

Early Intervention Personnel Standards

All early intervention professionals are expected to meet the *Entry-Level Personnel Standards for Early Interventionists* adopted by the Mississippi First Steps Early Intervention Program based on the Professional Standards from the Division for Early Childhood.

Child Development and Early Learning

Early Intervention Professionals are expected to:

- 1.1. Demonstrate an understanding of different theories and philosophies of early learning and development and the impact they have on assessment and intervention decisions.
- 1.2. Apply knowledge of typical early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.
- 1.3. Apply knowledge of biological and environmental factors that may impact children's early development and learning as they plan and implement early intervention.
- 1.4. Demonstrate an understanding of characteristics, etiologies, and individual differences within and across disabilities, their impact on children's early development and learning, and implications for assessment and intervention.

Partnering with Families

Early Intervention Professionals are expected to:

- 2.1. Apply knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families to allow for the mutual exchange of knowledge and information.
- 2.2. Communicate clear, comprehensive, and objective information about resources and supports to help families make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.
- 2.3. Engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, and transition.

Collaboration and Teaming

Early Intervention Professionals are expected to:

- 3.1. Collaborate and communicate with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies using best practices for teaming, including appropriate uses of technology.
- 3.2. Use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.
- 3.3. Partner with families and other professionals to develop individualized plans and support transitions for young children and their families from birth to three.

Assessment and Evaluation

Early Intervention Professionals are expected to:

- 4.1. Understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally, and

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- linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.
- 4.2. Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.
 - 4.3. Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.
 - 4.4. In collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

Early Intervention Professional Practice

Early Intervention Professionals are expected to:

- 5.1. Collaborate with families and other professionals in identifying evidence-based interventions to address development and to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.
- 5.2. Use knowledge of early childhood development to plan and ensure equitable access to universally-designed, developmentally-appropriate, and challenging learning experiences in natural and inclusive environments to promote engagement, independence, and social relationships.

Responsive and Reciprocal Interactions and Interventions

Early Intervention Professionals are expected to:

- 6.1. In partnership with families, identify and use systematic, responsive, and intentional evidence-based practices with fidelity to support young children's learning and development across all developmental domains.
- 6.2. Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions and interventions in support of child learning and development.
- 6.3. Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions and interventions addressing developmental domains, adapted to meet the needs of each child and their family.
- 6.4. Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
- 6.5. Identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences across contexts.
- 6.6. Use responsive interactions and interventions with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.
- 6.7. Plan for, adapt, and improve approaches to interactions and interventions based on multiple sources of data across a range of natural environments and inclusive settings.

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Professionalism and Ethical Practice

Early Intervention Professionals are expected to:

- 7.1. Engage with the profession of Early Intervention/Early Childhood Special Education (EI/ECSE) by participating in local, regional, national, and/or international activities and professional organizations.
- 7.2. Engage in ongoing reflective practice and access evidence-based information to improve their own practices.
- 7.3. Exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.
- 7.4. Practice within ethical and legal policies and procedures.

Evidence Informed Intervention	Child Development and Early Learning Early Intervention Professional Practice <i>Assessment and Evaluation / COS</i> <i>IFSP</i> <i>RBM – Assessments, Planning, Service Delivery</i> <i>Remote Service Delivery (Tele-intervention)</i>
Coordination & Collaboration	Collaboration and Teaming Child Find <i>Assessment and Evaluation / COS</i> <i>IFSP</i> <i>RBM – Assessments, Planning, Service Delivery</i> <i>Remote Service Delivery (Tele-intervention)</i>
Professionalism	Professionalism and Ethical Practice Documentation, Billing, and Caseload Management <i>Assessment and Evaluation / COS</i>
Family-Centered Practice	Partnering with Families Responsive and Reciprocal Interactions and Interventions Family Rights <i>Assessment and Evaluation / COS</i> <i>IFSP</i> <i>RBM – Assessments, Planning, Service Delivery</i> <i>Remote Service Delivery (Tele-intervention)</i>
Other	MITI Using various technologies in early intervention