

**SKILLS FRAMEWORK FOR SOCIAL SERVICE
TECHNICAL SKILLS & COMPETENCIES (TSC) REFERENCE DOCUMENT**

TSC Category	Early Intervention Care and Education					
TSC	Early Intervention Principles and Practices					
TSC Description	Understand and apply different approaches and models of early intervention childhood care and education, as well as the social dynamics of learning in an early intervention context					
TSC Proficiency Description	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	SSC-DCH-1003-1.1	SSC-DCH-2003-1.1	SSC-DCH-3003-1.1	SSC-DCH-4003-1.1	SSC-DCH-5003-1.1	SSC-DCH-6003-1.1
	Support professionals in Early Intervention	Apply key principles of Early Intervention under supervision	Apply key principles of Early Intervention and transdisciplinary practices and approaches independently	Integrate transdisciplinary approaches in Early Intervention and provide guidance for interventions	Monitor practices to ensure they are aligned to Early Intervention principles	Drive enhancements to practices in the centre to better align to Early Intervention principles
Knowledge	<ul style="list-style-type: none"> Practices and approaches to early diagnoses and interventions Importance of early diagnoses and interventions by professionals Basic concepts of early intervention 	<ul style="list-style-type: none"> Types, causes and characteristics of children with special needs Range of early intervention services within the sector in Singapore Roles of other social service and/or healthcare professionals in early intervention Principles of strength-based education Basic principles and practices of early intervention Principles of effective communication and collaboration with families of children with special needs Fundamentals for behavioural management Fundamentals of promoting functional social communication Fundamentals for management of sensory motor issues Types of assistive technology 	<ul style="list-style-type: none"> Principles and practices of early intervention Transdisciplinary practices and approaches to early intervention Methods to integrate professional inputs from different disciplines Evidence-based practices and approaches to early intervention Intervention strategies to support children's access to developmentally appropriate practices Intervention strategies Concept of functional outcomes 	<ul style="list-style-type: none"> Intervention strategies for unique or challenging needs Strategies to implement interventions for unique or challenging needs Current research, trends and issues of early intervention Evidence-based early intervention frameworks and applications Methods to integrate transdisciplinary approaches Available assistive technologies for complex special needs 	<ul style="list-style-type: none"> Best practices in early intervention Strategies for and implementation of different early intervention practices and approaches Method to evaluate early intervention practices and approaches New or emerging assistive technologies 	<ul style="list-style-type: none"> Strategies for adaptation of different early intervention practices and approaches Emerging issues, trends and research in early intervention practices and approaches Emerging assistive technologies

**SKILLS FRAMEWORK FOR SOCIAL SERVICE
TECHNICAL SKILLS & COMPETENCIES (TSC) REFERENCE DOCUMENT**

<p>Abilities</p>	<ul style="list-style-type: none"> • Prepare appropriate materials for classes • Support in providing interventions to children with special needs 	<ul style="list-style-type: none"> • Apply appropriate strategies to communicate with parents of children with special needs • Identify the intervention needs and impact on children’s learning and adaptive living • Discuss the diagnoses of children with special needs and its implication with social sector professionals • Implement appropriate intervention strategies for teaching and managing children with special needs • Use suitable assistive technologies in interventions 	<ul style="list-style-type: none"> • Integrate professional inputs or information from different disciplines into teaching and management of children with special needs • Identify evidence-based intervention strategies for teaching and managing children with special needs • Identify suitable assistive tools in interventions based on the needs of the children • Engage in collaborative practices with professionals and families 	<ul style="list-style-type: none"> • Integrate interventions from other early intervention professionals into teaching and management of children with special needs • Individualise early intervention approaches to the needs of children that are unique or challenging • Integrate the use of assistive technology into interventions • Provide guidance to teacher aides and early intervention teachers on early intervention principles and practices 	<ul style="list-style-type: none"> • Align early intervention practices and approaches to key principles and best practices • Evaluate early intervention practices and approaches in the centre • Establish structures for continuous review and enhancement of early intervention practices and approaches in the centre • Evaluate the use of new or emerging assistive technology in interventions in collaboration with other social service and/or healthcare professionals 	<ul style="list-style-type: none"> • Incorporate current research and insights into key issues and trends into Early Intervention practices and approaches • Lead the implementation, review and improvement of early intervention practices and approaches aligned to the goals and objectives of the centre
-------------------------	--	--	--	--	---	---