



Service Coordination (SC) Competency Training Guide

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Acknowledgements:

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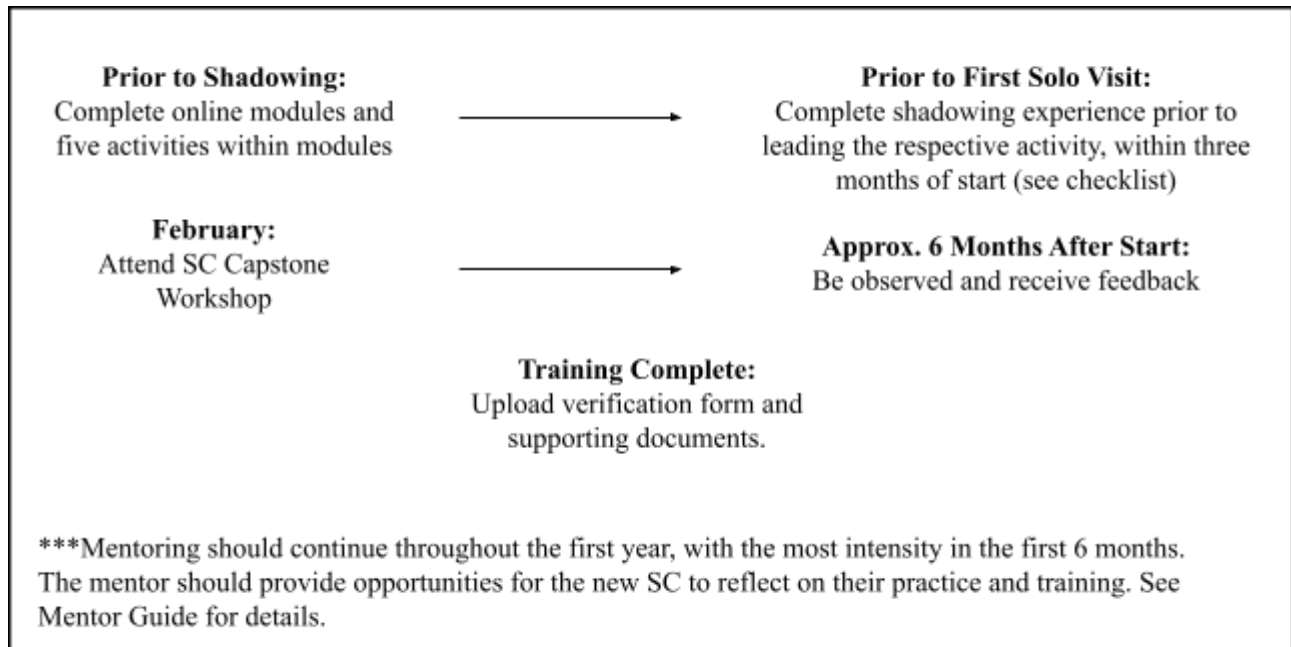
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Training Overview

There are six components in the training process of all new Early ACCESS Service Coordinators (SC), including:

- 1) learning essential content online,
- 2) completing and turning-in five activities from the online modules,
- 3) shadowing experienced SCs,
- 4) receiving mentoring,
- 5) attending the SC Capstone Workshop, and
- 6) being observed and receiving feedback on a home visit.

The entire training process will take approximately six months, but the mentoring should continue for the new SCs first year. The timeline to train new SCs who start in their role as SC prior to December 1 of a training year (except those already trained in another Early ACCESS region) is:



The new SC is responsible for completing and turning in the following documented components to their Regional Liaison/Supervisor via the [Google drive folder](#):

1. Certificate of completion of online modules,
2. Five completed activities,
3. Shadowing checklist,
4. Completed mentor log, and
5. Home visit observation feedback form.

**The signed verification form should also be uploaded after all training components are complete. All forms are contained within the Appendix of this guidebook and [here](#).

Instructions for Each Training Component

Online modules

All new SCs are required to complete all five online modules prior to completing shadowing. Essential content that will be reviewed prior to working with families as a SC is addressed in the online modules. It is estimated that they will take 12-16 hours to complete (including completing the module activities). The content of the online modules should be applied and reflected upon with the new SC's mentor and/or peers. The **certificate of completion** should be submitted to the SC's Supervisor/Liaison via the [Google drive folder](#).

