

EARLY INTERVENTION SUPERVISING SERVICE COORDINATOR

DISTINGUISHING FEATURES OF THE CLASS: Performed under direct supervision by the Administrator of Early Intervention and Pre-School Programs, this is specialized professional social casework which involves responsibility for coordinating the direct delivery of early intervention services to challenged infants and toddlers under three years of age and their families. Additionally, the incumbent of this position is responsible for overseeing proper processing of forms, files, and other required paperwork, and ensuring that work is performed in accordance with New York State Department of Health regulations and guidelines. Direct supervision is provided to Early Intervention Service Coordinators and other lower level employees. Performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative only)

Supervises ongoing service coordination, providing guidance and feedback to Service Coordinators on a daily basis as needed, as well as at regularly scheduled meetings;

Provides reviews and updates on New York State regulatory information, changes and policy developments relative to early intervention services and related functions;

Oversees the incorporation of policy and regulatory changes, and ensures on an ongoing basis that any appropriate New York State regulations, requirements and protocols are fulfilled;

Monitors service coordination activities involving contract personnel to ensure that policy and procedure is followed and families' rights are not violated;

Provides first response in problem situations relative to remediation processes and early intervention services, and refers problems to higher level staff as appropriate;

Coordinates and arranges for services for clients and placement in appropriate programs;

Receives and reviews early intervention-related referrals and contacts families (including home visits) in order to gather information and observe family relationships;

Prepares psychosocial assessments of infants, toddlers and their families and develops individual family service plans;

Administers diagnostic tests using assessment tools in accordance with New York State guidelines;

Arranges for interdisciplinary team evaluations and chairs team meetings designed for diagnosis and treatment of challenged infants and toddlers under the age of three;

Monitors the fiscal impact of individual service plans including case budgets, third party reimbursements, entitlement programs, etc. in order to ensure optimal use of resources and cost containment;

Counsels families and may intervene when necessary;

Prepares reports and maintains records;

May attend professional meetings, conferences and workshops;

Performs a variety of related activities as required.

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Typical Work Activities are intended only as illustrations of possible types of work that might be appropriately assigned to an incumbent of this title. Work activities that do not appear above are not excluded as appropriate work assignments, as long as they can be reasonably understood to be within the logical limits of the job.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Thorough knowledge of the principles, methods, procedures and practices of social casework and case management; thorough knowledge of the principles, practices, methods used to evaluate young children to determine the need for treatment; thorough knowledge of therapies and interventions appropriate to treat young children with special needs; thorough knowledge of resources available in the community for infants and children who require intervention; thorough knowledge of Putnam County protocol and practice regarding treatment and resources for young children who require intervention; good knowledge of federal, state and local laws which affect young children with special needs, and the provision of special services and programs; good knowledge of modern principles and practices of supervision; working knowledge of legal procedures and documentation relating to Family Court processes; ability to administer diagnostic tools used to assess developmental delays; ability to conduct psychosocial assessments; ability to establish and maintain effective working relationships; ability to communicate effectively, both orally and in writing.

MINIMUM QUALIFICATIONS: Either

- a) Masters Degree in Social Work, and two (2) years of experience in an early intervention and/or pre-school service coordination program; or
- b) Bachelors Degree in a health or human services field, and four (4) years of experience in an early intervention and/or pre-school service coordination program; or
- c) An equivalent combination of training and experience as defined in a) and b) above.

PLEASE NOTE: Education beyond the secondary level must be from an institution accredited or recognized by the Board of Regents of the New York State Department of Education as a post secondary, degree-granting institution.

SPECIAL REQUIREMENT:

Access to transportation may be required to complete possible field work assignments in a timely and efficient manner.

SUBSTITUTION NOTE: Per NYCRR Title 10, Part 69, §69-4.4(a)(1)(i), verifiable voluntary or part-time experience is acceptable to meet the above described requirements on a pro-rata basis.

* Minimum qualifications reflect requirements of New York Codes, Rules and Regulations (NYCRR), Title 10, Part 69, §69-4.