

EARLY INTERVENTION ASSISTANT (SPANISH-SPEAKING)

DISTINGUISHING FEATURES OF THE CLASS: This is specialized professional early childhood work which primarily involves responsibility for providing service coordination services in an early intervention program designed to provide the direct delivery of services to children at risk for or with a disability or developmental delay under the age of three. The work is distinguished from that of an Early Intervention Assistant in that some of the duties performed in this position require the incumbent to possess speaking and reading ability in Spanish at the fluency level indicated below in the Note. The work is performed under the supervision of a higher-level administrator and in accordance with New York State Department of Health regulations and guidelines. Does related work as required.

TYPICAL WORK ACTIVITIES:

Receives and reviews early intervention related referrals and contacts families, including home visits to gather information;

Reviews completed diagnostic tests and assessment tools in accordance with New York State guidelines;

Schedules and participates in Individual Family Service Plan meetings in to develop family-centered goals and services;

Coordinates and arranges for evaluations and services (placement in appropriate center-based programs), as needed;

Reviews quarterly reports and attends annual review meetings;

Advises supervisor or designee of difficult cases and problems and may make recommendations regarding same;

Prepares reports, and maintains a variety of records;

Works with early intervention providers to coordinate services, explain program, discuss regulations, etc.;

Participates in Public Health Social Work programs and projects as required;

May attend professional meetings, conferences and workshops.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Good knowledge developmental milestones of infants and toddlers; good knowledge of developmental disabilities or delays in children under the age of three; good knowledge of services and treatment for developmentally disabled children under the age of three; good knowledge of New York State Laws and guidelines regarding the provision of early intervention services and programs for disabled infants and toddlers at risk for or with a disability or developmental delay including transition to preschool services; good knowledge of community resources and County programs and how to use them effectively for children at risk for or with a disability or developmental delay and their families; ability to communicate effectively, both orally and in writing; ability to maintain records and prepare reports.

MINIMUM QUALIFICATIONS: A Master's degree or higher in Social Work, Nursing, Public Health, Special Education, Early Childhood, Psychology, Speech Pathology, Occupational Therapy, or Physical Therapy and two (2) years of post-master's experience in the field of human services*, one (1) year of which must have been in the provision of services to infants and toddlers at risk for or with a disability or developmental delay.

NOTE: Incumbents are expected to possess Level III proficiency in Spanish (as defined by the Examinations Division of the State of New York Department of Civil Service) which requires that the incumbent: be able to use the language fluently and accurately on all levels normally pertinent to professional needs; can understand and participate in any conversation within the range of their own personal and professional experience with a high degree of fluency and precision of vocabulary; can respond appropriately, even in unfamiliar situations; can handle informal translation from and into the language; with occasional use of a dictionary and/or grammar book can readily read difficult prose intended for the general reader, and specialized materials in their own area of expertise.

(over)

SPECIAL REQUIREMENTS:

1. Possession of a license and current registration as a Licensed Master Social Worker (LMSW) or a Licensed Clinical Social Worker (LCSW), Speech Pathologist, Physical Therapist, Occupational Therapist, or Registered Nurse (RN), issued by the New York State Department of Education which must also be maintained throughout the course of employment in this title, or
2. Possession of a permanent New York State license or certification from the New York State Department of Education in an area relating to the education of children with special needs. This may include certificate or license in the following areas: special education, early childhood, psychology, social work, and educational administration, and
3. Service coordinators shall participate in the introductory service coordination training session sponsored or approved by the Department of Health in the first three (3) months and by no later than one (1) year of direct or contractual employment as an early intervention service coordinator, provided that training sessions are offered and accessible in locations with reasonable proximity to their place of employment at least three times annually.
4. Possession of a valid driver's license or accessibility to transportation to meet field work requirements in a timely and efficient manner.

*Human services setting shall be defined as a public or private organization in which human services are provided, generally to prevent as well as resolve problems and to assist individuals in functioning as effectively as possible; services include but are not limited to social, economic, psychological, and/or emotional support services that are provided to clients or individuals (services are generally related to public assistance, social services, mental health, substance abuse, aging, special needs children, etc.). Human services experience involves direct contact with clients and such contact requires judgment on the part of the human services provider in interacting with or responding to clients.