These online modules should be used as a reference throughout the SC's work and are available for any current SC or service provider to complete and use to support their work with children and families in Early ACCESS.

To access the online modules, go to: <http://www.earlyaccesstraining.com>

The first time a user wants access to the modules, the user will need to create an account by clicking on "New User?" Once registered, the user is able to log-in and must complete the modules in order. All quizzes must be passed with 80% accuracy and the end-of-course evaluation completed in order to receive a certificate of completion. Users are able to freely navigate from module to module after all quizzes are completed. The certificate of completion should be submitted to the SC's Supervisor/Liaison via the [Google drive folder](#).

Service providers and others who would like to utilize the modules as a resource, but are not required to complete the quizzes should log-in using the following username: EAprovider@gmail.com; and password: EarlyACCESS.

Content questions should be directed to the Regional Liaison/Coordinator or mentor in the SCs agency. Content errors should be forwarded to the CSPD Consultant. Technical difficulties (for example, a video does not play, problems logging-in), should be sent to FCIM at (800) 357-1072 or email support+EarlyACCESS@fcim.org.

Activities in modules

In order to apply the content that SCs learn in the online modules, SCs will complete **one activity per module** (five activities total), and upload them to their [Google drive folder](#) prior to beginning shadowing. In addition, the completed activities will be discussed with their mentor. Activity topics include:

1. Explain Confidentiality
2. Impact of Culture on Work
3. SC Responsibilities and Family Outcomes
4. SC Responsibilities and IFSP Process
5. Resource List

Shadowing

The new SC will begin shadowing an experienced SC prior to their first solo visit as a SC and after the modules/activities are completed and will have the **shadowing checklist** (see Appendix) completed within three months of their first solo home visit ([upload](#) the completed checklist). The new SC must shadow each of the following components prior to leading the respective activity with families: initial phone call to the family, initial visit, initial IFSP meeting, periodic meeting, annual meeting, and transition meeting. Shadowing more than one SC is ideal, but not required. The new SC should reflect on her shadowing experience with her mentor and/or peers (see reflection questions in the Mentoring section below).

Mentoring

The primary role of the mentor is to reflect with the new SC on each of the training components and families with whom the SC is working (see reflection questions below) as well as provide general guidance and support during the new SCs first year. It is important to consider that reflection is most helpful when completed a few days or weeks after the training component takes place and using a variety of guiding questions is more helpful than open-ended reflections like “Write a few paragraphs to reflect on....”

A list of topics from the online modules is provided below as additional support for conversation.

Mentor Qualifications:

1. Approved mentor at agency
2. Expertise in service coordination; suggested experience of at least 1 year providing service coordination beyond completing the service coordination verification requirements
3. Access to ACHIEVE, with an active service coordination caseload preferred

Mentor Required Activities:

1. Facilitate discussion of mentor topics (see below) as applicable during the SC’s first year in that role
 - a. Recommended to meet weekly during completion of the online modules and monthly through the completion of the Capstone Workshop
2. Answer questions and guide SC through reflection of practice and training components (see reflection questions below)
3. Participate in the SC Capstone Workshop
 - a. Prepare to share experience and guide small group discussions that highlight an assigned service coordination milestone
4. Observe SC doing a home visit approximately 6 months after SC begins solo home visits (could be via Zoom, etc. or recorded) – complete and [upload](#) the Home Visit Observation Feedback Form (in Appendix)
5. Keep and [upload](#) mentoring log (in Appendix)

Topics are listed below and organized by online module (log-in information for the mentor below). The topics should be incorporated into agency trainings. Additional topics may include:

- Discuss the latest training component (i.e. online modules, SC Capstone Workshop, SC networking webinar)

- Talk about a visit that went really well/didn't go well and what could be changed for improvement
- Discuss their caseload, and if needed, provide specific support
- Provide ACHIEVE support

MENTORING TOPICS

MODULE 1

- “Reflection” on page 6 – What is the purpose and intent of IDEA Part C and Early ACCESS?
- “Reflection” on page 8 - go over eligibility answers – ANSWERS – 1. Hearing loss is a diagnosed condition; 2. 18-month-old without diagnosed condition or 25% delay, but has some questionable development/behaviors 3. Chromosomal abnormality is a diagnosed condition; 4. Greater than 25% delay
- Page 10 - Review forms related to confidentiality that are necessary at each step along the IFSP process (including HIPAA/FERPA) – show SC where to find forms, how to fill them out, when to fill them out, etc.
- Discuss Activity on page 11 (see below) – explain confidentiality to families. SC will have completed this activity prior to your “meeting” and uploaded it to their Google Drive folder.

