

Class Concept

This is professional level work within the early intervention branch at the local Children's Developmental Services Agencies (CDSAs). The CDSA is the lead agency for the NC Infant Toddler Program. Employees providing in-home or center-based consultation services are responsible for utilizing a variety of formalized assessment tools for the child and/or other family members and coordinating with other disciplines and agencies to ensure a comprehensive assessment; reviewing family resources, relationships and attitudes, and making independent clinical judgements regarding appropriate services to be provided to client and family. Employees establish both short and long-range client and family-centered goals and develop, negotiate, implement, monitor and adjust individualized family service plans (IFSPs) and coordinate specialized services such as physical, occupational, psychological, and speech therapies, as needed and based on family choice. Employees provide effective utilization of program services, enablement, advocacy, and provide family support; teach parents/care providers in activities and skills which enhance the development of the child. Employees utilize community resources, and serve as a program consultant/liaison within the community. Tasks are independently completed with review and clinical supervision, and guidance available on an "as needed" basis. Employees must follow program objectives, policies and procedures. Employees are involved in coordinating interdisciplinary services for families' needs. Employees develop, negotiate, and ensure procedural safeguards. Employees monitor and supervise in-home service provided by contracted and enrolled service providers. Employees may also be called upon to provide consultation to community agencies, organizations, and technical guidance to staff. The population served includes infants, toddlers, or preschoolers (children ages 0-3) with or at risk for developmental delays, disabilities or atypical development in the case of center or home-based early intervention programs. For such service settings, experience may also be with families of such children, other care providers, or non-handicapped children of this age or with child mental health related programs. In other service settings such as CAP-DD, components or itinerant teams, experience may be with adults with developmental disabilities or mental illness.

Recruitment Standards

Knowledge, Skills, and Abilities

- Thorough knowledge of the concepts, practices, and techniques of the field of early childhood developmental disabilities and infant mental health, including assessments and development of comprehensive treatment plans.
- Skill in developing and writing individualized family service plans
- Ability to evaluate and document child progress and adjust the plan as needed
- Ability to coordinate and instruct staff, family members and care providers in carrying out methods and techniques utilized in developmental disabilities and infant and child mental health and family studies field
- Ability to establish rapport and relate to clients, families, community agencies and groups and a variety of service disciplines
- Ability to manage time independently and develop and use methods of organization to facilitate compliance with all timelines, documentation requirements and procedural safeguards

Minimum Education and Experience

Bachelor's degree in Special Education, Elementary Education or Early Childhood Education, Psychology from an appropriately accredited institution and two years of professional experience working with the population served; or

Bachelor's degree in human services field from an appropriately accredited institution and three years of professional experience working with the population served; or an equivalent combination of education and experience.

Note: This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA.