

### **DEVELOPMENTAL SPECIALIST**

**DEFINITION:** Under direction, performs professional work of moderate difficulty in coordinating and implementing a broad array of early intervention services including evaluations of a child's strengths and needs, individualized learning experiences, special therapies, family supports such as home visits and transition from early intervention to preschool programs; serves as team lead by coordinating and conducting trans-disciplinary developmental evaluations and assessments for children from birth to three years of age; performs related work as assigned.

**ESSENTIAL FUNCTIONS:** This list is ILLUSTRATIVE ONLY and is not a comprehensive listing of all functions and tasks performed by incumbents of this class.

#### **TASKS:**

Coordinates and conducts trans-disciplinary developmental evaluations; prepares written summary of findings; reviews and assures accuracy of eligibility determination of medical, developmental, family history and related information; collaborates with the Indian Health Services, Medicaid, Health, Social Services, Head Start and other federal, state and tribal programs; conducts appropriate eligibility determinations; facilitates the development of Individual Family Services Plan (IFSP) for services to children with disabilities and their families based on needs identified by team assessment evaluations and diagnosis; facilitates communication with families for the duration of services to assure that child/family's needs are met; maintains continuous communication with other team members including but not limited to physicians, participating agencies and other service providers; completes Early Childhood Outcome Summary Form.

Collects child count information by assuring that the child count data is accurate for submittal to the Bureau of Indian Education (BIE); prepares required reports; facilitates and coordinates all aspects of early intervention process in accordance with applicable federal, state and tribal regulations, policies and procedures; assures that all referral packets have required family priorities, resources, interests and concerns documented in the IFSP planning process; provides on-going early intervention services to eligible Navajo children pursuant to IFSP; conducts child find and public awareness activities by developing a consistent plan to assure that Navajo children are identified early; assures that child find activities are provided in a culturally sensitive manner and within the context of the Navajo language; identifies children to ensure that the infant/child population on the Navajo Nation are provided services under IFSP using the national benchmarks.

Assures confidentiality of child's records and that record contain child's current levels of development, developmental screening/checklist and other documents as required by applicable federal, state and tribal standards, policies and procedures; assists families in locating and accessing needed services; establishes relationship with child and family which support a working partnership in accomplishing IFSP goals; facilitates collaboration with parents, teachers and other professional staff through regular contact, documents and meetings; integrates appropriate therapy, social emotional and cognitive goals and objectives into on-going services; facilitates smooth and timely transition for child and family into program placement and exit forms; attends program placement meetings to support family; provides recommendations; and provides feedback concerning child's strengths and needs; provides relationship based services which are family-centered; provides technical expertise regarding assigned functions.

#### **KNOWLEDGE, SKILLS, AND OTHER CHARACTERISTICS:**

Knowledge of the theories, principles, practices and techniques of early intervention services.  
Knowledge of applicable federal, state and local laws, rules, regulations, policies and procedures.

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Knowledge of the practices and techniques of conducting trans-disciplinary developmental evaluations.  
Knowledge of Navajo culture, tradition and philosophies.  
Knowledge of program networking and management information systems.  
Knowledge of community agencies and services provided.  
Skill in interpersonal communications and dealing with people.  
Skill in interpreting, explaining and applying applicable laws, regulations and procedures.  
Skill in communicating effectively in the Navajo and English languages.  
Ability to work independently, set priorities, plan, organize and implement activities.  
Ability to address public and professional groups.  
Ability to solve unexpected problems as they arise while considering child/family needs/capabilities.  
Ability to follow verbal and written instructions.  
Ability to communicate effectively orally and in writing.

**PHYSICAL REQUIREMENTS AND WORK ENVIRONMENT:** Work involves a minimum of physical effort in an office setting.

#### **MINIMUM QUALIFICATIONS:**

- A Bachelor's degree in Early Childhood Education, Special Education, Education, Social Work or closely related field; and one (1) year of work experience providing early intervention services.

#### **PREFERRED QUALIFICATIONS:**

- Two (2) years of work experience providing early intervention services.

#### **SPECIAL REQUIREMENTS:**

- A favorable background investigation.
- Possess a valid state driver's license, Cardiopulmonary Resuscitation (CPR) certification and First Aide certification.

#### **Supplemental Requirements:**

Incumbent must obtain a Developmental Specialist II Certificate and a Navajo Nation Vehicle Operator's Permit within 90 days of date of hire.

Depending upon the needs of the Nation, some incumbents of the class may be required to demonstrate fluency in both the Navajo and English languages as a condition of employment.