Attachment E

New York State Department of Health

Training Needs Assessment

Introduction

The New York State Department of Health Early Intervention Program Online Professional Development Center asks those in the early intervention (EI) community to complete a training needs assessment by rating their knowledge and skills within 3 core areas: 1) Family Centered Practice; 2) Professional Responsibility and Ethical Behavior; and 3) Planning and Implementing Services.   The data collected through this tool will provide information to identify the specific learning needs of the diverse group of EI stakeholders. This needs assessment is completely anonymous. All responses will be aggregated to the state level; no one will see your individual ratings.

Please complete this survey by _ _/_ _/_ _ _ _.

I. Participant Background Information:

Please select the title which best reflects your role in the Early Intervention Program.   (*Check only one*)
- ❑ a. Initial Service Coordinator
- ❑ b. Ongoing Service Coordinator
- ❑ c. Both Initial and Ongoing Service Coordinator
- ❑ d. Speech-Language Pathologist
- ❑ e. Occupational Therapist
- ❑ f. Physical Therapist
- ❑ g. Special Education Teacher
- ❑ h. EIO/D
- ❑ i. EIOD/SC
- ❑ j. Agency Director
- ❑ k. Parent/Caregiver
- ❑ l. Daycare Provider
- ❑ m. Social Worker
- ❑ n Other Provider

If you chose "Other Provider" above, please specify:

_____
_____
_____

How many years of experience have you had with each of the following? (*Please answer in "Years"*)

a. Years working in your current   _____
agency/organization

b. Total years working in the Early Intervention   _____
Program

In what county or counties do you currently practice?

_____
___

A 4-point rating scale has been developed and is described below.

II. Family Centered Practice:

Please rate the following items using the the 4-point rating scale above.

	1	2	3	4	N/A
1. Effective relationships with parents/caregivers, and children in the Early Intervention Program (EIP)	❑	❑	❑	❑	❑
2. Strategies that recognize the importance of culture and languages when working with parents/caregivers and children in the EIP	❑	❑	❑	❑	❑
3. Strategies to get to know each family on my case load	❑	❑	❑	❑	❑
4. Helping families identify positive parenting skills and practices that support children's development	❑	❑	❑	❑	❑
5. Helping families feel supported and respected by building mutually trusting relationships over time	❑	❑	❑	❑	❑

6. Demonstrating respect for each family's culture, values, and life situation	❑	❑	❑	❑	❑
7. Responsive communication skills with families (paying attention to both verbal and nonverbal messages, listening without interrupting, etc.)	❑	❑	❑	❑	❑
8. Opportunities for parents to identify their goals for their children and themselves	❑	❑	❑	❑	❑
9. Assist families with identifying services to meet their child's and families' unique needs	❑	❑	❑	❑	❑
10. Supportive and non-judgmental approaches to talking with families about difficult or sensitive topics	❑	❑	❑	❑	❑
11. Meeting with the family at times and locations convenient to the family	❑	❑	❑	❑	❑
12. Cultural influences and caregiving practices that can shape family life and children's early development	❑	❑	❑	❑	❑
13. Assisting families with identifying their concerns, priorities, and resources	❑	❑	❑	❑	❑
14. Communicating with families in their dominant language, to the extent possible, or arrange for an interpreter, as needed	❑	❑	❑	❑	❑
15. Accessing information regarding specific cultural values and practices when necessary	❑	❑	❑	❑	❑
16. Knowledge of family outcomes and their inclusion in the Individualized Family Service Plan (IFSP)	❑	❑	❑	❑	❑
17. Connecting families to their community	❑	❑	❑	❑	❑
18. Providing services to children and families in their community	❑	❑	❑	❑	❑
19. Connecting families with other families with similar needs	❑	❑	❑	❑	❑

III. PROFESSIONAL RESPONSIBILITIES AND ETHICAL BEHAVIOR:

A 4-point rating scale has been developed and is described below.

Please rate the following items using the the 4-point rating scale above.

