

### Supervisor Work Style

**Directions:** Circle the number that indicates your level of agreement / disagreement with each statement.

		Disagree		Agree	
1. I supervise DI Assistants closely. ....	1	2	3	4	5
2. I like a flexible work schedule. ....	1	2	3	4	5
3. I let DI Assistants know exactly what is expected.....	1	2	3	4	5
4. I provide and model the use of all the materials that will be used.....	1	2	3	4	5
5. I provide a written work schedule.....	1	2	3	4	5
6. I expect the DI Assistant to think ahead to the next task. ....	1	2	3	4	5
7. With the family I determine the intervention strategies that will be used .....	1	2	3	4	5
8. I encourage the DI Assistant to try new activities independently.....	1	2	3	4	5
9. I give explicit directions for each task .....	1	2	3	4	5
10. I always do several things at one time. ....	1	2	3	4	5
11. I like working with DI Assistants that willingly take on new challenges.....	1	2	3	4	5
12. I like taking care of details.....	1	2	3	4	5
13. I require the DI Assistant to be very punctual .....	1	2	3	4	5
14. I like to get frequent feedback on how I can improve as a supervisor/mentor .....	1	2	3	4	5
15. I like to bring problems out in the open.....	1	2	3	4	5
16. I like to give frequent performance feedback to the DI Assistant .....	1	2	3	4	5
17. I like to discuss/give feedback on activities that do not go well.....	1	2	3	4	5
18. I like working on a team with other adults .....	1	2	3	4	5
19. I encourage DI Assistants to think for themselves.....	1	2	3	4	5
20. I am a morning person .....	1	2	3	4	5
21. I speak slowly and softly.....	1	2	3	4	5
22. I work best alone with little immediate interaction .....	1	2	3	4	5
23. I need a quiet place to work without distractions .....	1	2	3	4	5
24. I prefer that no one else touches my things.....	1	2	3	4	5
25. I prefer to work from a written plan.....	1	2	3	4	5

## DI Assistant Work Style

**Directions:** Circle the number that indicates your level of agreement / disagreement with each statement.

	Disagree		Agree		
1. I like to be supervised closely.....	1	2	3	4	5
2. I like a flexible work schedule.....	1	2	3	4	5
3. I like to know exactly what is expected.....	1	2	3	4	5
4. I like to be provided the materials to use .....	1	2	3	4	5
5. I like having a written work schedule .....	1	2	3	4	5
6. I like to take the time to think ahead to the next task. ....	1	2	3	4	5
7. I like to take direction on the instructional methods I use .....	1	2	3	4	5
8. I like to try new activities independently.....	1	2	3	4	5
9. I like to be told how to do each task .....	1	2	3	4	5
10. I like to do several things at one time. ....	1	2	3	4	5
11. I like to take on challenges and new situations.....	1	2	3	4	5
12. I like taking care of details.....	1	2	3	4	5
13. I like to be very punctual .....	1	2	3	4	5
14. I like to give frequent feedback/discuss how I prefer to be supervised .....	1	2	3	4	5
15. I like to bring problems out in the open.....	1	2	3	4	5
16. I like to get frequent feedback on my performance .....	1	2	3	4	5
17. I like to discuss when activities do not go well .....	1	2	3	4	5
18. I like working on a team with other adults .....	1	2	3	4	5
19. I like to think things through for myself.....	1	2	3	4	5
20. I am a morning person .....	1	2	3	4	5
21. I like to speak slowly and softly .....	1	2	3	4	5
22. I like to work alone with little immediate interaction.....	1	2	3	4	5
23. I need a quiet place to work without distractions .....	1	2	3	4	5
24. I prefer that no one else touches my things.....	1	2	3	4	5
25. I prefer to work from a written plan.....	1	2	3	4	5

### Work Style Score Comparison Sheet

**Directions:** *Transfer scores from worksheets 1 and 2 to this form. Examine areas of agreement and disagreement. Your combined profile is unique: there are no "correct" scores or combinations. Decide whether your combinations are okay or not. Have a conversation in which you strive to determine how you will proceed to work together in light of your areas of agreement and disagreement. Write out your decisions on each item that poses an area of difficulty for you.*

