

**SERVICE COORDINATOR SELF-ASSESSMENT OF SKILLS AND KNOWLEDGE**

\_\_\_\_\_  
First Name Last Name

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Home Address City State Zip Code

( )

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Home Phone Email

\_\_\_\_\_  
Local Early Steps ( ) ( )  
Work Phone Work Fax

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Supervisor E-mail

Dates Self Assessment Reviewed \_\_\_\_\_

**PURPOSE OF THE SELF-ASSESSMENT**

*Early Steps Service Coordinator Self-Assessment*

The purpose of the following self-assessment is to identify areas of your knowledge and skills that need to be attained or enhanced in order for you to demonstrate the goal for each category.

The skills and knowledge are broken down into the following ten categories:

1. Mission, Policies, and Procedures
2. Family Practice
3. Promoting Child Development

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4. First Contacts
5. Assessment
6. Developing Individualized Family Support Plans
7. Planning for Transitions
8. Collaboration with Others
9. Professional Practice
10. Administrative Responsibilities

As you begin your apprenticeship in Local Early Steps, you are not expected to be proficient in all of the items on the self-assessment, nor are you expected to have reached this level of competency by the time you complete your apprenticeship. You are, however, required to complete the activities on the Service Coordination Apprenticeship Checklist. Once you complete the self-assessment and then review the results with your supervisor, you will begin to identify the areas of improvement that you choose to focus on during the apprenticeship in order to increase your skills in areas you have identified as priorities, in addition to the required activities on the checklist.

**Remember,** you do not need to attain all the skills and knowledge on the self-assessment as part of your apprenticeship and before you begin to serve infants and toddlers with disabilities and their families in the Early Steps system. However, you and your supervisor should identify those that are critical for you to have knowledge of or be able to demonstrate as you begin to take a caseload.

The self-assessment is designed to be a tool that you and your supervisor may use as part of your on-going professional development to track your improvement in these critical service coordinator areas of skills and knowledge. Once your initial priorities are achieved, you can begin to address other priorities on a schedule that you and your supervisor develop.

**INSTRUCTIONS FOR COMPLETING THE SELF-ASSESSMENT**

**STEP 1: Self-assessment of Knowledge and Skills:** Read each statement and circle the number of the corresponding scale which reflects your rating of your knowledge and skill. The 4-point rating scale corresponding to the knowledge column is interpreted as 1 = no knowledge to 4 = very knowledgeable. The 4-point scale corresponding to the skills column is interpreted as 1 = no skill to 4 = very skilled.

**STEP 2: Prioritize the Importance of the Knowledge or Skill:** After you have rated your abilities in each of the content areas, with your supervisor prioritize how important that knowledge or skill is to you as you complete your apprenticeship within the next 90 days. Remember, you do not need to attain all the skills and knowledge on the self-assessment as part of your apprenticeship. Prioritize those that are critical for you to know or be able to do when you begin to take a caseload. Once those are achieved, you can begin to work on others on a schedule that you and your supervisor develop. The 4-point scale corresponding the priority column is interpreted as 1 = unimportant to 4 = very important.

**STEP 3: Choose and Prioritize Apprenticeship Outcomes:** Based on self-assessment of your knowledge and skills and your priority ratings, you can organize your apprenticeship outcomes. The Individual Professional Development Plan provides a column for listing your apprenticeship outcomes in order of priority for each area. You may not have priorities for every area, depending on your presenting skills and knowledge.

**STEP 4: Complete the Individual Professional Development Plan:** Transfer your priorities to the Individual Professional Development Plan and develop strategies for achieving the outcome, timelines for completion, and a statement of how you will know if you have achieved the outcome.

