



Developmental Specialist- Infant Learning Program

DESCRIPTION: Developmental Specialist provides assessment, evaluation, intervention services, and strategies to assist families in fostering the growth and development of children birth to three years. This work is performed in a home-based service program designed to directly involve parents in providing an optimal family-oriented social, nutritional, developmental and behavioral program for their child.

The Developmental Specialist will perform the following essential responsibilities:

- 1) Provide screening, evaluation, and assessment of developmental performance of children birth to age three in areas of gross motor, fine motor, cognitive, social/emotional, language and self-help skills.
- 2) Complete enrollment procedures for children eligible for Infant Learning services.
- 3) Develop, monitor, and implement an Individualized Family Service Plan (IFSP) that is based on parent goals for their child and family, including family assessment results.
- 4) Assist parents to develop confidence in their abilities as their child's best teacher through joint planning and implementation of functional activities designed to enhance the child's potential for optimum development.
- 5) Assist families in coordinating information and communicating with other service providers and community agencies providing assistance to them and their child.
- 6) Assist families in transitioning to public or private services when the child reaches age three or when exiting the program.
- 7) Work to establish a trusting relationship with families by providing regular contact through home visits.
- 8) Participate in ongoing staff development and education, with the approval of supervisor.
- 9) Maintain confidentiality of children/families and their records.
- 10) Maintain accurate and up-to-date records.
- 11) Prepare and submit all required paperwork in a timely manner.
- 12) Drive to and from family visits, meetings, trainings and other locations.
- 13) Perform duties in a manner that promotes safety.
- 14) Perform other duties as mutually agreed.

HOURS OF WORK: Full Time or Part Time Monday – Friday 8:00am to 5:00 pm

EMPLOYMENT BENEFITS:

Paid Vacation Leave	Paid Sick Leave
Paid Holidays	Jury Duty/Funeral/ Leave
Personal Leave	Employee Assistance Program
Agency paid Life Insurance	Dental Insurance Available
Major Medical Insurance	

MINIMUM QUALIFICATIONS:

Education: Bachelor's degree in Special Education, Early Childhood Education, Physical Therapy, Occupational Therapy, Speech/Language Therapy, or a related field and current professional license.

Experience and Skills: A minimum of three academic credits in child development.

At least one year experience in a field of early childhood or preschool activity, with children birth to age five and working closely with parents in forming partnerships to provide services. A current TB test. Valid Alaska driver's license with five (5) years driving experience, and proof of automobile insurance must be submitted prior to employment. Successful candidates must submit to a criminal background check as required by state regulation which includes providing one clear fingerprint card before hire. Candidate must provide a minimum of three verifiable references.

PREFERRED QUALIFICATIONS: Ability to be flexible, creative, work independently with minimal supervision, while organizing and prioritizing workflow. Ability to communicate effectively in oral and written form. Demonstrate basic computer/word processing and typing skills. Training in Parents as Teachers curriculum.

Applications, transfer requests and complete copies of the job description can be obtained at the main office: Mat-Su Services for Children and Adults, Inc., 1225 W. Spruce Avenue, Wasilla, AK 99654. Fax: 907-352-1249 You may also apply for the position from the employment tab on our website at www.mssca.org/apply.

Close Date: Until Filled

Mat-Su Services for Children and Adults

JOB TITLE: Developmental Specialist/ILP

EMPLOYMENT CLASSIFICATION: Exempt

POSITION TYPE/HOURS OF WORK: This is a salaried position which is expected to work a minimum of 40 hours per week. Occasional evening and weekend work may be required as needed.

DEPARTMENT: Infant Learning

POSITION REPORTS TO: ILP Department Manager

SUPERVISORY RESPONSIBILITIES: None

Core Values: Person-centered, Choice, Respect, Excellence, Advocacy, and Teamwork

Position Summary: Developmental Specialist provides assessment, evaluation, intervention services, and strategies to assist families in fostering the growth and development of children birth to three years. This work is performed in a home-based service program designed to directly involve parents in providing an optimal family-oriented social, nutritional, developmental and behavioral program for their child.