Disagree	Agree	<u>Item Content</u>	Disagree	Agree
1 2 3 4 5	.....	1. Closeness of supervision.....	1 2 3 4 5	
1 2 3 4 5	.....	2. Flexibility of work schedule .	1 2 3 4 5	
1 2 3 4 5	.....	3. Preciseness of expectations.....	1 2 3 4 5	
1 2 3 4 5	.....	4. Decisions on use of materials	1 2 3 4 5	
1 2 3 4 5	.....	5. Written work schedule	1 2 3 4 5	
1 2 3 4 5	.....	6. Thinking ahead to the next task.	1 2 3 4 5	
1 2 3 4 5	.....	7. Deciding on instructional methods/strategies	1 2 3 4 5	
1 2 3 4 5	.....	8. Trying new activities independently.	1 2 3 4 5	
1 2 3 4 5	.....	9. Specifying how to do each task	1 2 3 4 5	
1 2 3 4 5	.....	10. Doing several things at one time.....	1 2 3 4 5	
1 2 3 4 5	.....	11. Taking on challenges .	1 2 3 4 5	
1 2 3 4 5	.....	12. Taking care of details.....	1 2 3 4 5	
1 2 3 4 5	.....	13. Being Punctual.....	1 2 3 4 5	
1 2 3 4 5	.....	14. Giving / getting feedback on supervision	1 2 3 4 5	
1 2 3 4 5	.....	15. Dealing with problems out in the open	1 2 3 4 5	
1 2 3 4 5	.....	16. Giving / getting frequent feedback	1 2 3 4 5	
1 2 3 4 5	.....	17. Discussing activities that do not go well.....	1 2 3 4 5	
1 2 3 4 5	.....	18. Working on a team with other adults.....	1 2 3 4 5	
1 2 3 4 5	.....	19. Thinking things through for myself	1 2 3 4 5	
1 2 3 4 5	.....	20. Being a morning person.....	1 2 3 4 5	
1 2 3 4 5	.....	21. Speaking slowly and softly	1 2 3 4 5	
1 2 3 4 5	.....	22. Working alone with little interaction	1 2 3 4 5	
1 2 3 4 5	.....	23. Working in a quiet place with no distractions	1 2 3 4 5	
1 2 3 4 5	.....	24. No one touching my things	1 2 3 4 5	
1 2 3 4 5	.....	25. Working from a written plan.....	1 2 3 4 5	

## **Master List of Tasks & Duties**

**Directions:** *Add and/or modify from this master list all of the tasks you need completed for your intervention program and infant/toddlers to succeed. The items in this list are merely suggestions. Feel free to revise or replace items with tasks or strategies that are more relevant to your program. Specify details as needed for clarity.*

### **Assist in Facilitating the Implementation of the Services Plan**

1. Understand the outcomes on the IFSP.

### **Assist in Delivery of Intervention Services**

2. Practice activities to facilitate IFSP outcomes as directed by the supervisor.
3. Video tape sessions.
4. Carry out adapted instruction according to the adaptation list provided or specific directions based on the IFSP.
5. Interpret instruction/directions to parents and/or infant/toddler responses (e.g. ASL or other language).
6. Encourage and reinforce parent's active participation in intervention strategies.
7. Translate the materials made by the early intervention provider.
8. Utilize a DI Assistant's culture and/or language to help bridge and/or enhance communication between the family, service provider and other early intervention providers.

### **Assist in Data Collection / Reporting**

9. Observe and record infant/toddler's progress in areas identified on the IFSP as needing improvement.
10. Observe and record infant/toddler's use of hands and movement of body (Motor Development).
11. Observe and record infant/toddler's understanding and use of gestures, speech and language (Communication Development).
12. Observe and record infant/toddler's playing, thinking, and exploring (Cognitive Development).
13. Observe and record infant/toddler's relating to others (Social/Emotional Development).
14. Observe and record infant/toddler's eating, dressing, and toileting (Adaptive Development).