Module 1 Activity

Service coordinators work with many different agencies and programs. Exchanging information allows for sharing of information and resources that can enhance services for the children and families.

As a service coordinator, it is important that you understand the laws about confidentiality. Write out a brief statement that you could use with families to explain confidentiality when you are asking them to sign the authorization form to release information.

ANSWER: Should include some/all of these points (fill in points that SC missed):

- Only share with your consent except for the sharing of some information with the AEA and school district which is prescribed in the law.
- You can revoke your consent at any time but information that has already been exchanged cannot be recalled.
- Need to exchange and receive information so that we can have a better picture of your child.
- We share information with your IFSP team so that we are all working from the same knowledge point.
- Need your consent to exchange information via email, video technology, or text as these may not be “secure” communication links.

MODULE 2

- Page 2 – Reflection: View the external module, “[Foundational Pillars of Early Intervention Module](#)” and write a reflection about strategies you can see yourself using as you partner with families in early intervention.
- Page 4 – Reflection: List family traditions and consider how these traditions may impact your work with families.
- Page 6 – People first language vs identity first language – what should be used with families?

- Page 7 - Suggest that the new SC utilize the [Dual Role](#) or [Dedicated](#) SC FGRBI Reflection Tool
- Page 9 – Review [coaching strategies](#) – SC’s explain these coaching strategies and FGRBI with families – this is how Early ACCESS services are delivered; use this [document](#) and this [video](#) with families. Additional resources related to FGRBI and SC are available on [IFSN](#).

Module 2 Activity

Choose three aspects of family life from the list and describe how culture impacts each of them, citing specific examples. Then, reflect on the traditions in your family that you identified earlier.

Record how they impact the work you do with families in relation to each of the three aspects you described.

- Family roles (and extended family roles)
- Child’s development and expectations by family members
- Child care and health practices
- Communication styles and preferences
- Perception of child’s disability (how disabilities, syndromes, at-risk conditions and their causes are perceived, both by families and the providers working with families)
- Family power and structure
- Behaviors of families in seeking help from early intervention and their attitudes toward early intervention providers
- Delivery of services by any provider who looks at the world only through his or her own culture

ANSWER: Will vary. The goal is for the SC to reflect on her own beliefs/traditions and realize how they impact their work with families.

MODULE 3

- Page 3 - Review the [Joint Position Statement on SC](#) and the [Knowledge and Skills for SC \(KSSC\)](#)
- Page 4 – Reflection: Describe the elements of collaboration. Summarize the characteristics of highly effective teams. How might you introduce and/or use the DEC Recommended Practices performance checklists in your practice/team meetings?
- Page 7 – Reflection: What are some verbal ways to demonstrate you are listening to someone who is speaking to you? What are some non-verbal ways to demonstrate you are listening to someone who is speaking to you?
- Pages 8 – Reflection: What are some typical questions that you might ask families when you first meet them? Write at least two questions for each category of question described on page 7 (permission, closed-ended, open-ended, magic wand, strengths-based, interest-based, and difficult).
- Page 10 – Review the [Collaboration with Community Partners](#) guidance and the information on [medical home](#)

Module 3 Activity

Review the service coordinator’s [list of responsibilities](#) and the [KSSC](#), then answer the following questions.

- What is the relationship between the service coordinator’s responsibilities and intended family outcomes?
- How will the service coordinator’s work help the family meet their outcomes (e.g., the family knows their rights, can communicate their needs, and can help their child grow and develop)?

Now write a script (1–2 paragraphs) about how you would describe your role as a service coordinator to a family.

ANSWER:

Part 1: The SC helps to empower the family to advocate for their child’s and family’s needs and wants by educating the family about their rights, helping them determine their priorities, providing information on available community resources and accessing providers to meet the needs of the family.

Part 2: Example scripts:

Example #1

I am the SC on the team. As SC, it is my role to explain Early ACCESS, make sure you understand what is going on at all times, check to see that you are happy with services, and make sure you understand your rights and the procedural safeguards.

Hand out the Rights packet.