**SERVICE COORDINATOR SELF-ASSESSMENT OF SKILLS AND KNOWLEDGE**

SKILLS AND KNOWLEDGE	<b>ABILITY</b> 1=No Knowledge 4=Very Knowledgeable
<b><u>Mission, Policies, and Procedures</u></b>	
<b><i>Goal: The Service Coordinator understands and applies the mission, policies, and procedures related to Early Steps.</i></b>	
1. I understand the relevant legislation impacting developmentally delayed/disabled infants, toddlers, young children and their families including, but not limited to: Individuals with Disabilities Education Act (IDEA, Parts B and C) and the Americans with Disabilities Act.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
2. I can explain the Early Steps mission and philosophy, eligibility requirements, service areas, and state and local program structure.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
3. I understand the federal regulations and state requirements for the Individualized Family Support Plan (IFSP).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
4. I understand the federal requirements and state regulations for service coordination.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
5. I can explain the procedural safeguards ensured to all Early Steps families, including due process and family rights.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
6. I can explain the primary funding streams for early intervention services and the system of payment for early intervention services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
7. I understand the state and local policy and procedures for responding to and reporting child abuse, neglect, and emotional distress.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
<b><u>Family Practice</u></b>	
<b><i>Goal: The Service Coordinator demonstrates respect and mutuality in all interactions with families.</i></b>	
8. I recognize and respect the individuality of families (socioeconomic status, available supports, ethnicity and culture, religious affiliation, role in the community, language, goals for a child).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
9. I understand the importance of planning and implementing services that respect individual differences and build on family strengths.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
10. I acknowledge different definitions of family and work with the family to identify how family members will participate in early intervention services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
11. I understand and acknowledge the influence of my own values and beliefs in my work with families.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

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12. I understand the importance of using a variety of communication strategies to assure a family's understanding of services and supports (use of translators, coordination with other service providers, home visits, etc.).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
13. I understand the importance of responding to the family's changing circumstances, needs, and preferences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
14. I understand the importance of assisting families in decisions affecting their children without imposing personal or program biases, supplanting a family's authority, or encouraging long-term dependence on program staff.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
15. I understand the importance of accommodating family accessibility; e.g., schedules evening appointments, offers toll free number, provides self addressed, stamped envelopes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
16. I understand the importance advocating and mediating on behalf of families.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
17. I understand the importance of supporting positive child-family relationships through coordinated service provision in order to facilitate a child's development in the context of the family.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
18. I understand the importance of facilitating the family's ability to observe and report on all aspects of their child's development, evaluate progress, set new goals and devise strategies and criteria for evaluating future progress.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
19. I understand the importance of involving the family in identifying, planning, and evaluating services and respecting their choices and goals for their children.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
20. I understand the importance of respecting families' choices and goals for their children.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
21. I recognize the impact a special needs child has on the family, and how the impact on the family affects the child.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
22. I understand the importance of offering a variety of options (levels) for family participation and involvement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
<b>Promoting Child Development</b> <b>Goal: The Service Coordinator understands and applies the principles of infant/toddler development as related to early intervention practices.</b>	
23. I can explain the critical development that occurs during the prenatal period to three years of age.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
24. I can explain developmental theories and the interrelatedness of developmental domains.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

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25. I can recognize types of developmental disabilities and disorders, their causes, symptoms, and impact on the child and family (i.e. sensory impairments, chronic illness, genetic syndromes, and cognitive delays).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
26. I can explain typical patterns and sequences of development for children between the ages of birth and three.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
27. I can describe development as a dynamic, integrated process that is affected by a child's relationships, environment and overall development.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
28. I can recognize the most common medical or health related conditions that cause developmental delay or place a child at risk for delays and the implications for intervention.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
<b>First Contacts</b> <b>Goal: The Service Coordinator establishes a positive relationship with the family and conducts first contacts to identify the family's concerns, priorities and resources and to discuss the family's everyday routines, activities and places. The Service Coordinator assists the families in accessing and utilizing all available services, including those available for typically developing infants and toddlers.</b>	
29. I understand the importance of establishing a relationship with the family and orienting them to Early Steps, including the mission, philosophy and eligibility determination, and the IFSP process.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
30. I understand the importance of explaining the components of the evaluation and assessment process to the family including screening, pre-assessment planning, child assessment, and family assessment of concerns, priorities, resources, and the identification of the child's and family's everyday routines, activities, and places.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
31. I understand the importance of collaborating with families in planning for assessment activities by identifying or reviewing family concerns, priorities, and resources, and everyday routines, activities and places; and making accommodations for cultural and linguistic differences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
32. I understand the importance of working with families to identify and collect all appropriate existing assessment information including but not limited to: <ul style="list-style-type: none"> <li>• Referral information</li> <li>• Medical and developmental history</li> <li>• Previous evaluations</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
33. I understand the importance of using communication principles and techniques with families (i.e., active listening, reflections of feelings and content, questioning techniques).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
34. I understand the importance of providing information about services available through community, state, federal, or tribal programs; e.g., community recreation programs, church programs, etc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
35. I understand the importance of explaining how the expertise of different team members contribute to the entire Early Steps process for assessment, planning, IFSP development and service delivery.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