### **Activity Preparation/Follow-up**

15. Find/arrange materials/equipment to be used in the intervention sessions.
16. Adapt materials/equipment as specified by the supervisor for a particular infant/toddler.
17. Construct adapted intervention materials according to IFSP or other adaptation directions provided by supervisor and related services providers.
18. Distribute supplies/materials to families as directed.

### **Ethical Practice**

19. Maintain confidentiality of all information regarding infant/toddler and their families.
20. Respect the dignity of every infant/toddler and their families at all times.
21. Report suspected child abuse according to the law, and CCB's policies and procedures.
22. Maintain relationship and communication with families within their professional scope of responsibility.
23. Provide accurate and timely information about the infant/toddler to those who have the right to know (e.g. CCB team members, supervisor, etc).
24. Carry out all assigned duties responsibly, in a timely manner.
25. Protect the welfare and safety of infant/toddlers at all times.
26. Maintain composure/emotional control while working with infant/toddlers and their families.
27. Demonstrate punctuality, good attendance and report absences as directed.
28. Maintain professional behavior and appearance.
29. Protect the privacy and dignity of CCB staff members, team members, co-workers, etc.
30. Accept assigned tasks.
31. Request direction, instruction or guidance for new or unfamiliar tasks.

### **Team Participation / Membership**

32. Meet with transdisciplinary team as scheduled/directed.
33. Participate in team meetings by contributing information, ideas and assistance by listening carefully to the ideas of others.
34. Engage in appropriate problem-solving steps to resolve problems.
35. Engage in mature conflict management steps and processes.
36. Use appropriate communication in adult-adult interactions.
37. Respect the dignity of other adults.
38. Participate in learning activities as specified in the professional development plan.
39. Participate in CCB wide professional development activities as specified.
40. Attend IFSP meetings as required by the individual infant/toddler and their family needs.
41. Attend annual review meetings.
42. Assist the service coordinator with family access to culturally relevant services.
43. Participate in intervention planning sessions with supervisor.
44. Contribute unique skills and talents if appropriate when requested by the supervisor.

### **Clerical Work**

45. Help with paperwork to facilitate annual reviews.
46. Inventory materials and fill out routine forms as directed as well as help in the maintenance of files for IFSPs, assessment reports and other program reports as appropriate.

## **Developmental Intervention Assistant Task Preparation/Confidence Inventory**

Directions for the Developmental Intervention Assistants: *Complete this form by considering your own preparation and confidence to perform each task. Decide how prepared and confident you feel for each task/duty. Circle 1 if you are unprepared to do the task and want or need training in order to begin. Circle 2 to show that you may begin doing the task, but need further instruction. Circle 3 or 4 to show that you want more training to improve your skill. Circle 5 if you feel well prepared and confident.*

### **Facilitate implementation of the services plan**

1. Explain the IFSP process and the development of family-centered outcomes and strategies .....1 2 3 4 5

### **Delivery of Instruction**

2. Practice activities to facilitate IFSP outcomes with supervisor.....1 2 3 4 5
3. Video tape sessions as directed by the supervisor if applicable .....1 2 3 4 5
4. Carry out adapted instruction according to the adaptation list provided or specific directions based on the IFSP strategies .....1 2 3 4 5
5. Encourage and reinforce parent's active participation in intervention strategies .....1 2 3 4 5
6. Translate materials made by early intervention provider .....1 2 3 4 5
7. Interpret instruction/directions to parents and/or infant/toddler responses (e.g. ASL or other language) .....1 2 3 4 5
8. Utilize a DI Assistant's culture and/or language to help bridge and/or enhance communication between the family, service provider and other early intervention providers.....1 2 3 4 5