I want to review your rights with you. These are very important because if you ever have any concerns you need to know that by law, if you are eligible, and you are, you have the right to these services. (go through pages, reviewing titles and quick overview of what is in each section.

Please know I am available if you are not happy with something. I would like you to contact me. I will help you figure out what can be done to improve the situation. I am here to make sure this is a good experience for you and you get what you and your family need from EA.

Example #2

I explain the program, explain coaching style (what a visit might look like, research), discuss resources within the community and how they can support families as well as our supports and how as SC I will link all of these together for the family. As SC, I will also help support the family in any changes they need with IFSP as far as new providers, services, etc. I will listen to all concerns.

Example #3

I explain confidentiality. Talk about finding resources for the entire family. Explain consent for evaluations, releases for medical providers, other programs or resources. I explain that the parent is the voice of their child. As SC, I am their point of contact. Participation is voluntary. There will be formal meetings including the Initial and Annual, plus periodic reviews and transition planning. At three, the child may transition to Part B services, childcare, preschool public or private, or other community programs.

MODULE 4

- Page 6 - Show the SC helpful tools in the online [Transition toolbox](#)
- Page 8 – Reflection: As a service coordinator, why is it important for you to be aware of funding sources? For example, consider a family that needs health care. What resources would you offer? (Discussion should include: eligibility for Medicaid, Hawk-i, local free clinics, community organizations like the Lion’s Club for glasses, etc.)

Module 4 Activity

Review the [service coordinator's responsibilities](#) and your activity in Module 3 that describes the relationship between the service coordinator's responsibilities and the intended family outcomes.

Now that you have learned about the IFSP process, list the service coordinator's responsibilities that directly support the efficiency of the IFSP process. Also explain why you chose those responsibilities.

ANSWER: May have a variety of answers – key is that they explain how the responsibility supports the IFSP process. Ask to describe how they see the SC responsibilities play out in their work as an SC (by describing specific examples from working with families).

MODULE 5

- Page 2 – Review resources for typical child development ([EA website](#), [Iowa Early Learning Standards](#), [Baby Navigator](#))
- Page 3 – Reflection: Why is it important to consider the context in which a child lives when assessing his/her development?
- Page 8 - Review components and purpose of RIOT
- Page 9 – Reflection: You have helped a family complete the nutrition/feeding form (PEACH). The score is four or greater and the family expresses an interest in a nutrition evaluation. How do you explain the next steps to the family? How do you contact the registered dietitian?

ANSWER:

Review [Referrals for CHSC Nutrition](#) for guidance. Provide the [CHSC Nutrition brochure](#) to families of children who score 4 or greater or indicate a nutrition concern and explain the service to them. After the family indicates interest in a nutrition visit, the family needs to sign a consent to release and exchange information with CHSC. Explain to the family that CHSC is a partnering agency and affiliated with the University of Iowa Hospitals and Clinics. Then, make sure the PEACH and consent to release and exchange information with CHSC is available in ACHIEVE and share the child with the CHSC nutrition manager. E-mail the CHSC nutrition manager, stephany-brimeyer@uiowa.edu, to notify her of the referral. Finally, share information with the assigned occupational therapist if there is a feeding concern if they are not already involved to support [feeding activities](#).

After reviewing the paperwork and ensuring all the necessary releases are provided, one of the CHSC nutrition team members will contact the family by phone to set up an appointment with a registered dietitian (RD). Most of these appointments will be conducted via technology since the RDs provide services from one location in the state.

- Page 9 - Review health/nutrition-related documents – how does your agency use these?
- Page 10 – Reflection: Consider a family whose third child was born premature but does not have any neurological problems or delays. The family wants to make sure that their child is growing and developing typically as he matures. In addition to providing service coordination, how could you help this family help their child? Think about informal supports that you could explore with the family. Think about programs in your community that could provide helpful information.

Module 5 Activity

Although informal supports should be explored and utilized first, some families may need the more formal supports offered by community resources. Because these resources vary widely across the state, it is important to have a local list of programs you can use with families.

Search the internet for local resources that families may need for formal support. Places to look include: your county’s human service council, local (Maternal Infant Early Childhood Home Visitation (MIECHV) coordinated intake, local 1st Five, local Title V child health agency, local Early Childhood Iowa office, county ISU Extension office, local Childcare Resource and Referral, [Iowa Family Support Network](#) (including the [State Directory](#)) and local public libraries.

