

# **Competencies for Assistants Working in EI/ECSE in Oregon**



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Developed by the  
Oregon Department of Education

The Competencies for Professionals Working in EI/ECSE in Oregon address the individual role of: 1) Specialist, 2) Assistant, and 3) Supervisor. This document addresses the *EI/ECSE Assistant* competencies and includes the following six competency areas:

1. Typical/Atypical Child Development
2. Assessment
3. Family
4. Service Delivery
5. Program Management
6. Professional Development Values/Ethics

# **COMPETENCY AREA # 1**

## **TYPICAL / ATYPICAL CHILD DEVELOPMENT**

### **ASSISTANT**

#### **OUTCOME**

EI/ECSE assistant demonstrates knowledge across domains of typical child development, the characteristics of delayed development, and patterns of atypical development associated with disabilities.

#### **CORE COMPETENCIES**

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| 1.1 | Knowledge of content and range within child development domains: receptive / expressive language, social-emotional, fine and gross motor, cognitive, and self-help.        |
| 1.2 | Knowledge of the impact of culture on an individual's values, beliefs, and behaviors regarding child development.  |
| 1.3 | Knowledge of etiology and characteristics of common developmental disabilities.  |
| 1.4 | Knowledge of potential impact of medical conditions and disability characteristics on related care for child's development and learning.                                   |
| 1.5 | Knowledge of factors that affect the mental health and social-emotional development of infants and young children and the impact on other areas of growth and development. |
| 1.6 | Knowledge of impact of language delays on behavior, cognitive, adaptive, and motor areas of development.   |

# **COMPETENCY AREA # 2**

## **ASSESSMENT**

### **ASSISTANT**

#### **OUTCOME**

As designated by the supervisor, EI/ECSE assistant administers appropriate instruments for screening and child progress.

#### **CORE COMPETENCIES**

2.1	Knows the functions of different types of assessment tools.
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2.2	Uses culturally unbiased practices and procedures.
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2.3	Collects observational data of children as trained, using curriculum based assessment, direct observation, or other methods used by the program in a variety of environments.
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2.4	Demonstrates confidentiality with respect to child and family information.
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# **COMPETENCY AREA # 3**

## **FAMILY**

### **ASSISTANT**

#### **OUTCOME**

EI/ECSE assistant recognizes the family as the major long-term influence in a child's life and supports families, in all their diversity, in their hopes and plans for their child.

#### **CORE COMPETENCIES**

3.1	Demonstrates knowledge about family relationships and how a child's disability can affect those relationships.
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3.2	Respects, understands and responds to the family within the context of their culture, ethnicity and unique family circumstances.
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3.3	As guided by supervisor, communicates effectively and in a timely manner with families regarding the child's program and daily activities. Directs family communications to supervisor when appropriate.
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# **COMPETENCY AREA # 4**

## **SERVICE DELIVERY**

### **ASSISTANT**

#### **OUTCOME**

EI/ECSE assistant demonstrates knowledge of early childhood and EI/ECSE best practices, as defined by appropriate professional organizations.

#### **CORE COMPETENCIES**

4.1 Supports safe, inclusive, and culturally responsive learning environments to engage all children in meaningful learning activities and social interactions with peers.

4.2 Demonstrates positive instructional interactions with children.

4.3 Under the guidance and direction of supervisor, incorporates development and individual learning processes to address individual needs of children.

4.4 Under the guidance and direction of supervisor, uses general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs.

4.5 Under the guidance and direction of supervisor, uses a variety of strategies (e.g., activity based instruction, positive behavior intervention and supports, discrete trial) to systematically implement developmentally and functionally appropriate interventions within general classroom activities and daily routines.

4.6 Under the guidance and direction of supervisor, integrates individualized accommodations and supports in all learning environments to support self-advocacy, independence, and active participation in age-appropriate activities (e.g., behavior plans, augmentative communication strategies, adaptive technologies and equipment).

4.7 Under the guidance and direction of supervisor, implements IFSP goals using a variety of strategies in classrooms, homes, and community settings.

4.8 Under the guidance and direction of supervisor, implements appropriate systems to regularly monitor child progress and make program changes accordingly (e.g., data collection tools, consistent data collection, review of data for decision making).

4.9 Performs duties within a variety of settings. (e.g., childcare, Early Head Start, preschool, and other agency service provider settings) to improve programs, services, and outcomes for children and families.

4.10 Understands different team formats (i.e., multidisciplinary & trans-disciplinary) and their individual role as a collaborative team member.

# **COMPETENCY AREA # 5**

## **PROGRAM MANAGEMENT**

### **ASSISTANT**

#### **OUTCOME**

EI/ECSE assistant has knowledge of and applies federal and state legislative regulations (IDEA, Oregon Administrative Rules), policies, procedures, and ethics affecting EI/ECSE programs.

#### **CORE COMPETENCIES**

5.1	Knowledge and understanding of contractor's/subcontractor's vision, goals, guidelines and operating procedures which drive services for children and families.
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5.2	Follows federal and state policies and regulations when providing services to children and families.
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5.3	Understands and follows policies and regulations governing confidentiality and mandatory reporting.
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# **COMPETENCY AREA #6**

## **PROFESSIONAL DEVELOPMENT VALUES / ETHICS**

### **ASSISTANT**

#### **OUTCOME**

EI/ECSE assistant reflects on their current performance, identifies professional goals and participates in staff development activities that contribute to improved professional practices.

#### **CORE COMPETENCIES**

6.1	Reflects on practices for the purpose of targeting goals and specifying steps to ensure ongoing personal professional growth.
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6.2	Positively receives and responds to coaching on how to implement specific programs, routines and procedures with children, individually and in groups.
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6.3	Actively seeks feedback and uses the information to improve practice.
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6.4	Effectively and respectfully communicates and applies productive problem solving strategies as a collaborative team member.
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6.5	Participates in ongoing professional learning and inservice training.
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6.6	Adheres to a high ethical standard as identified by employer.
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