### **Data Collection / Reporting**

9. Observe and record infant/toddler's progress in areas related to the IFSP outcomes .....1 2 3 4 5
10. Observe and record infant/toddler's use of hands and movement of body (Motor Development) .....1 2 3 4 5
11. Observe and record child's understanding and use of gestures, speech and language (Communication Development) .....1 2 3 4 5
12. Observe and record infant/toddler's playing, thinking, and exploring (Cognitive Development) .....1 2 3 4 5
13. Observe and record infant/toddler's relating to others (Social/Emotional Development) .....1 2 3 4 5
14. Observe and record infant's/toddler's eating, dressing, and toileting (Adaptive Development) .....1 2 3 4 5

### **Activity Preparation / Follow-up**

15. Find/arrange materials and equipment to be used in intervention sessions .....1 2 3 4 5
16. Adapt materials/equipment as specified for particular infant/toddler .....1 2 3 4 5
17. Construct adapted intervention materials as directed by supervisor .....1 2 3 4 5
18. Use materials that are naturally available to families as directed .....1 2 3 4 5

**Ethical Practice**

- 19. Maintain confidentiality of all information regarding the infant/toddler and their families .....1 2 3 4 5
- 20. Respect the dignity of every infant/toddler and their family at all times 1 2 3 4 5
- 21. Report suspected child abuse according to the law and CCB’s policies/procedures .....1 2 3 4 5
- 22. Maintain relationship and communication with families within the DI Assistant professional scope of responsibility .....1 2 3 4 5
- 23. Provide accurate and timely information about the infant/toddler and their families to those individuals who have the right to know (e.g. IFSP team members, supervisor, etc.) .....1 2 3 4 5
- 24. Carry out all assigned duties responsibly and in a timely manner .....1 2 3 4 5
- 25. Protect the welfare and safety of infant/toddlers at all times .....1 2 3 4 5
- 26. Maintain composure/emotional control while working with infant/toddlers and their families .....1 2 3 4 5
- 27. Demonstrate punctuality, good attendance, and report absences as directed .....1 2 3 4 5
- 28. Maintain professional behavior and appearance .....1 2 3 4 5
- 29. Protect the privacy and dignity of CCB staff members, team members, co-workers and other adults in the CCB .....1 2 3 4 5
- 30. Accept assigned tasks graciously .....1 2 3 4 5
- 31. Request direction, instruction, or guidance for new or unfamiliar tasks.1 2 3 4 5

**Team Participation / Membership**

- 32. Meet with transdisciplinary team as scheduled/directed .....1 2 3 4 5
- 33. Participate in team meetings by contributing information, ideas, and assistance and by listening carefully to the ideas of others ..... 1 2 3 4 5
- 34. Engage in appropriate problem-solving steps to resolve problems .....1 2 3 4 5
- 35. Engage in mature conflict management steps and processes .....1 2 3 4 5
- 36. Use appropriate communication actions in adult-adult interactions .....1 2 3 4 5
- 37. Respect the dignity of other adults .....1 2 3 4 5
- 38. Participate in learning activities as specified in professional development plan .....1 2 3 4 5
- 39. Participate in CCB wide professional development activities as specified..... 1 2 3 4 5
- 40. Attend IFSP meetings as required by the individual infant/toddler and their family needs..... 1 2 3 4 5
- 41. Attend annual review meetings .....1 2 3 4 5
- 42. Assist the service coordinator with family access to culturally relevant services, if needed..... 1 2 3 4 5
- 43. Participate in intervention planning sessions with supervisor .....1 2 3 4 5
- 44. Contribute unique skills and talents if appropriate when requested by the supervisor.....1 2 3 4 5

**Clerical Work**

- 45. Help with paperwork as directed (i.e. collection of data, filing, etc.) .....1 2 3 4 5
- 46. Inventory materials and fill out routine forms. Maintain files for IFSPs, assessment reports, other program reports as appropriate .....1 2 3 4 5

