

DRAFT - Provider Competency Checklist for an Intervention Specialist

Individual Being Assessed: _____

Assessor(s) Name: _____

Qualification/Credential: _____

Individuals can meet one of the Department’s approved competency to provide Children’s Habilitation Intervention Services by demonstrating proficiency as listed below. Additional information on how to complete the Checklist can be found in the Medicaid Provider Handbook.

Competency Area		Proficiency Determined	Assessor Initial	Date Determined	Individual Initial	Notes
1.0 Fundamental Knowledge						
1.1	Individual has core knowledge of developmental disabilities and can explain that information to the assessor.	<input type="checkbox"/> Interview/Role-play				
1.2	Individual has core knowledge of dual diagnosis and can explain that information to the assessor (if applicable).	<input type="checkbox"/> Interview/Role-play				
1.3	Individual has core knowledge of the systems of care, including ways to access services, funding, eligibility and can explain that information to the assessor.	<input type="checkbox"/> Interview/Role-play				
1.4	Individual has core knowledge of their role in the service delivery system and can explain that information to the assessor.	<input type="checkbox"/> Interview/Role-play				
2.0 Fundamental Knowledge						
2.1	Individual responds appropriately to feedback and maintains or improves performance accordingly.	<input type="checkbox"/> Direct Obs. OR <input type="checkbox"/> Interview/Role-play				
2.2	Individual utilizes professional communication with family, caregivers, other professionals/providers.	<input type="checkbox"/> Direct Obs. OR <input type="checkbox"/> Interview/Role-play				
3.0 Professional Conduct, Ethics & Scope of Practice						
3.1	Individual has knowledge and can explain to the assessor processes for abuse/neglect reporting, cultural sensitivity, ethics and professional conduct and can explain these and why they are important. The individual can demonstrate confidentiality and treats clients & families with dignity and respect.	<input type="checkbox"/> Direct Obs. AND <input type="checkbox"/> Interview/Role-play				
3.2	Individual has knowledge and can explain to the assessor how to avoid dual relationships, conflicts of interest and social media contacts and can explain these to the assessor. The individual can demonstrate professional boundaries with clients & family members.	<input type="checkbox"/> Direct Obs. AND <input type="checkbox"/> Interview/Role-play				

Competency Area		Proficiency Determined	Assessor Initial	Date Determined	Individual Initial	Notes
4.0 Measurement						
4.1	Individual has knowledge and can explain to the assessor the fundamentals of measurement procedures (e.g., frequency, duration, partial & whole interval), including risks and benefits of each.	<input type="checkbox"/> Interview/Role-play				
4.2	Individual can demonstrate the ability to accurately collect data according to how data collection is outlined in their programming.	<input type="checkbox"/> Direct Obs.				
4.3	Individual has knowledge and can explain to the assessor the purpose and benefits of graphing data.	<input type="checkbox"/> Interview/Role-play				
4.4	Individual can demonstrate the ability to accurately graph data.	<input type="checkbox"/> Direct Obs.				
5.0 Documentation						
5.1	Individual has knowledge and can explain to the assessor how variables might affect the client (e.g., illness, relocation, medication) and how those should be documented within paperwork and data/graphs.	<input type="checkbox"/> Direct Obs.				
5.2	Individual can demonstrate generating objective session notes by describing what occurred during sessions.	<input type="checkbox"/> Interview/Role-play				
6.0 Skill Acquisition						
6.1	Individual has knowledge in recognizing all requirements of program plans (where they are located on the document and why the content is applicable to the child) and can explain these to the assessor.	<input type="checkbox"/> Interview/Role-play				
6.2	Individual can demonstrate the ability to prepare for the session, including ensuring all materials are readily available.	<input type="checkbox"/> Direct Obs.				
6.3	Individual has knowledge and can explain to the assessor the functions of behavior, how identification of the function of behavior impacts intervention. The individual can demonstrate the ability to identifying skills as a functional alternative to exhibiting interfering behaviors.	<input type="checkbox"/> Interview/Role-play				
6.4	Individual has knowledge in teaching the family, caregivers, other professionals in skill acquisition and behavior reduction and can explain these to the assessor.	<input type="checkbox"/> Interview/Role-play				
6.5	Individual has knowledge and can explain to the assessor the different principles of reinforcement. The individual can demonstrate successful application of the principles.	<input type="checkbox"/> Direct Obs. AND <input type="checkbox"/> Interview/Role-play				
6.6	Individual has knowledge and can explain to the assessor the principles of task analysis, including how to break a complex skill into smaller step and why completing a task analysis can be necessary when teaching new skills.	<input type="checkbox"/> Interview/Role-play				

Competency Area		Proficiency Determined	Assessor Initial	Date Determined	Individual Initial	Notes
6.0 Skill Acquisition Continued.						
6.7	Individual has knowledge and can explain the principles of chaining components (including both forward and backward chaining), situations in which each would be used when reinforcement is delivered in each chain.	<input type="checkbox"/> Interview/Role-play				
6.8	Individual has knowledge and can explain the principles of prompting and prompt fading (including response and stimulus prompts and most to least & least to most prompting), fading strategies. The individual can demonstrate accurate implementation of these principles.	<input type="checkbox"/> Direct Obs. AND <input type="checkbox"/> Interview/Role-play				
6.9	Individuals has knowledge in maintenance and generalization to support newly-learned behaviors and can explain how these are embedded into implementation plans and can explain these to the assessor.	<input type="checkbox"/> Interview/Role-play				
7.0 Crisis Response Plan						
7.1	Individual has knowledge and can explain to the assessor the essential components of a crisis/behavior response plan and when it would or would not be utilized.	<input type="checkbox"/> Interview/Role-play				

Assessor Signature: _____

- I am an Independent provider; or
- I am employed at a DDA/School District
Name of DDA/School District: _____

Date Competency Checklist Finished: _____

Assessor Signature: _____

- I am an Independent provider; or
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