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<b>Assessment</b>	
<b>Goal: The Service Coordinator demonstrates an understanding of the process and procedures of assessment/evaluation as related to early intervention practices. As appropriate for their role, the Service Coordinator assists families in accessing and utilizing assessment/evaluation services, and uses appropriate instruments, measures, and procedures to obtain current information on the child's developmental status.</b>	
36. I can explain the critical role the family plays in the screening, evaluation, and assessment processes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
37. I can identify who should be part of the team for evaluation and assessment, as guided by referral information and the family's needs concerns and priorities for their child's development.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

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38. I can state the principles of effective assessment including, family driven, strength based, functional, and authentic.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
39. I can recognize the possible influences /differences on the assessment process (i.e. cultural norms, geography, and language).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
40. I can explain my role as a team member with families and other professionals in planning and conducting evaluation and assessment activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
41. I understand the importance of considering and integrating information about the child's health and development in all domains including: <ul style="list-style-type: none"> <li>• Cognitive development</li> <li>• Communication development</li> <li>• Physical development (gross/fine motor, vision, hearing)</li> <li>• Social and emotional development</li> <li>• Adaptive (self-help) development</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

<b>Developing IFSP's</b>	
<b>Goal: The Individualized Family Support Plan (IFSP) is coordinated with all relevant family members, service providers, and agency representatives and conforms to all state and federal requirements. The Service Coordinator participates in a collaborative process for developing and implementing the IFSP.</b>	
42. I understand the importance of developing an IFSP, with the family and other team members, which is family-driven, culturally sensitive, and based on consensus decision-making.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
43. I understand the importance of developing an IFSP, with the family and other team members, which is measurable (with regular documented evidence of progress toward achieving outcomes).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4



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44. I understand the importance of using evaluation and assessment information to formulate outcomes that address family concerns and priorities and to identify effective strategies, activities and resources that address those outcomes, with the family and other team members.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
45. I understand the importance of developing an IFSP, with the family and other team members, with integrated interventions that focus on children’s interests within the context of family preferences and daily routines, including natural interactions with family members and other caregivers.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
46. I understand the importance of facilitating the ongoing IFSP process that is adaptable to individual child and family’s changing needs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
47. I understand the importance of identifying sources for payment of services including Medicaid, private insurance, school-sponsored services, etc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
48. I understand the importance of implementing and monitoring the IFSP, with the family and other team members, which incorporates child and family outcomes within natural environments.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
49. I understand the importance of providing ongoing assistance to the family in understanding their procedural safeguards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
50. I understand the importance of assisting the family in establishing relationships with well childcare providers including primary health provider, vision/hearing screening, and immunizations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
51. I understand the importance of assisting the family in accessing services in the most natural service delivery environments including: home, sitter’s home, daycare home, family member’s home, neighborhood playgroup, childcare with appropriate ratios of typically/atypically developing children, community setting, and other individualized options.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
52. I understand the importance of providing periodic assessments of the child’s progress as indicated on the IFSP.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
<p><b>Planning for Transitions</b>  <b>Goal: The Service Coordinator demonstrates adherence to the IDEA, Part C regulations for the transition process and collaborates with others to ensure that eligible children are enrolled in Part B services by their third birthday or other appropriate early care and education settings.</b></p>	
53. I can explain the transition points for an infant/toddler/family including Neonatal Intensive Care Unit (NICU)/hospital to home, home to childcare, early intervention to preschool, and preschool to primary.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
54. I understand the IDEA, Part C regulations for transition, including timelines.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