Table 8.1 DI Assistant Training Needs Assessment

<p><i>Indicate if you:</i></p> <ul style="list-style-type: none"> <li>• <b>Know this</b></li> <li>• <b>Need to know this now</b></li> <li>• <b>I want to know this in the future</b></li> </ul>	<p><b>I Know This</b></p>	<p><b>Need to Know Now</b></p>	<p><b>Want to know this in the future</b></p>
<b>Team Roles</b>			
team communication and functioning			
roles and responsibilities			
ethical and legal responsibilities			
adult communication			
effective working relationships			
conflict management			
problem solving steps and processes			
stress management			
<b>Instruction</b>			
Following IFSP service plans			
implementing IFSP service plan adaptations			
levels of support for infant/toddlers			
maintaining active participation with infant/toddlers and their families			
creating intervention materials			
<b>Instructional Technology</b>			
augmentative communication systems			
recognize high and low tech speech devices			
create low-tech communication devices			
<b>Behavior</b>			
principles of behavior modification			
functions of behavior			



<p><i>Indicate if you:</i></p> <ul style="list-style-type: none"> <li>• <b>Know this</b></li> <li>• <b>Need to know this now</b></li> <li>• <b>I want to know this in the future</b></li> </ul>	I Know This	Need to Know Now	Want to know this in the future
Supporting/facilitating rules, procedures and routines within the natural environment			
data recording and reporting			
principles of communication with families in the natural environment			
management strategies for minor behavior problems			
define behavior in terms that families can understand			
direct intervention strategies to facilitate appropriate behavior			
behavior management techniques			
antecedents, behaviors and consequences			
logical and natural consequences that are positive and non-aversive			
redirect, reframe and reinforce behaviors			
purposes for data collection			
use data recording forms			
duration and frequency of data collection			
<b>Special Education</b>			
IDEA Part C			
legal rights of infants/toddlers with disabilities			
how infant/toddlers qualify for services (IFSP)			
steps and processes of special education services			
values and rationale for provision of intervention strategies in the natural environment			
needs of children and their families that have disabilities			
distinguishing facts from myths about individuals with disabilities			

<i>Indicate if you:</i> <ul style="list-style-type: none"> <li>• <b>Know this</b></li> <li>• <b>Need to know this now</b></li> <li>• <b>I want to know this in the future</b></li> </ul>	<b>I Know This</b>	<b>Need to Know Now</b>	<b>Want to know this in the future</b>
people first language			
accessing information about disabilities, syndromes and medical conditions on the Internet			
<b>Human Growth And Development</b>			
concepts of human learning			
Infant/toddlers at risk			
typical language development			
<b>Health &amp; Safety</b>			
health, safety and emergency procedures and practices			
maintaining physical health and safety of infants and toddlers			
reporting child abuse, or other illegal and/or dangerous behavior			
health-related care in the natural environment			
medically fragile children			
role of the nurse in the natural environment			
delegation of health related procedures and the DI Assistant's role			
<b>Cultural Diversity</b>			
identifying culturally-based habits and patterns			
communication characteristics of English-speakers and non-English speakers			
diversity in cultural heritages, life styles and value systems			
<b>Personal Growth &amp; Development</b>			
self-analyses of job-related skills			
choices for training opportunities			
self-evaluation methods			

<p><i>Indicate if you:</i></p> <ul style="list-style-type: none"> <li>• <b>Know this</b></li> <li>• <b>Need to know this now</b></li> <li>• <b>I want to know this in the future</b></li> </ul>	<b>I Know This</b>	<b>Need to Know Now</b>	<b>Want to know this in the future</b>
using constructive feedback and criticism from supervisors			
plan for self-improvement			
<b>Instructional Technology</b>			
development of communication			
assertive technology			
adaptive equipment			
computer use for intervention			
<b>Transition Programs</b>			
transitioning toddlers from Part C to Part B			
<b>English Language Learners</b>			
laws and court rulings regarding English language learners			
education services for English language learners			
working with infant/toddlers and families who are learning English as a second language			
programs for English language learners			
understand how cultural differences affect teaching and learning			
helping newcomers adjust			
second language acquisition			
factors that influence language acquisition in the natural environment			
when and how to reinforce the home language			