DISTINGUISHING FEATURES OF THE CLASS: This is specialized professional work that primarily involves responsibility for ensuring compliance with New York State regulations regarding the County of Rockland’s Early Intervention Program, administered by the Department of Health, which is designed to provide the direct delivery of services to special needs children* under the age of three. The work is distinguished from that of the Early Intervention Specialist primarily in the responsibility for clinical assessments of standardized tests and evaluations and other eligibility measures. The work is performed under the direct supervision of the Child Program Coordinator (Public Health Social Work) and in accordance with New York State Department of Health regulations and guidelines. Does related work as required.

TYPICAL WORK ACTIVITIES:
Completes clinical evaluations of multidisciplinary evaluations (e.g., cognitive, physical communication, social or emotional, and adaptive development) of a child’s initial and ongoing eligibility for early intervention services in order to ensure that evaluations comply with New York State and federal regulations and laws and local policies and procedures, ensure that early intervention services and costs are appropriate, etc.;
Coordinates, attends and participates in multidisciplinary evaluation procedures to ensure compliance with New York State and federal regulations and laws, and local policies and procedures, monitor the administration of standardized testing, assess the accuracy of scoring, etc.;
Coordinates and provides training to early intervention staff and providers regarding the proper administration and scoring of standardized testing and the interpretation of test results, especially as they pertain to eligibility for services, in accordance with New York State and federal regulations and laws;
Assists the Child Program Coordinator (Public Health Social Work) in developing and revising policies and procedures, as needed, by researching and monitoring changes in applicable regulations and laws, making recommendations for changes in procedures, especially as they pertain to multidisciplinary evaluations, etc.;
Prepares a variety of reports;
Compiles and interprets program data, as needed;
Monitors the Medicaid Exclusion List to identify individuals and entities (e.g. providers) that are excluded from participation in the Medicaid program;
May monitor and evaluate providers and act as a liaison with providers, including contract agencies, to ensure their compliance with regulations, assess client outcomes, monitor the status of corrective action plans, provide technical assistance regarding quality control procedures and the effectiveness of services, etc.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:
Thorough knowledge of standardized tests used to assess the cognitive, physical, communication, social or emotional, and adaptive development of handicapped children under the age of three; thorough knowledge of the problems, needs, and treatment of handicapped infants and toddlers under the age of three; good knowledge of New York State laws and guidelines regarding the provision of special services and programs for handicapped infants and toddlers under the age of three; good knowledge of community resources and county programs and how to use them effectively for preschool handicapped children and their families; ability to understand and interpret written material; ability to communicate effectively, both orally and in writing.

(over)
MINIMUM QUALIFICATIONS: A Master's degree in Physical Therapy, Occupational Therapy, or Speech Therapy, and three (3) years of professional, post-Master's experience that substantially involved providing services to special needs children* under the age of three.

SPECIAL REQUIREMENTS: Possession of a license issued or recognized by the New York State Education Department to practice as a registered physical therapist, speech therapist, or occupational therapist.

*Special needs children shall be defined in accordance with New York State regulations and laws that govern Early Intervention Programs. In general, special needs children shall be defined as children who have not attained developmental milestones, as identified by qualified professionals using appropriate diagnostic tools, in one or more of the following developmental areas: cognitive, physical, communication, social or emotional, or adaptive.