



DH-EARLY INTERVENTION COORDINATOR

CHARACTERISTICS OF WORK:

This is professional supervisory work in coordinating and administering the Infant and Toddler Early Intervention Program with the Department of Health. The classification is used primarily at the district level where incumbents work as the operational manager of a program serving multiple counties. Responsibilities include development of local interagency councils; maintaining working relationships with individuals, groups, and governmental entities to ensure effective program implementation; providing technical assistance concerning all aspects of the program; and maintaining a district child registry. Supervision is exercised over Health Program Specialists who are assigned as service coordinators in each district and contract personnel within each district assigned to Early Intervention.

MINIMUM QUALIFICATIONS:

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

EXPERIENCE/EDUCATIONAL REQUIREMENTS:

Education:

A Master's Degree from an accredited four-year college or university in public health, health administration, nursing, public or business administration, urban or regional planning, education, or a related field;

AND

Experience:

Two (2) years of experience in work related to the above-described duties.

OR

Education:

A Bachelor's Degree from an accredited four-year college or university in public health, health administration, nursing, public or business administration, urban or regional planning, education, or a related field;

AND

Experience:

Three (3) years of experience in work related to the above-described duties.

PHYSICAL REQUIREMENTS:

These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet

physical requirements. These are typical requirements; however, reasonable accommodations may be possible.

Moderate Work: May frequently exert force equivalent to lifting up to approximately 25 pounds and/or occasionally exert force equivalent to lifting up to approximately 50 pounds.

Vision: Requires the ability to perceive the nature of objects by the eye.

Near Acuity: Clarity of vision at 20 inches or less.

Midrange: Clarity of vision at distances of more than 20 inches and less than 20 feet.

Far Acuity: Clarity of vision at 20 feet or more.

Depth Perception: Three dimensional vision, ability to judge distances and spatial relationships.

Ability to adjust focus: Ability to adjust the eye to bring an object into sharp focus.

Speaking/Hearing: Possesses the ability to give and receive information through speaking and listening skills.

Motor Coordination: While performing the duties of this job, the incumbent is regularly required to sit; use hands to finger, handle or feel objects, tools or controls; and reach with hands and arms. The incumbent is frequently required to stand; walk; and stoop, kneel, crouch, or bend. The incumbent is occasionally required to climb or balance.

COMPETENCIES:

The following competencies describe the knowledge, skills, abilities, and attributes that lead to a successful employee in this position. An applicant will be expected to exhibit these competencies or the ability to reach competency achievement within a specified time. These competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Example behaviors are listed below each competency and are used for illustrative purposes only. Specific behaviors may be identified and included later by the hiring agency. It is understood that some of these behaviors might not be acquired until a reasonable time after hire. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

PUBLIC SECTOR COMPETENCIES:

Integrity and Honesty: Demonstrates a sense of responsibility and commitment to the public trust through statements and actions.

Models and demonstrates high standards of integrity, trust, openness, and respect for others. Demonstrates integrity by honoring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.

Work Ethic: Is productive, diligent, conscientious, timely, and loyal.

Conscientiously abides by the rules, regulations, and procedures governing work.

Service Orientation: Demonstrates a commitment to quality public service through statements and actions.

Seeks to understand and meets and/or exceeds the needs and expectations of customers. Treats customers with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service. Develops positive relationships with customers.

Accountability: Accepts responsibility for actions and results.

Is productive and carries fair share of the workload. Focuses on quality and expends the necessary time and effort to achieve goals. Demonstrates loyalty to the job and the agency and is a good steward of state assets. Steadfastly persists in overcoming obstacles and pushes self for results. Maintains necessary attention to

detail to achieve high level performance. Deals effectively with pressure and recovers quickly from setbacks. Takes ownership of tasks, performance standards, and mistakes. Has knowledge of how to perform one's job. Knows the organization's mission and functions and how it fits into state government.

Self Management Skills: Effectively manages emotions and impulses and maintains a positive attitude.

Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works effectively and cooperatively with others to achieve goals. Treats all people with respect, courtesy, and consideration. Communicates effectively. Remains open to new ideas and approaches. Avoids conflicts of interest. Promotes cooperation and teamwork.