Essential Responsibilities: The Developmental Specialist will:

- 1) Provide screening, evaluation, and assessment of developmental performance of children birth to age three in areas of gross motor, fine motor, cognitive, social/emotional, language and self-help skills.
- 2) Complete enrollment procedures for children eligible for Infant Learning services.
- 3) Develop, monitor, and implement an Individualized Family Service Plan (IFSP) that is based on parent goals for their child and family, including family assessment results.
- 4) Assist parents to develop confidence in their abilities as their child's best teacher through joint planning and implementation of functional activities designed to enhance the child's potential for optimum development.
- 5) Assist families in coordinating information and communicating with other service providers and community agencies providing assistance to them and their child.
- 6) Assist families in transitioning to public or private services when the child reaches age three or when exiting the program.
- 7) Work to establish a trusting relationship with families by providing regular contact through home visits.
- 8) Participate in ongoing staff development and education, with the approval of supervisor.
- 9) Maintain confidentiality of children/families and their records.
- 10) Maintain accurate and up-to-date records.
- 11) Prepare and submit all required paperwork in a timely manner.
- 12) Drive to and from family visits, meetings, trainings and other locations.
- 13) Perform duties in a manner that promotes safety.
- 14) Perform other duties as mutually agreed.

Specific Duties:

- 1) **Provide screening, evaluation, and assessment of developmental performance of children birth to age three in areas of gross motor, fine motor, cognitive, social/emotional, language and self-help skills.**
 - Administer developmental screenings to screen performance of children and determine if further evaluation is needed.
 - Administer both standardized and non-standardized evaluations to observe and record the performance of children to determine eligibility for Infant Learning services.
 - Administer either standardized or non-standardized assessments to review progress and assist with program planning.
 - Accurately record evaluation and assessment observations, then develop a written report for families and others involved with the child, to document the results.

- For enrolled children, re-evaluate and reassess at least annually to document changes in development.
 - Complete Child Outcome Summary, with the family (when possible), within 90 days of enrollment, annually and within 90 days of exit from ILP services.
- 2) Complete enrollment procedures for children eligible for Infant Learning services.**
- Review Parent Rights & Procedural Safeguards with family/legal guardian and provide them with a copy.
 - Review HIPAA Privacy Statement with family/legal guardian and provide them with a copy.
 - Review the Parent/Provider Agreement with family/legal guardian and provide them with a copy.
 - Document family's source of funding for medical/therapy services.
 - Obtain all required information and complete all required forms needed for entering into State ILP database for enrollment.
 - Document request to enroll in services with parent/legal guardian signature..
- 3) Develop, monitor, and implement an Individualized Family Service Plan (IFSP) that is based on parent goals for their child and family, including family assessment results.**
- Review evaluation/assessment results with family.
 - Facilitate parents/guardians understanding of their child's development in all areas and discuss goals they would like to work toward to encourage their child's development.
 - Develop an IFSP with the parents/guardians (within 45 days of referral), to establish functional, meaningful, and measurable goals and objectives for the child, to be used in program planning.
 - Work with families to develop activities for ongoing home visits in areas identified in the IFSP.
 - Review IFSP at least every six months and renew at least annually.
 - Mentor, train and assist Developmental Assistants/Associates that may be involved with the family in the implementation of the IFSP.
- 4) Assist parents to develop confidence in their abilities as their child's best teacher through joint planning and implementation of functional activities designed to enhance the child's potential for optimum development.**
- Maximize parent/guardian/caregiver teaching opportunities by explaining, demonstrating, and/or coaching effective interaction skills and by assisting parents/guardians in understanding their child's developmental levels.
 - Encourage parents/guardians/caregivers to participate in home visits and to incorporate daily routines and activities.
- 5) Assist families in coordinating information and communicating with other service providers and community agencies providing assistance to them and their child.**
- With parent's permission, attend meetings/visits with other service providers for assessment, program planning and/or ongoing services.
 - Assist families in understanding other providers' processes and services, advocating alongside them for their child.
 - With signed release of information, share information with other providers and community agencies to coordinate and collaborate regarding services.
- 6) Assist families in transitioning to public or private services when the child reaches age three or when exiting the program.**
- Beginning with the IFSP that will be in effect when the child turns 24 months old, include a transition plan.
 - For children transitioning to the school district at age three, schedule a transition visit with the school district representative at least 90 days before the child's 3rd birthday; securely email the

school district a notice of the scheduled date along with the child's most recent evaluation summary.