Paste the links to the online resources you find into your document. Also comment on how easy or difficult it was to find local resources and what is missing from your list (i.e. local supports and services for families that address emotional, informational, economic, transportation and support to address abuse and neglect).

ANSWER: Be sure that the SC included key local resources in the list of online resources. If the resource list is scarce, provide tips on where to find more. For example, be familiar with people in the area whose job it is to know resources for families. Community Action agencies, 2-1-1, and other local offices referred to above are good resource contacts.

For further consideration: Ask questions about the SCs experience providing the resources to families. For example, what were the resource-based topics discussed during the interaction? How did you decide to address this topic? How did the SC and the family identify both formal and informal resources? How did the SC assist the family in selecting/accessing the best resources? How did the SC assist the family in evaluating the resources used?

REFLECTION QUESTIONS BY TRAINING COMPONENT

Shadowing Checklist

Checklist item	Reflective question
Initial phone call	What are some things about the initial phone call that captured your attention?
Initial visit	How did the professional learning (modules) impact your perspective when you shadowed the first visit? Reflect on 2-3 family centered practices you observed.
Initial IFSP meeting	What was most motivating to you about the initial IFSP meeting? The least motivating?
Periodic review	Reflect upon any potential challenges or obstacles that came to mind and how you would navigate them? What support and/or resources do you need?

Annual meeting	Reflect upon the best practices in evaluation and assessment. Identify where/when you saw these best practices occurring.
Transition	Name a question or two that came up for you about transition. What do you need to know more about?

Online Modules and Activities: (consider a consistent 4-3-2-1 type summary/reflection related to each module and activity)

4 = identify four take-aways (or big ideas) from this professional learning

3 = discuss three ideas (strategies) or practices that resonated with you and why (or give three examples of how you might apply this learning to your work or provide concerns about obstacles/challenges of applying this to your work)

2 = describe two next steps—two ways that you will commit to applying this learning to your practice (in other words, what did you learn that you will apply to your practice?)

1 = list one question you still have or an idea you want to explore further (or what is the number one most significant insight/learning you have gained?)

Mentoring:

- How did attending this professional learning (PL) benefit you? How might it benefit the children and families with whom you work?
- What assumptions might you make about what outcomes will occur for children and families?
- Is there a specific part of the content/learning that you would like to reflect upon?
- What was particularly compelling or satisfying? Did anything concern you?
- Given the context (and content) of this professional learning, what are some of your best skills (and knowledge) that you bring to your work?
- As you think about your work, what might be challenging... an obstacle? What makes you feel stuck?
- In the context of this professional learning, what has been your “best moment” working with children and families? How can you have more moments like it?
- At the ‘end of the day’ what do you want others to say about you and the work you do?

Observation and feedback:

- What “matches” for you... (i.e. what you learned and what you’re doing in your practice)
- What would you like to explore further?
- How might you share what you’ve learned with others (colleagues, families, partners, etc.)? In other words, what specific options are there for sharing? (Will you get on the agenda at a team meeting? Give a presentation to a community partner? Model for families?)
- If you could change 2 or 3 things about your practice, what would you change? What’s stopping you or getting in your way?
- What’s a next step for you? What are your priorities? What is your plan of action?
- I feel best about this aspect of my practice: _____.
- How will you know when you’ve accomplished your professional goals? How will you assess the effectiveness of the strategies you’ve implemented from this new learning?
- In what ways has your thinking changed (or refined) as a result of reflecting?

SC Capstone Workshop

The Service Coordination Capstone Workshop is offered via Zoom in February of each year (the particular date is determined based on availability of new SCs). The Service Coordination Capstone Workshop is five hours of content plus one hour of breaks and is an opportunity for SCs to showcase how they have applied in practice the content they learned in the SC Competency Training. They will teach others what they have learned, give and receive feedback from their peers, and have time to reflect on their practice.

The SC will have an active SC caseload for at least 60 days prior to attending the Service Coordination Capstone Workshop in February, which means they have also completed the online modules and module activities as well as most, if not all, of the shadowing. SCs that begin providing SC services within 60 days of the workshop must wait until the following year to attend the workshop.

Observation

Approximately 6 months after the new SC begins solo home visits, **the mentor or SC's supervisor** will observe the new SC doing a home visit (with family's signed consent, it is acceptable to record the entire home visit and ask the mentor to watch the recording). The purpose of the observation is for reflection and feedback, not for evaluation of performance.

