



Early Start Technician

The Early Start Interventionist trains parents and/or caregivers of special needs infants, ages birth to three, in developmental-based intervention activities.

General Job Responsibilities

- Implements Individual Family Service Plans (IFSP) for the purpose of training families and caregivers to assist the infant to reach developmental milestones;
- Provides hands-on intervention and models intervention techniques for parents;
- During intervention, works on written “Outcomes” of infant’s IFSP;
- Makes home visits, 60-minutes in duration, to train parents and caregivers in individually prescribed developmental intervention activities with the child and acts as a role model for parents in the natural environment;
- Uses 60-minute intervention session to complete all of the client’s documentation and/or record keeping (e.g., emails, updating schedule, and IFSP Developmental Page);
- During the 60-minute intervention session, cleans and disinfects toys that were in contact with the client;
- Uses materials (e.g. furniture, toys) present in the natural environment as part of the intervention;
- Collects data using “Consultation Form” and gathers ongoing assessment information using the assigned assessment tool about the infant/toddler for the purpose of implementing the IFSP desired Outcomes during 60-minute home visit;
- Consultation Form should include Strand based information, type of prompt, child’s skills, and other behavioral observations;
- When making a consult request, request should include detail information regarding reason and observations;
- Submits client’s “Developmental Page” and “Outcomes” page of IFSP no later than one month before scheduled IFSP meeting; SAR, AR, Exit, Transition
- Be present during IFSP meetings for the entire duration of the meeting-provide recommendations/information regarding client’s skills;
- Review client’s “Developmental Page” and “Outcomes” page with parents during IFSP meetings
- Confers with staff members and parents regarding needs of children;
- Attend mandatory ESI Monthly Trainings
- Assists and participates in training exercises (e.g., activities, quizzes);
- Maintains records for the purpose of assisting an infant/toddler to reach developmental milestones to full potential;
- Completes necessary documents throughout intervention sessions;
- Submits “Consultation Forms,” weekly to CSS’s scheduling coordinator; submit “ESI-Hour checklist” after every ESI hour
- Makes recommendations to parent, caregiver, staff, agencies for the purpose of assisting the family and infant/toddler through the use of “Consultation Forms”;
- Provides parents and/or caregivers with handouts weekly;
- Assists the family and infant/toddler for the purpose of accessing consultation services;
- The interventionist will attend the IFSP meeting every six months/twelve months and will also be present at the child’s meeting to terminate services and/or transitional meetings for change of services;

- Maintains and secures client files appropriately as per HIPPA standards;
- Maintains client confidentiality as per HIPPA standards;
- Uses scheduling program daily; makes changes and communicates with scheduling coordinator and checks schedule throughout the day;
- Communicates immediately with scheduling coordinator if there are cancelations or rescheduled appointments;

Other Duties/Skills/Abilities

- Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to infant/toddler with special learning needs;
- Ability to work with various handicapping conditions including developmental disabilities, physical impairments, and/or “at risk” complications;
- Principles of case management;
- Principles of child development, appropriate effective parenting skills, social services agencies/programs, community educational programs;
- Behavior management strategies and techniques relating to infant/toddler experiencing atypical control problems;
- Appropriate English usage, punctuation, spelling, and grammar;
- Basic arithmetical concepts;
- Routine record storage, retrieval, and management procedures.

Ability to

- Demonstrate an understanding, patient, and receptive attitude toward children, particularly those exhibiting development delays
- Appropriately manage child’s behavior and guide client toward more acceptable social behaviors;
- Appropriately administer basic first aid and CPR;
- Communicate effectively in oral and written form and, depending on the assignment, use manual communication techniques to communicate with the hearing impaired or non-verbal
- Perform routine clerical tasks and operate a variety of office related machines and equipment;
- Learn to utilize a variety of appropriate speech therapy materials and procedures in the enhancement of a training and educational environment;
- Understand and carry out oral and written directions;
- Establish and maintain cooperative working relationships with children and adults;
- Access community resources to best serve infant/toddler and family needs;
- Work effectively in unsupervised and uncontrolled environments;
- Stoop, bend, crawl, lift 50 lbs., and see and hear sufficiently to perform the duties listed above.

Job Qualifications/Requirements

- Required: High School Diploma or GED Diploma
- Required: Valid Driver’s License, proof of car insurance, and reliable transportation
- Required: Medical clearance of active Tuberculosis
- Required: Department of Justice (DOJ) and Federal Department of Investigations clearance
- Required: CPR/First Aid Training (Provided by CSS)
- Ability to Maintain Professional Boundaries
- Excellent Communication Skills