- Submit transition paperwork to supervisor after transition visit with school district.
- For enrolled children moving from the area, provide family with contact information on services available in their new location. With parent/guardian permission, make referral and forward information to the new location.

7) Work to establish a trusting relationship with families by providing regular contact through home visits.

- Maintain a regular home visiting schedule with families.
- As much as possible, schedule visits with respect for child and family schedules and preferences.
- Demonstrate respect for families (for example: promptly call with schedule changes or if there will be a delay in your arrival).

8) Participate in ongoing staff development and education, with the approval of supervisor.

- Participate in activities designed to promote professional growth (staff meetings, workshops, conferences, etc)
- Participate on agency committees as a representative of Infant Learning
- Participate in community activities and events to build community awareness of the importance of early intervention and child development.

9) Maintain confidentiality of children/families and their records.

- Respect families and children by following all MSSCA policies relating to privacy, security and confidentiality.

10) Maintain accurate and up-to-date records.

- Accurately and completely document all contacts with families and others regarding a child enrolled or referred for Infant Learning services.
- Complete all forms required by the State of Alaska, EI/ILP within timelines established by the State and Federal government to maintain compliance.

11) Prepare and submit all required paperwork in a timely manner.

- Submit timesheets and mileage reimbursement forms monthly.
- Submit paperwork listed on file folder checklist by the date noted.

12) Drive to and from family visits, meetings, trainings and other locations.

- Maintain Alaska Driver's license.
- Maintain an acceptable driving record according to MSSCA standards.
- Operate personal vehicle in use for agency business in a safe manner and in accordance with Alaska State law and agency policies and practices.
- Report any driving violations within 24 hours to supervisor, whether or not the violation is work related.
- Maintain State of Alaska motor vehicle insurance policy requirements on motor vehicles used to perform job duties and maintain a current copy on file with MSSCA Human Resources department.
- Accurately report mileage incurred for job related travel and submit reports monthly.

13) Perform duties in a manner that promotes safety.

- Maintain a constant level of alertness to be able to act safely on behalf of themselves, consumers, and co-workers.

14) Perform other duties as mutually agreed.

- Requests for additional duties will be discussed such as, Child Find clinics, community events, etc.

Job relations/Professional Interactions/Communication:

- Adhere to and provide services in accordance with agency’s policies and procedures, mission, and core values.
- Work as part of a team; show maturity and leadership in interpersonal staff relationships and assist others on the team.
- Demonstrate behavior that indicates respect and courteousness to consumers, families, guardians, coworkers, and other colleagues.
- Demonstrate positive, respectful communication with consumers, families, legal guardians, agency staff, interagency staff and members of the community.
- Demonstrate behaviors that respect the values and lifestyles of employees, consumers and individuals throughout the agency.
- Use people first language in interactions with staff and consumers.
- Maintain employee and consumer confidentiality at all times.
- Utilize agency’s conciliation process if areas of disagreement arise.

Minimum Qualifications:

- Bachelor’s degree in Special Education, Early Childhood Education, Physical Therapy, Occupational Therapy, Speech/Language Therapy, or a related field and current professional license.
- A minimum of three academic credits in child development.
- At least one year experience in a field of early childhood or preschool activity, with children birth to age five and working closely with parents in forming partnerships to provide services.
- A current TB test.
- Valid Alaska driver’s license with two (2) years driving experience, and proof of automobile insurance must be submitted prior to employment.
- Successful candidates must submit to a criminal background check as required by state regulation which includes providing one clear fingerprint card before hire.
- Candidate must provide a minimum of three verifiable references.

Preferred additional qualifications:

- Ability to be flexible, creative, work independently with minimal supervision, while organizing and prioritizing workflow.
- Ability to communicate effectively in oral and written form.
- Demonstrate basic computer/word processing and typing skills.
- Training in Parents as Teachers curriculum.

Ongoing Requirements: Attend all required trainings and maintain all certifications required for this position.