Complete the “**Home Observation Feedback Form**” (see Appendix), including the open-ended item about next steps. Revisit the next steps with the mentor after the SC has had time to make practice changes and reflect on those changes together. [Upload](#) the completed form.

Appendix

Forms included:

Mentoring Log

Shadowing Checklist

Home Visit Observation Feedback Form

Service Coordinator Competency Verification
Form

Early ACCESS

Mentoring Log

Use the below table to record details about each mentoring session completed with the new Service Coordinator (SC). Summarize reflective conversations related to the training components and refer to the list of topics in the *SC Competency Training Guide* to support mentoring conversations over the course of the SC’s first year completing solo home visits. Complete the log and [upload](#) it to the SCs folder.

Name of New Service Coordinator: _____

Name of Mentor: _____

Region/Signatory Agency: _____

Meeting #1	
Date of Mentoring	
Time Spent Mentoring (in Hours/Minutes)	
Mode of meeting (e.g. in-person, web-based, phone, etc.)	
<p>Suggested topics:</p> <p>Module 1 (see topics in the <i>SC Competency Training Guide</i>)</p> <p>Activity 1</p> <p>Review the reflection suggestions in the <i>SC Competency Training Guide</i> for support in these reflective conversations.</p>	

Meeting #2	
Date of Mentoring	
Time Spent Mentoring (in Hours/Minutes)	
Mode of meeting (e.g. in-person, web-based, phone, etc.)	
<p>Suggested topics:</p> <p>Module 2 (see topics in the <i>SC Competency Training Guide</i>)</p> <p>Activity 2</p> <p>Review the reflection suggestions in the <i>SC Competency Training Guide</i> for support in these reflective conversations.</p>	
Meeting #3	
Date of Mentoring	
Time Spent Mentoring (in Hours/Minutes)	
Mode of meeting (e.g. in-person, web-based, phone, etc.)	
<p>Suggested topics:</p> <p>Module 3 (see topics in the <i>SC Competency Training Guide</i>)</p> <p>Activity 3</p> <p>Review shadowing (initial phone call, initial visit)</p>	

<p>Review service coordinator tasks in ACHIEVE</p> <p>Review the reflection suggestions in the <i>SC Competency Training Guide</i> for support in these reflective conversations.</p>	
<p>Meeting #4</p>	
<p>Date of Mentoring</p>	
<p>Time Spent Mentoring (in Hours/Minutes)</p>	
<p>Mode of meeting (e.g. in-person, web-based, phone, etc.)</p>	
<p>Suggested topics:</p> <p>Module 4 (see topics in the <i>SC Competency Training Guide</i>)</p> <p>Activity 4</p> <p>Review shadowing (initial IFSP meeting, periodic meeting)</p> <p>Review service coordinator tasks in ACHIEVE</p> <p>Review the reflection suggestions in the <i>SC Competency Training Guide</i> for support in these reflective conversations.</p>	

Meeting #5	
Date of Mentoring	
Time Spent Mentoring (in Hours/Minutes)	
Mode of meeting (e.g. in-person, web-based, phone, etc.)	
<p>Suggested topics:</p> <p>Module 5 (see topics in the <i>SC Competency Training Guide</i>)</p> <p>Activity 5</p> <p>Review shadowing (annual meeting, transition meeting)</p> <p>Review service coordinator tasks in ACHIEVE</p> <p>Review the reflection suggestions in the <i>SC Competency Training Guide</i> for support in these reflective conversations.</p>	

By signing, I confirm that I, _____ have discussed all of the
 Service Coordinator Signature

above with my mentor, _____ Date: _____
 Mentor Signature

Early ACCESS

Shadowing Checklist

Use this checklist to record the shadowing experiences that the new SC completes. [Upload](#) the completed checklist to the SCs folder.

Name of New Service Coordinator: _____

Region/Signatory Agency: _____

Date of First Day of Employment as SC: _____

Component Shadowed	Date of Shadowing	Name of SC Shadowed	Reflections (See reflection suggestions in the <i>SC Competency Training Guide</i>)
Initial phone call to family			
Initial visit			
Initial IFSP meeting			
Periodic meeting			
Annual meeting			
Transition meeting			



Home Visit Observation Feedback Form

Approximately 6 months after the new Service Coordinator (SC) begins solo home visits, the mentor or supervisor will observe the new SC doing a home visit. The purpose of the observation is for reflection and feedback, not for evaluation of performance. Complete this form, including the open-ended item about next steps. Revisit the next steps after the SC has had time to make practice changes and reflect on those changes together. Each item in the checklist is aligned to the items in the [Dedicated](#) and [Dual Role FGRBI SC Reflection Tools](#). [Upload](#) the form to the SCs folder.