Interpersonal Skills: Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships.

Demonstrates cross cultural sensitivity and understanding. Identifies and seeks to solve problems and prevent or resolve conflict situations. Encourages others through positive reinforcement.

Communication Skills: Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.

Receives other cues such as body language in ways that are appropriate to listeners and situations. Takes into account the audience and nature of the information; listens to others, attends to nonverbal cues, and responds appropriately. May make oral presentations. Communicates ideas, suggestions, and concerns, as well as outcomes and progress throughout the process of an activity. Provides thorough and accurate information.

Self-Development: Adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

Seeks efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development. Develops and enhances skills to adapt to changing organizational needs. Remains open to change and new information and ideas.

TECHNICAL COMPETENCIES:

Communication: Shares information in writing or verbally.

Concisely and correctly answers questions and/or explains or conveys information to the public, agency, co-workers, management, and other entities. Asks appropriate questions to gain information needed to assist the public or provide information to the public, agency personnel, or other entities. Participates effectively in meetings, seminars, and training sessions. Presents oral and written information internally or externally using proper grammar, punctuation, and content. Appropriately documents information using tools such as: letters, e-mails, reports, memoranda, etc. Communicates information in a courteous manner without invoking anger. Knowledgeably refers issues to appropriate agency or other personnel. Presents facts, financial documentation, or information in legal proceedings in written and/or oral form. Testifies in court or administrative hearings.

Workflow Management: Carries out, completes, and follows up on work that is performed.

Schedules and manages workload to achieve goals. Works independently resolving all tasks timely. Researches and finds solutions using all available informational resources. Effectively utilizes resources such as time, computer equipment, supplies, travel, etc. Makes appropriate choices or exercises sound judgment for a variety of circumstances. Exercises appropriate level of professional curiosity based on information obtained. Adapts appropriately to a variety of situations and surroundings.

Functional Capability: Possesses or is capable of developing the specific knowledges and technical abilities to succeed in the specified position.

Possesses knowledge of relevant laws, regulations, programs, and agency policies. Possesses knowledge of plans and programs that are administered by the agency. Assists agency personnel, public, and contractors with answers to complex questions within area of expertise. Has ability to think analytically and exercise an analytical thinking process. Works with and is comfortable with calculations and computations. Has knowledge of health and safety procedures (First aid, CPR, infection control procedures).

Professional Maturity: Possesses the capacities and aptitudes acquired by means of personal or professional experience, which enable functions to be fulfilled, and enables the incumbent to deal with situations in the workplace in a professional manner.

Is able to assess the situation and appropriately respond. Exhibits the attributes of confidence, assertion, tolerance, patience, and empathy at the appropriate time in stressful or high-pressure situations. Manages conflicts and defuses situations. Knows when to refer an issue to the appropriate level. Aligns personal behavior with agency standards. Continuously assesses work unit for areas of improvements and suggest changes for continuous improvement. Responds appropriately to supervision and administrative decisions. Is able to work under and with authority and accepts decisions. Takes initiative to accomplish stated and unstated goals. Maintains appropriate standards of professionalism and only provides expertise information within scope of authority.

Work Performance: Possesses the competencies, capacities, and aptitudes acquired by means of the training process, professional experience, or life experiences, which enable the functions, working situations, and requirements of the classification to be fulfilled. Understands, performs and is able to identify and carry out appropriate methods, procedures, and standards for application procedures.

Researches, compiles, analyzes, and interprets important detailed, often complex data and records. Maintains regular contact with persons in other departments, entities, or other agencies to coordinate activities, to resolve problems, to furnish or obtain information, and to explain policies, procedures, programs, rules, and regulations. Understands agency appeals process. Identifies pertinent data for inclusion in records and reports; organizes information in a clear and concise manner. Investigates and prepares accurate, complete, and legally defensible reports. Includes elements necessary for departmental review. Completes appropriate follow-up reports. Supports conclusions and recommendations.