Required trainings provided by MSSCA:

• Welcome to MSSCA new hire orientation	• Body Mechanics
• HIPAA (annually)	• Mandatory Reporting Requirements
• Driver Safety (every 3 years)	• Employee Safety
• Connecting to MSSCA	• Anti-Harassment & Diversity
• Mandt-Day One (Optional)	• Blood Borne Pathogens (annually)
• Building security and alarm training	• IT Security Awareness (annually)
• Intermediate Computer	•

Other requirements:

- **Interpersonal:** Ability to interact with management, supervisors, staff, consumers, and families, in a courteous and respectful manner. Must possess exceptional listening skills. Must be able to take direction from supervisor and follow through with requests.
- **Attendance:** Must be able to consistently and punctually report to work as scheduled. Must be able to consistently work the full scheduled hours necessary, as defined by the supervisor, to perform the primary functions of the position.
- **Physical:** This position requires moving throughout a variety of homes, community buildings and in and out of motor vehicles. Working with young children requires activities in a variety of places – floor, couch, stairs, outdoors, indoors, etc. It also requires bending, squatting, stooping, bending, kneeling, lifting, sitting on the floor and stretching. Must be able to lift and carry up to 50 lbs. This position requires a variety of tools (toys, equipment, books, etc.) that must be carried to and from vehicles.
- **Emotional:** Must maintain appropriate professional and ethical boundaries when working with families and young children. Must recognize limitations, provide services only within area of competency and utilize appropriate referral resources. Must be able to maintain a professional public demeanor, even under stressful circumstances and when dealing with individuals in crisis.
- **Sensory:** Must possess typical or corrected vision that allows for reading handwriting of varying legibility and reading from computer screens. Must be able to recognize various individuals. Must be able to articulate clearly when communicating verbally. Sense of hearing must allow for effective communication with a wide variety of individuals, including those who have strong accents or difficulty articulating clearly.
- **Cognitive:** Must possess the ability to read and follow written instructions, understand, clarify and follow verbal instructions, write legibly and effectively document all contacts with families or any others regarding the child. Must possess problem solving skills to assist families and assure health, safety and appropriate service delivery. Must be able to recognize when to request assistance.
- **Language:** Must possess the ability to communicate clearly and effectively, both orally and in writing, with a diverse range of people. Must be able to write legibly in English.
- **Math and computer skills:** Must be able to perform simple math functions (add, subtract, multiply and divide) in order to accurately determine assessment scores, compute ages and complete timesheet. Must possess basic computer/word processing and typing skills.

Work Environment:

- **Environment:** Must be able to work in a variety of home and community environments. Some extensive driving with various road conditions will be required and exposure to a variety of climates. Noise, lighting and odor levels will vary depending on the location in which services are being delivered. Dense staff population often requires sharing workspaces with minimal personal space and noticeable exposure to conversations and other distractions.
- **Hazards:** May have exposure to blood and body fluids while performing your job duties. Unpredictable child and family interactions are also possible
- **Driving:** This position requires driving to and from home visits, meetings, etc., on a variety of road surfaces and all seasonal weather conditions.

- Personal cell phone is recommended but not required.

Disclaimer: This job description reflects the agency's best effort to describe the essential functions and qualifications of the job described. It is not an exhaustive statement of all the duties, responsibilities, or qualifications of the job. This document is not intended to exclude an opportunity for modifications consistent with providing reasonable accommodation. This is not intended to be a contract of employment. Your signature indicates you have read the job description and understand the essential responsibilities and qualifications of the job.

Printed Name: _____

Employee Signature: _____ **Date:** _____

Prepared by: Jean Kincaid
Approved by: Jean Kincaid

Date: 5/4/06
Approval Date: 5/4/06

Revision by: Jean Kincaid	10/06	Approved by: Jean Kincaid	10/06
Revision by: Jean Kincaid	9/10	Approved by: Jean Kincaid	9/10
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Revision by: Jean Kincaid	2/12	Approved by: Jean Kincaid	2/12
Revision by: sa	4/22/13	Approved by: Jean Kincaid	4/13
Revision by: Jean Kincaid	3/14	Approved by: Jean Kincaid	3/14
Revision by: Jean Kincaid	2/15	Approved by: Jean Kincaid	2/15
Revision by: S Tucker	3/16		
Revision by: HR	5/17/16		
Revision by: HR	3/31/17		
Revision by: HR	4/18/18		