

**POSITION DESCRIPTION****Case Manager-Early Intervention**

Infant and Toddler Connection of the Blue Ridge  
Center for Child and Family Services  
Region Ten Community Services Board

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CLASSIFICATION TITLE: Case Manager-Early Intervention

GENERAL STATEMENT OF RESPONSIBILITIES:

This is a non-exempt position which reports to the Program Manager. The Early Intervention Case Manager/Service Coordinator makes initial contact with families; coordinates and facilitates the eligibility determination process; and serves as the single point of contact for families while providing case management services to assist and enable an infant or toddler with a delay or disability and the child's family to receive the services and rights required under Part C of the Individuals with Disabilities education Act (IDEA).

The case manager/service coordinator supports a family's capacity to care for their child and promote his or her development.

Case manager/service coordinators support parents/caregivers by emphasizing the strengths of the family and by identifying strategies to build their capacity for resiliency, which can influence mental health outcomes for both a child and caregiver and change the trajectory of the child and his or her family.  
*Adapted from: The American Occupational Therapy Association*

The HIPPA access level for this position is Level Two

The essential functions of this job are starred below (\*) under "Major duties."

MAJOR DUTIES:

1. Assist parents of infants & toddlers in obtaining access to needed early intervention services and other services listed in the IFSP.
2. \*Participate in eligibility determination, assessments and the development of Individualized Family Service Plans (IFSP).
3. \*Ensure compliance with all Part C timelines such as, but not limited to: evaluations/assessments and development of the IFSP within 45-calendar days and initiation of services within 30-calendar days.
4. \*Effectively share assessment results with parents and other professionals & individuals.
5. \*Assist in assessment and planning for children who receive service coordination only.
6. \*Coordinate, facilitate, and monitor the delivery of services required in the IFSP to ensure that the services are provided in a timely manner and meet all compliance indicators and regulations.
7. \*Facilitate team assessment process to include tools such as SETT Framework to determine assistive technology needs. Coordinates with family, outside providers and vendors for assistive technology needs.
8. \*Coordinate the provision of other family support services (such as educational, social, health/medical, housing, respite, and/or parenting resources).
9. \*Support parents/caregivers by emphasizing the strengths of the family and by identifying strategies to build their capacity for resiliency, which can influence mental health outcomes for both the child and caregiver and change the trajectory of the child and his or her family.

10. \*Address a family's capacity by understanding the family's energy level for accomplishing everyday tasks and then supporting all caregivers to help a child adapt and cope with everyday life. Help Parents/caregivers clarify feelings and reactions and identify which strategies have helped in the past.
11. \*Build the family's capacity to care for and enjoy their child by engaging the parents or other caregivers in a process of mutual reflection. Assist parents/caregivers to recognize the power and potential of activities and daily routines to enhance their child's knowledge and skill development.
12. \*Promote the child's growth and development and participation in family and community life by providing resources and assistance making use of resources.
13. \*Empower families to be advocates. Support parent/caregivers in being advocates for their child by helping parents/caregivers feel confident and comfortable in understanding and enjoying their child as well as planning for their child and family's future.
14. \*Facilitate the development of a transition plan to public or private preschool, Head Start or other appropriate referrals to benefit the child and family.
15. \*Solve problems using knowledge, skills and general precedents and practices and in consultation with the program manager.
16. \*Provide documentation that is timely, clear, measurable and accountable and meets all required federal, state and local requirements.
17. \*Maintain required certifications and trainings for early intervention; develop and maintain an ongoing professional development plan in accordance with Part C regulations.
18. \*Attend meetings and staff development as requested by supervisor.
19. \*Regularly participate in staff meetings; and individual supervision with the Program Manager.
20. \*Supervise and train students/interns as assigned, including required documentation.
21. \*Keep work area neat, orderly and safe.
22. \*Read and responds to all agency/program communication in a timely manner.
23. \*Independently travel to homes & other settings in urban and rural areas
24. \*Perform other duties as assigned.

**\*Knowledge:**

- Foundation in child development; typical and atypical development across developmental areas.
- Foundation in infant & toddler social-emotional development and milestones.
- Understanding and knowledge that therapy is science driven and evidence-based.
- Interventions are directed at the outcomes developed collaboratively with the families and IFSP team members.
- Understanding of relationship between a developmental delay in one area and its impact on other areas of development.
- Demonstrated knowledge of early intervention (under Part C of IDEA) best practices by providing relevant services/coaching to child, parents and care givers.
- Knowledge and understanding of family-centered philosophy, whereby the family defines the priorities of supports and services. It is based on the premises that families know their children best, that optimal developmental outcomes occur within a supportive family and community environment and that each family is unique.

**\*Skills:**

- Services are dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
- Writing meaningful goals using activities and/or routines within the natural environment.

- Coaching and supporting parents/caregivers to develop confidence and competence.
- Supportive professional relationships with families, and families from diverse backgrounds.
- Effective meeting/group facilitation and consensus building skills.
- Communicate effectively, professionally and appropriately, orally and in writing.
- Family/child advocacy; linking to and providing appropriate resources.
- Effectively using computers and electronic devices for scheduling, communicating, documentation, organization, reporting; and data tools to track own work and ensure compliance with federal and state regulations.
- Effective organization and time management, management of multiple tasks and deadlines.

**\*Abilities:**

- Ability to provide education and support to families.
- Demonstrated positive regard for families (allowing independent decision-making, avoiding stereotyping, and respecting families' privacy).
- Ability to demonstrate objectivity; patience and perseverance.
- Ability to support and respect each family's capacity and resources. Family capacity includes the knowledge and skills the family has to support their child's development and meet their child's needs.
- Ability to build on strengths and reduce stressors so families are able to engage with their children in mutually enjoyable interactions and activities.
- Ability to recognize and support the value and importance of culturally sensitive practice; that each family's culture, spiritual beliefs and activities, values and traditions may be different from those of a service provider.
- Ability to establish and maintain cooperative, effective professional relationships with families and others; and maintain effective working relationships as part of a team.
- Ability to use active listening and critical thinking skills.
- Attention to detail; policies, procedures and deadlines.

QUALIFICATIONS:

The incumbent needs to hold a Bachelor's degree, in early childhood, nursing, education, social work, special education or related human service field, and meet current Virginia Part C requirements. In addition to possessing strong interpersonal skills, the incumbent must have a genuine belief in the rights, dignity, and value of persons with or at risk of disabilities, as well as have experience in human services either with families or with children.

To perform duties in this position the incumbent must have own car available for use each day. The vehicle must be in safe working order. To ensure the safe and efficient operation of the program and/or residence, a valid Virginia Driver's License plus an acceptable driving record as issued by the division of Motor Vehicles are required.

The incumbent must possess the following knowledge, skills and abilities:

Must have valid Virginia driver's license and reliable (own) transportation.

CLINICAL PROVIDER PERFORMANCE EVALUATION STANDARDS:

This position is evaluated according to the Clinical Provider Evaluation Standards.

POSITION ORGANIZATION CHART

Program Director

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Case Manager

GRADE: 9

SCHEDULE: As agreed upon with Supervisor

Position Description Updated: April 7, 2017

I have reviewed this job description and acknowledge the duties as well as the KSA (knowledge, skills, abilities) included in this description. I also understand the performance standards as they apply to this position.

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Signature

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Name Printed

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Date