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55. I understand the provisions for planning, timelines and activities in the current Interagency Agreement between Early Steps and the Florida Department of Education which guide the transition of children from Early Steps (Part C) to Pre-kindergarten Program for Children with Disabilities (Part B).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
56. I am familiar with the Local Interagency Agreement between the Local Early Steps and each Local Education Agency (LEA).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
57. I understand the importance of notifying receiving agencies of the impending transition.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
58. I understand the importance of coordinating schedules, and notifying all participants of the transition meeting well in advance and making alternate arrangements for participation in the transition meeting for those unable to attend.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
59. I understand the importance of gathering, reviewing and summarizing assessment information and records of progress to prepare for transition.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
60. I understand the importance of arranging for the family to visit the options for the next setting, as appropriate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
61. I understand the importance of confirming a successful transition through at least one follow-up contact with the family.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
62. I understand the importance of documenting all transition activities, including the start date of the new services being provided to a child.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

63. I understand the importance of identifying and maintaining current information on the appropriate contact people for programs, agencies and school districts receiving children who transition from Early Steps.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
64. I understand the importance of arranging for family training and education to facilitate the understanding of the transition process in the local community.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
65. I understand the importance of providing information about potential alternate services if eligibility under Part B is uncertain or denied.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
66. I understand the importance of closing the child's record when he/she turns three.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

**Collaboration with Others**  
***Goal: The Service Coordinator participates as a collaborative partner in all interactions with early intervention team members, including staff from other agencies and programs, to ensure that a comprehensive, collaborative model of services, without gaps or duplication, is available to Early Steps eligible children and their families.***

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67. I understand the importance of working effectively and communicating in a professional manner with a wide range of professionals and paraprofessionals including teachers, specialists, therapists, psychologists, physicians, nurses, and family members.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
68. I understand the importance of applying an understanding of the disciplinary values, ethics, and expertise of other team members in regard to their work with infants, toddlers and their families.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
69. I understand the importance of responding to requests, in the timelines delineated by Early Steps, for information or assistance from other early intervention professionals.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
70. I understand the importance of assisting families in accessing health care providers, including child/family medical home, social services, education agencies, and other formal and informal support systems available in the community.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
71. I understand the importance of participating in community-based multi-agency meetings related to the development, coordination and/or implementation of services to children and their families.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
<b>Professional Practice</b>	
<b>Goal: The Service Coordinator conducts all activities in a professional manner.</b>	
72. I understand the importance of accurately representing Early Steps in a professional and positive manner in all aspects consistent with my role within the system.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
73. I can describe professional standards of practice and codes of ethics and behaviors.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
74. I understand the importance of advocacy as a professional.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
75. I recognize the importance of using supervision, peer-to-peer support, and continuous professional development to extend and refine my knowledge and skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
76. I understand the importance of and utilize resources, i.e. literature, other professionals, and families, to attain better understanding of issues related to early intervention and service coordination for infants, toddlers, and their families.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
<b>Completing Administrative Responsibilities</b>	
<b>Goal: The Service Coordinator ensures that IFSPs, eligibility documentation, procedural safeguard assurances, correspondence, and progress notes are on file and current.</b>	
77. I understand and practice confidentiality by obtaining signed parent/legal guardian permission for all exchanges of information.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
78. I understand the importance of maintaining all records and information necessary to assure the appropriateness of payments.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

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79. I understand the importance of maintaining all records and information to assure compliance with all applicable statutes and regulations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
80. I understand the importance of maintaining current information for each child in the Early Steps Data System.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4
81. I understand the importance of managing multiple priorities and using effective problem-solving.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4

Adapted from the AzEIP Staff Development and Training Project