

DRAFT - Provider Competency Checklist – Intervention Specialist

Individual Being Assessed: \_\_\_\_\_

Assessor Name: \_\_\_\_\_

Qualification/Credential: \_\_\_\_\_

To meet the Department approved competency to provide Children’s Habilitation Intervention Services individuals must demonstrate proficiency as listed below. Additional information on how to complete the Checklist can be found in the Medicaid Provider Handbook.

Competency Area	Additional Information	Assessor Initial	Intervention Specialist Initial	Proficiency Determined	Date Determined
<b>1.0 Fundamental Knowledge</b>					
1.1	Core knowledge of developmental disabilities			<input type="checkbox"/> Direct Obs. <input type="checkbox"/> Interview <input type="checkbox"/> Role-Play	
1.2	Core knowledge of dual diagnosis (if applicable)				
1.3	Understands systems of care	Ways to access services, funding, eligibility			
1.4	Describe their role in the service delivery system				
<b>2.0 Fundamental Knowledge</b>					
2.1	Respond appropriately to feedback and maintain or improve performance accordingly				
2.2	Professional communication with family, caregivers, other professionals				
<b>3.0 Professional Conduct, Ethics &amp; Scope of Practice</b>					
3.1	Ethics & Professional Conduct	Demonstrates ethics and professional knowledge, knows processes for abuse/neglect reporting, shows cultural sensitivity, demonstrates confidentiality, treats clients & families with dignity			
3.2	Understands and exhibits professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts)				

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<b>4.0 Measurement</b>						
4.1	Understands the fundamentals of measurement procedures (e.g., frequency, duration, partial & whole interval)					
4.2	Can enter data and update graphs	Understand terms and concepts/methods of implementation and data collection and graphing of the data				
<b>5.0 Documentation</b>						
5.1	Generate objective session notes by describing what occurred during sessions					
5.2	Demonstrates accurate data collection	Can collect and appropriately document data				
5.3	Report other variables that might affect the client (e.g., illness, relocation, medication) and how those should be documented within paperwork and data/graphs					
<b>6.0 Skill Acquisition</b>						
6.1	Recognize components and uses techniques identified in the implementation plan to teach/develop new skills	<p>Prepare for the session</p> <p>Components include but not limited to: instructions to staff, prompt level, etc.</p> <p>Techniques include but not limited to: discrete-trial training, teaching in the natural environment, etc.</p>				
6.2	Assists in identifying new skills as a functional alternative to exhibiting interfering behaviors	Understands the functions of behavior				
6.3	Identifies, demonstrates, and instructs appropriate replacement behaviors for interfering behaviors.	Using evidence-based practices such as modeling, video modeling, prompting, etc.				
6.4	Tailors reinforcement, instruction and intervention strategies to address individual differences, preferences, goals/outcomes, learning styles, and culture.					

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<b>6.0 Skill Acquisition Continued.</b>						
6.5	Implements the plan to ensure maintenance and generalization to support newly-learned behaviors					
6.6	Understands the principles of reinforcement					
6.7	Understands the techniques of Task Analysis	Break a complex skill into smaller steps				
6.8	Understands the techniques of Chaining	Forward and Backward Chaining A specific sequence of individual/discrete responses that are chained together to complete one terminal (final) skill/behavior (i.e. toothbrushing or getting dressed)				
6.9	Understands the techniques of Prompting and prompt fading procedures	Supplemental supports that assist the child in responding correctly (Response and stimulus prompts). Most to Least & Least to Most and the fading strategies that will be utilized				
6.10	Understands the techniques of teaching the family, caregivers, other professionals in skill acquisition					
<b>7.0 Crisis Response Plan</b>						
7.1	Identify the essential components of a Crisis response plan					
7.2	Crisis/emergency procedures according to criteria	Including Restrictive Interventions				

Competencies that fall under "8.0 Assessment-Evaluation-Progress Monitoring" apply to those individuals who will be responsible for conducting assessments

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<b>8.0 Assessment-Evaluation-Progress Monitoring</b>						
8.1	Describe the behavior and environment in observable and measurable terms					
8.2	Reinforcement inventories					
8.3	Able to conduct, explain use of and results, and visually represent results for specific skills assessment/comprehensive developmental assessment.					
8.4	Accurately completes assessment	The individual can complete the Assessment & Clinical Treatment Plan required areas: <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Review of reports/assessment</li> <li>• specific skills assessment/comprehensive developmental</li> <li>• Interviews</li> <li>• Observation</li> </ul>				
8.5	Core knowledge of transitions	The individual is able to support families in upcoming transitions including those that occur within school, work, additional services				
8.6	Program Plan Data Monitoring & Updates/Modifications	Understands when updates/modifications to program plans should be made by review of data collected. Updates made should include modification and documentation of changes in content of programming				
8.7	Assists families in coordination of services including school, community and ancillary services					