Name of New Service Coordinator: _____

Name of Mentor (Observer): _____

Region/Signatory Agency: _____

Date of Observation: _____

Mark each of the following with a “Y” (yes), “N” (no), or “N/A” (not applicable).

Did the Service Coordinator:

	Encourage parents to participate fully in Early ACCESS visits, give parents opportunities to ask questions and explain importance of parents being coached to work with child? <i>(Setting the Stage; Problem Solving, Reflection, and Planning)</i>
	Work with parents to identify individual family needs and support them in setting goals and developing strategies to meet their needs? <i>(Setting the Stage; Problem Solving, Reflection, and Planning)</i>
	Support parents’ feelings of self-worth and empowerment by focusing on their successes and strengths? <i>(Observation and Opportunities to Support EI Practices; Problem Solving, Reflection, and Planning)</i>
	Write outcome(s) in the IFSP in conjunction with others on the IFSP team, including the family? (progress, new steps or new goal....) <i>(Setting the Stage; Observation and Opportunities to Support EI Practices)</i>
	Refer families to appropriate services when needed? Or follow-up on referrals with the family to see if the services have met the family’s needs? <i>(Setting the Stage; Problem Solving, Reflection, and Planning)</i>
	Communicate with parents in a way that is open, honest, and informal? <i>(Observation and Opportunities to Support EI Practices; Problem Solving, Reflection, and Planning)</i>

	Create a listening atmosphere using communication “helpers”, avoiding communication “blockers”, and reflecting back what they heard? <i>(Setting the Stage; Problem Solving, Reflection, and Planning)</i>
	Work skillfully with families with language barriers or low levels of literacy? <i>(Setting the Stage)</i>
	Explain the Early ACCESS Parental Rights and Safeguards? <i>(Problem Solving, Reflection, and Planning)</i>
	Confront families constructively and respectfully when needed? <i>(Observation and Opportunities to Support EI Practices; Problem Solving, Reflection, and Planning)</i>
	Assist parents to understand that their primary role is to work with their child daily on interventions in their routines and that they will be coached by their provider? <i>(Setting the Stage; Observation and Opportunities to Support EI Practices)</i>

<p>What is going well?</p>
<p>What could be changed? Next steps to address these items?</p>
<p>Additional Comments:</p>

***Adapted from the Westmoreland, PA Community Action

Observer’s Signature: _____ Date: _____

SC’s Signature: _____ Date: _____

Service Coordinator Competency Verification Form

Complete this form over the course of the new Service Coordinator’s first year. After all components are completed, fill in the certification statements under the table below, include this form with all other documentation in the SCs folder within this [Google folder](#). Contact Tonya Krueger with questions: tonya-krueger@uiowa.edu.

Components of the Early ACCESS Service Coordination Competency Training	
Component	Date Received By Supervisor/Liaison
Certificate of completion for online modules – will be completed prior to first solo home visit and discussed with mentor	
Five completed activities from online modules – will be completed prior to first solo home visit and discussed with mentor	
Shadowing – must complete shadowing experience prior to leading the respective activity (see checklist); complete checklist within three months of first solo home visit; reflect on experiences with mentor/peer	
Completed mentor log – record summary of mentoring sessions in mentor log over the first 6 months of the SC being hired; mentor should remain available for the first year	
Workshop attendance verified – will confirm attendance at one SC capstone workshop	
Home visit observation feedback form – will be completed by the mentor approximately 6 months after doing solo home visits; purpose is for reflection and feedback, not evaluation	

On this date, _____ has successfully completed all components of
Date Service Coordinator Name

the Early ACCESS Service Coordination Competency Training as required by Administrative Iowa Rule 120.34(5).

By signing below, I have verified that all of the components of the Early ACCESS Service Coordination Competency Training were completed by the service coordinator printed above.

Sign Service Coordinator
Date
Region/Signatory Agency

Print Agency Supervisor
Signature Agency Supervisor
Date