INTRODUCTION
This position is responsible for identifying infants and toddlers that may or may not have disabilities, developmental delays and/or those at risk for developmental disabilities between the ages of birth to 5 years. The incumbent performs duties of semi-difficulty and complexity requiring working knowledge and skill in screening, assessment, coordination of services, case management, organization and applicable local, state and federal laws, regulations, methods and practices. The incumbent is under general supervision and line authority of Early Childhood Education Manager.

KEY DUTIES AND RESPONSIBILITIES
(The following examples of duties are intended to be illustrative only and are not intended to be all inclusive or restrictive.)

1. Responsible for identifying, screening, evaluating, and coordinating early intervention services for children with disabilities, developmental delays or those at risk for developmental disabilities from birth to 5 years; coordinates referrals and directs services in accordance with tribal and federal rules and regulations; and provides family support and advocacy services.

2. Maintains a high quality confidential referral and case management system in accordance with the Privacy Act, Individuals with Disabilities Education Improvement Act (IDEIA), Tribal, State, and Federal regulation; case management includes but is not limited to epilepsy, congenital birth conditions, respiratory disorders, speech-language impairments, visual impairments, multiple disabilities, developmental delays, cleft-lip palate, orthopedic, and or other health impairments; and conducts follow-up on services/referrals provided; and documents all family and program contact in the case file using the data software system.

3. Collaborates and attends meetings with various agencies such as the Hopi Health Care Center, Tuba City Indian Health Service, Hopi Social Services, Behavioral Health Services, Women’s Infant and Children’s Program, Child Protective Services, Family Assistance, Substance Abuse Programs, Hopi Head Start Program, Hopi Child Care Program, local school districts, Arizona School for the Deaf and Blind (ASDB), Department of Economic Opportunity/Division of Developmental Disabilities, Northern Arizona University, (School of Psychology); Arizona Department of Health Services, Arizona Early Intervention Program (AzEIP) and other local, state and federal programs to coordinate outreach and maximize resources.

4. Assists with coordinating outreach and recruitment activities (child find); conduct consumer and family assessments (Ages and Stages Questionnaire); assists in referring developmental delays and disabilities to the Hopi Head Start Program and/or the Hopi Child Care Program with appropriate services; assists in providing supplemental services for eligible children with disabilities ages 3-5 attending the Hopi Head Start Program and/or the Hopi Child Care Program.

5. Collaborates with other agencies to provide support, awareness and other disability related education/informational opportunities for children, parents, families and community to enhance the child’s ability to reach their potential; and assists in the development of promotional items, including brochures, forms, posters, program display, and other culturally appropriate materials to promote the program.

6. Attends all “staffing” meeting(s) in regard to a child’s educational placement and attends Individual Education (IEP) meeting(s) to outline educational standards to ensure that State standards are being followed.

7. Attends and represents the Head Start and Child Care Programs at Parent Committee and Policy Council meeting(s), other meetings to report on area of responsibility, coordinate work efforts or provide assistance, as needed.

8. Reports suspected child abuse cases in written form to the appropriate responsible agency(ies).

9. Prepares and submits required monthly narrative and progress reports to the supervisor and/or funding agency, when necessary; establishes and maintains an effective and efficient record management system for program correspondence, reports, data counts, etc.

10. Performs other duties as assigned or authorized to achieve department/program goals and objectives.
PERSONAL CONTACTS
Contacts are with employees within/outside the immediate work area, supervisor, parents, grandparents, guardians, agencies related to the incumbent’s area such as health services, school districts, personnel of related service providers and the general public. The purpose of these contacts is to exchange factual information, coordinate service and work efforts, provide assistance, and establish a network of resources.

PHYSICAL EFFORT & ENVIRONMENTAL FACTORS
Work is performed in a standard office environment requiring normal safety precautions typical of office/meeting rooms and working around office schedule. Travel on and off the reservation is required.

MINIMUM QUALIFICATIONS
1. Required Education, Training and Experience:
   Education: Associate’s Degree in Early Childhood Development, Social Work, Special Education, Human Services or related field;
   AND
   Experience: Two (2) year’s work experience in a social or human service field working directly with developmental disabilities and/or developmental delayed clientele, which includes case management, assessments and coordinating services;
   OR
   Any equivalent combination of Education, Training and Experience which demonstrates the ability to perform the duties of the position.

   2. Required Knowledge, Skills and Abilities:
      Knowledge:
      - Knowledge of the Privacy Act, Freedom of Information Act and Due Process;
      - Knowledge of Early Intervention principles, practices, regulations and health, medical and socio-economic aspects of children with developmental disabilities and developmental delays;
      - Knowledge of the Individuals with Disabilities Improvement Act (IDEIA);
      - Knowledge of specialized resources available for children with special needs at the local, state, and federal levels;
      - Knowledge of the socio-economic environment, history, culture and traditions of the Hopi people.
      Skills:
      - Excellent verbal and written communication skills to prepare correspondence, reports and conduct individual/group presentations;
      - Excellent case management skills including referral, assessment, eligibility, the individualized Family Service Plan (IFSP) and the Individualized Educational Plan (IEP);
      - Excellent human and public relations skills;
      - Good skill in operating basic office machines/equipment, computers and applicable software.
      Abilities:
      - Ability to identify, assess, evaluate and coordinate early intervention services for children and their families;
      - Ability to work with parent groups, organizations and agencies;
      - Ability to maintain strict confidentiality of client records and program files;
      - Ability to establish and maintain positive effective working relationship with others.

NECESSARY SPECIAL REQUIREMENTS
1. Must possess a valid Arizona Driver’s License and complete/pass the Hopi Tribe’s Defensive Driving course.
2. Must complete and pass the pre-employment screening with includes fingerprint and background investigation in accordance with the Hopi Tribal policy.
3. Possess or obtain a food handler’s card and maintain certification.
4. Possess or obtain a First-Aid and CPR certification and maintain certification.
5. Must be able to pass mandatory and random drug & alcohol screening.
6. Must satisfactorily complete an annual physical examination (including tuberculosis screening) and drug & alcohol screening.
7. Must complete and maintain annual immunization and physical wellness exams.
8. Knowledge of screening and referral services for children with special needs.
9. Knowledge of special needs laws and requirements.
10. Must not have any felony convictions.
11. Must not have been convicted of misdemeanors at the local, state, or federal level within the past twelve (12) months of application.

DESIRED REQUIREMENTS
1. Bachelor’s Degree in Special Education or Early Childhood Education.
2. Speak and understand the Hopi and/or Tewa Language.