Mentoring or Training: Watches over, assists with work of, and determines the training needs of co-workers. Utilizes appropriate methods for training.

Mentors or otherwise assists co-workers as assigned helping them to improve their knowledge, skills, and abilities. Develops co-worker's skills and encourages growth. Facilitates co-worker learning. Fosters a positive attitude. Participates in job training programs (On the Job Training). Shares knowledge and wisdom with less experienced employees.

Technical: Is proficient with computers and software applicable to position.

Is proficient in using computer hardware and software to complete assigned tasks, meet agency goals, and produce required products. Possesses knowledge of software products which could include but is not limited to the following: Windows, WordPerfect, Excel, and PowerPoint or equivalent.

Functional Supervision /Training: Watches over, directs work of, and determines the training needs of subordinates.

Provides direction and gains compliance. Monitors subordinates' activities. Gives performance feedback. Motivates for increased results. Develops subordinates' skills and encourages growth. Assesses developmental needs. Selects appropriate training methods. Facilitates participant learning. Motivates employees to apply new skills. Evaluates training effectiveness. Meets training requirements and goals. May make recommendations for hiring.

Family Involvement: Maintains an interactive relationship with family.

Realizes and addresses the impact of a disability on families, the special concerns of parents and siblings of special needs infants and toddlers, and the issues related to stress factors in the family. Plans for immediate and long term needs of the child and family. Emphasizes the social/emotional support of the family.

Assessment: Observes and interviews family.

Interviews and observes parent to use as informal child assessment strategies. Interprets assessments relevant to families.

Program Implementation and Evaluation: Is aware of current trends and practices in developing programs.

Is aware of the current trends and practices in therapeutic, habilitative, and educational intervention. Is aware of current trends and practices in evaluating programs. Makes sure Individualized Family Service Plan (IFSP) process is in compliance with Part C.

Administrative and Team Processes: Understands various disciplines' roles and contributions to infants and families.

Uses team approaches to working with infants and toddlers: collaborating with families and team members. Organizes, communicates, and coordinates effectively. Utilizes community resources. Understands service coordination. Utilizes interdisciplinary/transdisciplinary team processes.

Professional Development: Maintains professional ethics, confidentiality, and staff supervision.

Utilizes methods and resources to reduce stress: personal and family stressors; and job related stressors. Utilizes methods and resources to reduce job related stressors. Understands how personal attitudes, goals, and agendas interact with federal law, state implementation policy, and local procedures.

MANAGEMENT COMPETENCIES:

Emotional Maturity: Conducts oneself in a professional, consistent manner when representing the organization.

Has the ability to work through adversity and hold self and others accountable for work actions.

Macro Oriented: Exercises good judgement; makes sound, well informed decisions.

Understands and appropriately applies procedures, requirements, and regulations related to specialized areas of expertise.

Working Through Others: Supports, motivates, and is an advocate for staff.

Shows a willingness to get work done through others. Reinforces and rewards team efforts and positive behaviors. Is fair, yet firm with others. Provides feedback.

Results Oriented: Plans effectively to achieve or exceed goals; sets and meets deadlines.

ESSENTIAL FUNCTIONS:

Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following:

1. Coordinates and administers the Infant and Toddler Early Intervention Program.
2. Prepares and maintains reports and budgets.
3. Maintains effective workforce in accordance with standards.
4. Supervises Health Program Specialists and contract personnel providing direct service to families within the Early Intervention Program.

EXAMPLES OF WORK:

Examples of work performed in this classification include, but are not limited to, the following:

Identifies and develops Early Intervention services in the district.

Develops, implements, and revises the district Early Intervention plan annually in cooperation with local interagency councils.

Prepares reports on a monthly basis indicating activities, barriers, resources utilized, and strategies used in meeting system implementation goals.

Trains staff who provide services and monitors their adherence to standards.

Reviews Early Intervention system records for compliance with standards.

Assists in the development of budgets for individual program areas.

Maintains and monitors budget on a monthly basis.

Monitors activities of personnel working within the Early Intervention Program.

Performs related or similar duties as required or assigned.

INTERVIEW REQUIREMENTS:

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.