Ongoing Assessment and Periodic Review:*** |  |
|  | Chooses appropriate ongoing assessment methods that address the child’s development, progress toward IFSP outcomes, and the family’s cultural, lingual, and situational needs | *See RI EI Certification Standards, Evaluation and Assessment*  [*https://eohhs.ri.gov/sites/g/files/xkgbur226/files/Portals/0/Uploads/Documents/Early-Intervention/EICertificationStandardsVEvalandAssessment.pdf*](https://eohhs.ri.gov/sites/g/files/xkgbur226/files/Portals/0/Uploads/Documents/Early-Intervention/EICertificationStandardsVEvalandAssessment.pdf) |
| ***Notes and Comments:*** | | |

**SERVICE DELIVERY**

|  |  |  |
| --- | --- | --- |
| Quality service delivery and intervention provides families and caregivers with information and skills to support the child’s full participation in everyday activities at home and in the community. An Early Intervention professional’s effectiveness depends on their ability to work in partnership with families and children with varied needs, from diverse backgrounds, and in a variety of community settings. EI providers should consistently incorporate evidence-based practices from multiple disciplines to implement intervention strategies within the family/caregiver’s routines, activities, and natural environment. This includes the use of coaching, modeling, adult learning strategies and strength-based interventions.  EI providers should know and carry out Federal and State Regulations pertaining to the RI Early Intervention System. Early Intervention providers will both understand and be able to explain to families, relevant components of IDEA Part C, the Federal Education Rights and Privacy Act (FERPA) and State Regulations, professional codes of conduct and agency policies and practices.  The provision of Early Intervention services is guided by the *Eight Key Principles and Practices.* | | |
| **COMPETENCIES** | | **RESOURCES** | |
|  | Interacts with family/caregiver in a supportive, non-judgmental, and respectful manner with sensitivity and respect to individuality of the family and their unique culture |  | |
|  | Interventions show clear consideration of Part C and RI’s Principles and Practices including natural environment, family centeredness, and coaching | [*https://ectacenter.org/~pdfs/topics/families/Principles\_LooksLike\_DoesntLookLike3\_11\_08.pdf*](https://ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf) | |
|  | Services Rendered Forms/Session Notes are written so they meet the requirements set forth in current applicable guidance and technical assistance documents |  | |
|  | Makes use of available materials and resources to individualize strategies that can be implemented by the variety of people in a child’s life, within daily routines, and in naturally occurring learning opportunities | [*https://sherlockcenter.ric.edu/services-projects/ri-early-intervention-training-technical-assistance-project/ei-providers/ei-guidance-and-technical-assistance*](https://sherlockcenter.ric.edu/services-projects/ri-early-intervention-training-technical-assistance-project/ei-providers/ei-guidance-and-technical-assistance) | |
|  | Encourages family to identify any barriers/challenges related to child and family outcomes and develops strategies to address these |  | |
|  | Uses knowledge of agency, local, or regional resources to assist family/caregiver to access appropriate evaluations or community resources as needed (including those children determined not eligible for Early Intervention services) | [*https://ripin.org/ripin/wp-content/uploads/2021/09/FV-0002-2021.09.03-Connecting-the-Dots-English.pdf*](https://ripin.org/ripin/wp-content/uploads/2021/09/FV-0002-2021.09.03-Connecting-the-Dots-English.pdf) | |
|  | Completes a comprehensive justification plan with the family for each service provided in a non-natural environment |  | |
|  | Understands responsibility of mandated reporting, including specific agency protocols |  | |
| ***Notes and Comments:*** | | | |

**TEAM FUNCTIONING**

|  |  |  |
| --- | --- | --- |
| EI professionals will develop and use interpersonal skills effectively and shares professional knowledge within the EI team and other providers. The demonstration of professional work habits and consideration for the wellbeing of co-workers is important both in the office and when working in community settings. EI professionals are committed to ongoing professional growth and willingly share new information with team member to strengthen the capacity of the agency. | | |
| **COMPETENCIES** | | **RESOURCES** |
|  | Demonstrates respect for group process while contributing to the discussion and using active listening skills |  |
|  | While leading a team meeting, demonstrates ability to set agenda, manage time, facilitate participation, and provide summary and next steps | <https://www.mindtools.com/afhhhdo/running-effective-meetings>  <https://youtu.be/iQsw3cdJbbM?si=025c1Mu9zzhkcN4C> |
|  | Demonstrates acceptance of differences of opinion and seeks to resolve issues in a non-judgmental, non-confrontational way |  |
|  | Engages in productive problem-solving to generate solutions |  |
|  | Recognizes and utilizes areas of strength and expertise with team members while incorporating other team members’ expertise into own practice |  |
|  | Willingness to actively contribute to program development and improvement initiatives |  |
| ***Notes and Comments:*** | | |

**Questions to Promote Reflection**

**EVALUATION AND ASSESSMENT REFLECTION QUESTIONS**

1. What were the child and/or family's needs during the evaluation/assessment process and how did you address them?

1. Describe the process you used to choose the methods/tools used during a specific evaluation/assessment.

1. Think of a specific evaluation you conducted. Share something you learned about the child during the evaluation process that will impact your future work. Share something you learned about the family that will impact your future work.

1. Was there anything you were unprepared for during the evaluation/assessment process? Describe the situation and how you handled it.

1. Thinking of the entire evaluation/assessment process, what are your strengths? What would you do differently?

1. What further training/practice will you need to improve on your current skills?

**SERVICE DELIVERY REFLECTIVE QUESTIONS**

1. Describe a situation when a strategy or intervention did not work for a family.

1. What did you do to continue progress toward this outcome?

1. Think of a specific family. What have you learned about this family through your home visits? How did your initial impressions change?

1. How do you prepare for managing a challenging situation or sharing difficult news with a family?

1. Describe one simple and one complex situation when you shared difficult information. How did each family respond, what did you do in this scenario that was successful and what would you have done differently?

**TEAM FUNCTIONING REFLECTION QUESTIONS**

1. How would you describe your “participation style” in team meetings?

1. Describe one characteristic of another team member you admire that you would like to develop in yourself.

1. Describe a team activity (e.g. case review, team meeting, program initiative) that you experienced as positive, and describe one that was challenging and what you would have done differently.