

## **DRAFT Recommended Knowledge and Skills for Service Coordination (RKSSC)**

As the cornerstone of early intervention supports and services, service coordinators carry out all activities and responsibilities as identified under [Part C of IDEA \(303-34.\)](#) These activities include serving as the single point of contact to assist families in obtaining access to and coordinating needed early intervention services and other services identified in the Individualized Family Service Plan (IFSP). The DRAFT Recommended Knowledge and Skills for Service Coordination (RKSSC) have been developed by a National SC Leadership Institute Group consisting of nine states with guidance and support from the [Early Childhood Personnel Center \(ECPC\)](#) and the [Division for Early Childhood \(DEC\)](#).

Short-Term Goals of the RKSSC include:

1. Provide a foundation for quality service coordination across the nation;
2. Elevate the profession of service coordination in early intervention; and
3. Provide guidance for states as they work to ensure service coordinators obtain the knowledge and skills necessary to be successful in their role.

As a result of the use of the RKSSC, we hope to:

1. Increase quality of Service Coordinators who are respected and valued as team members.
2. Increase the quantity of well-prepared SCs who are respected and valued as team members.
3. Ensure training acknowledges unique skills that Service Coordinators must possess to carry out activities under Part C of IDEA in alignment with the DEC Recommended Practices.
4. Recognize leadership and expertise of Service Coordinators.
5. Promote consistent foundational knowledge and skills for Service Coordinators, their use of DEC Recommended Practices and implementation of Part C IDEA activities unique to this role.

Use of the RKSSC is voluntary and many states may already have components of the RKSSC included in core competencies or pre-service training. This is not an exhaustive list and states may choose to use the RKSSC as they deem appropriate to build, support or augment state-specific requirements for determining desired knowledge, skills and abilities during the hiring process or for training and preparation of service coordinators once they have been hired.

To achieve quality, Service Coordinators should adhere to Part C of IDEA and align their practices with the [DEC Recommended Practices \(DEC RPs\)](#) and the [Agreed Upon Mission and Key Principles For Providing Early Intervention Services in Natural Environments](#). Service Coordinators fulfilling a dual role in a blended model may already demonstrate knowledge and skills outlined in the RKSSC if they were obtained through pre-service preparation for their discipline. Therefore, a crosswalk to illustrate how the RKSSC are aligned to Part C IDEA, DEC RPs, Agreed Upon Mission & Key Principles, DRAFT Early Intervention/Early Childhood Special Education (EI/ECSE) Personnel Preparation Standards, Cross Disciplinary Competency Areas and Zero to Three Prenatal to Age 5 Professionals can be found here: [RKSSC Crosswalk](#). This [infographic](#) provides additional information on how the RKSSC were developed and this [visual aid](#) provides an overview of the National SC Initiatives helping to move this work forward.

**DRAFT RKSSC:**

1. **Infant and Toddler Development:** *Service Coordinators demonstrate knowledge of infant and toddler development including factors that contribute to development such as family context, relationships, culture, socio-economic considerations, environment, and experiences to inform intervention decisions, child development and learning within natural environments.*

Service Coordinators demonstrate the ability to:

- 1.1. Explain exceptionalities and developmental delays and their impact on children's development and learning to support intervention decisions.
- 1.2. Apply knowledge of typical development, individual differences, and cultural and linguistic diversity to support each child's development and learning within natural environments.
- 1.3. Assist families in their understanding of child development, how each developmental domain contributes to the whole child, and how ongoing progress is monitored.

2. **Family-Centered Practices:** *Service Coordinators demonstrate ability to respect and support the distinctive qualities of each family, recognizing the family as the teacher, support, decision-maker and advocate for their child.*

Service Coordinators demonstrate the ability to:

- 2.1. Suspend judgment about the unique qualities of each family (e.g. culture, dynamics, roles, values and practices, etc.) to identify their priorities and needs.
- 2.2. Comprehensively explain family rights and procedural safeguards to families in understandable terms to support them in advocating for their child and family.
- 2.3. Engage families in addressing their priorities and concerns, by supporting them to identify opportunities to achieve the goals that they have for their family and their child's development and learning.

3. **Leadership/Teaming:** *Service Coordinators demonstrate ability to be an effective leader by building professional, supportive partnerships with families; collaborating and teaming with IFSP team members to include family members; and engaging/collaborating with a variety of community partners.*

Service Coordinators demonstrate the ability to:

- 3.1. Use models, skills, and processes of teaming in order to support families and other professionals in carrying out the Individualized Family Service Plan.
- 3.2. Identify, share, and refer families to available community resources/services, parent groups, and state/local advocacy organizations.

4. **Coordination of Services:** *Service Coordinators demonstrate ability to coordinate and monitor the timely delivery of identified evidence-based early intervention services.*

Service coordinators demonstrate the ability to:

- 4.1. Comprehensively orient all families to the early intervention system and discuss formal and informal options, supports, and opportunities available to them.
  - 4.2. Explain to families how early intervention is funded and answer any questions related to systems of payments in understandable terms.
  - 4.3. Coordinate evaluations and assessments, identify and facilitate the multidisciplinary eligibility determination process, and facilitate family participation through this process.
  - 4.4. Oversee IFSP development (initial, reviews, annuals) including functional outcomes addressed within family routines and natural environments.
  - 4.5. Monitor progress and timely delivery of services in accordance with the IFSP.
  - 4.6. Coordinate educational, social, and medical services that the child needs or is being provided outside of EI.
5. **Transition:** *Service Coordinators implement smooth and effective transition plans with the family that identify the events, activities, and processes associated with key changes between environments or programs during the early childhood years.*

Service Coordinators demonstrate the ability to:

- 5.1. Plan and implement in partnership with the family and other professionals, appropriate and individualized events, activities, and processes that support transitions that occur across the age span.
  - 5.2. Support a variety of planned and timely strategies for successful adjustment and positive outcomes for both the child and family as they exit early intervention.
6. **Professionalism:** *Service Coordinators demonstrate professionalism by using personal boundaries, flexibility, resiliency, time management, dependability, and by engaging in ongoing professional development.*

Service Coordinators demonstrate ability to:

- 6.1. Access professional development to improve practices.
- 6.2. Set professional boundaries and use leadership skills, applying ethical practices and legal policies and procedures in relationships and interactions.
- 6.3. Apply organizational skills to meet and manage required timelines and documentation.