	1	2	3	4	N/A
1. Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) requirements for confidentiality and release of information	❑	❑	❑	❑	❑
2. NYS EI regulatory requirements for informed parental consent	❑	❑	❑	❑	❑
3. EIP Laws and regulations that support and protect families and their children	❑	❑	❑	❑	❑
4. Resources in the community to support families' safety, health, mental health, financial stability, etc. and asking others for referral information when needed	❑	❑	❑	❑	❑
5. Due Process procedures available to families in the Early Intervention Program (EIP)	❑	❑	❑	❑	❑
6. Record retention requirements in the EIP	❑	❑	❑	❑	❑
7. Insurance collection, documentation, and recording in the EIP	❑	❑	❑	❑	❑
8. NYS Early Intervention System (NYEIS) requirements	❑	❑	❑	❑	❑
9. Roles and responsibilities of the Early Intervention Official (EIO) in the EIP	❑	❑	❑	❑	❑
10. Roles and responsibilities of the service coordinators in the EIP	❑	❑	❑	❑	❑
11. Roles and responsibilities of the service providers in the EIP	❑	❑	❑	❑	❑
12. Roles and responsibilities of the evaluators in the EIP	❑	❑	❑	❑	❑
13. Help families access private insurance and/or Medicaid	❑	❑	❑	❑	❑
14. Role as a primary referral source	❑	❑	❑	❑	❑
15. How to refer children to the EIP	❑	❑	❑	❑	❑
16. Billing and payment for services in the EIP	❑	❑	❑	❑	❑
17. Individualized Family Service Plan (IFSP) process	❑	❑	❑	❑	❑

	1	2	3	4	N/A
18. Eligibility criteria for the EIP	❏	❏	❏	❏	❏
19. Regulatory requirements and process for transitioning children out of the EIP	❏	❏	❏	❏	❏
20. Community supports and services, e.g. Housing	❏	❏	❏	❏	❏
21. Professional relationships with other family services providers, child care providers, etc.	❏	❏	❏	❏	❏
22. Preparing summary and evaluation reports using family friendly language	❏	❏	❏	❏	❏
23. Evaluation and screening tools	❏	❏	❏	❏	❏
24. Screening	❏	❏	❏	❏	❏
25. Evaluation	❏	❏	❏	❏	❏
26. Voluntary Family Assessment	❏	❏	❏	❏	❏
27. Clinical/professional opinion	❏	❏	❏	❏	❏
28. Professional development opportunities to enhance knowledge and skills	❏	❏	❏	❏	❏

IV. PLANNING AND IMPLEMENTING SERVICES:

A 4-point rating scale has been developed and is described below.

	1	2	3	4	N/A
1. Everyday activities and routines as sources of child learning opportunities	❏	❏	❏	❏	❏
2. Natural environments for infants and toddlers	❏	❏	❏	❏	❏
3. Required content of the Individualized Family Service Plan (IFSP)	❏	❏	❏	❏	❏
4. Embedding instruction within and across routines, activities, and environments to provide relevant learning opportunities	❏	❏	❏	❏	❏

5. Services available in the EIP	❑	❑	❑	❑	❑
6. Identifying child and family interests and preferences to promote learning	❑	❑	❑	❑	❑
7. Record keeping and reporting practices to track individual child progress	❑	❑	❑	❑	❑
8. Role of IFSP team members in developing and implementing the IFSP	❑	❑	❑	❑	❑
9. Developing an IFSP that is responsive to family concerns, priorities and resources	❑	❑	❑	❑	❑
10. Knowledge of programs and services for children ageing out of the EIP	❑	❑	❑	❑	❑
11. Arranging for EIP services	❑	❑	❑	❑	❑
12. Informing families about their procedural safeguards under the EIP	❑	❑	❑	❑	❑
13. Assistive technology services and devices for infants and toddlers	❑	❑	❑	❑	❑
14. Collaboration/communication with other government agencies or programs (e.g. Office for People with Developmental Disabilities (OPWDD), the Medicaid Program in the Office of Health Insurance Programs (OHIP) within the Department of Health, Office of Mental Health (OMH), Office of Children and Family Services (OCFS), etc.)	❑	❑	❑	❑	❑
15. Knowledge of the child outcomes process	❑	❑	❑	❑	❑
16. Knowledge of the family outcomes survey and process	❑	❑	❑	❑	❑

On which EI topic (s), would you most like additional support and/or training?   Please list.

_____
_____
_____
_____
_____
_____
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Thank you for completing this Training Needs Assessment!