



Knowledge and Skills for Service Coordinators (KSSC)

Developed by the Workgroup on Recommended Knowledge and Skills for Service Coordinators (RKSSC), National SC Leadership Institute Group (a subgroup of the National SC Training Workgroup) with guidance and support from the Division for Early Childhood (DEC) and the Early Childhood Personnel Center (ECPC).

***Workgroup on Recommended Knowledge and Skills for Service Coordinators (RKSSC):**

**This Workgroup was formed to develop Recommended Knowledge and Skills for Service Coordinators. Upon completion of the task, Knowledge and Skills for Service Coordinators (KSSC) was adopted.*

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Purpose:

To provide awareness of the foundational knowledge and skills that are necessary for quality service coordination in early intervention.

Suggested Use:

Implementation and use of the KSSC is voluntary and the KSSC is not intended to be an exhaustive list. States, programs and territories may already have components of the KSSC included in core competencies or pre-service training and may choose to:

- use the KSSC as appropriate to build, support or augment system-specific requirements for determining desired knowledge, skills and abilities during hiring, training, and preparing service coordinators, and/or
- develop examples regarding what each recommendation looks like in practice to illustrate, explain or assess knowledge and skills.

Please use the following citation when referring to this work:

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Knowledge and Skills for Service Coordinators (KSSC)

As the cornerstone of early intervention (EI) 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). Service Coordinators should adhere to Part C of IDEA and align their practices with the [DEC Recommended Practices \(DEC RPs\)](#), the [DEC Priority Issues Agenda](#), and the [Agreed Upon Mission and Key Principles For Providing Early Intervention Services in Natural Environments](#).

In April 2020, the National SC Leadership Institute Group, in partnership with DEC and the Infant and Toddler Coordinators Association (ITCA), disseminated a nationwide survey to determine if the DRAFT Recommended KSSC:

- 1) describe the knowledge and skills service coordinators should possess, and
- 2) provide a clear statement of what a service coordinator should know and be able to do upon completion of service coordination preparation/training.

Of the 1002 respondents from 42 states, 68% represented service coordinators and 18% were administrators/supervisors. Forty-four percent (44%) had more than 10 years of experience in early intervention. Overall, respondents were in strong agreement with the KSSC and 89% of respondents found them to be comprehensive and complete. To learn more about the survey findings and how the information was used to finalize the KSSC visit DRAFT [RKSSC Nationwide Survey Highlights & Response to Suggestions](#). An [infographic](#), [visual aid](#), and [crosswalk](#) are also available for additional historical information regarding the development process of the knowledge and skills. Upon completion of the survey, the *Recommended* Knowledge and Skills for Service Coordinators were finalized and renamed as Knowledge and Skills for Service Coordinators.

KSSC:

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 developmental delays and disabilities 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. Support 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. Recognize implicit biases and respect 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, including when and how they may be applied, to support them in advocating for their child and family.
- 2.3. Promote engagement and family capacity-building to address their priorities and concerns, by supporting them to identify opportunities to achieve goals for their family and 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 effective teaming and collaboration practices in order to support families and other professionals in carrying out the IFSP.
- 3.2. Partner with families to identify, share, and access 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 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 ensure family participation through this process.
- 4.4. Facilitate 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. Partner with families to 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. Partner with families to plan and implement appropriate and individualized events, activities, and processes that support transitions across settings, agencies, and throughout the early intervention process.
 - 5.2. Manage required timelines, processes, and documentation to support successful transitions.
 - 5.3. 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.
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6. **Professionalism:** *Service Coordinators demonstrate professionalism by using personal and professional boundaries, flexibility, resiliency, time management, dependability, and by engaging in ongoing professional development.*

Service Coordinators demonstrate ability to:

- 6.1. Apply organizational skills to meet and manage required timelines and documentation.
- 6.2. Reflect and evaluate current practices to determine strengths and areas of growth to access professional development to improve practices.
- 6.3. Set personal and professional boundaries and use leadership skills, applying ethical practices, policies and procedures in relationships and interactions.