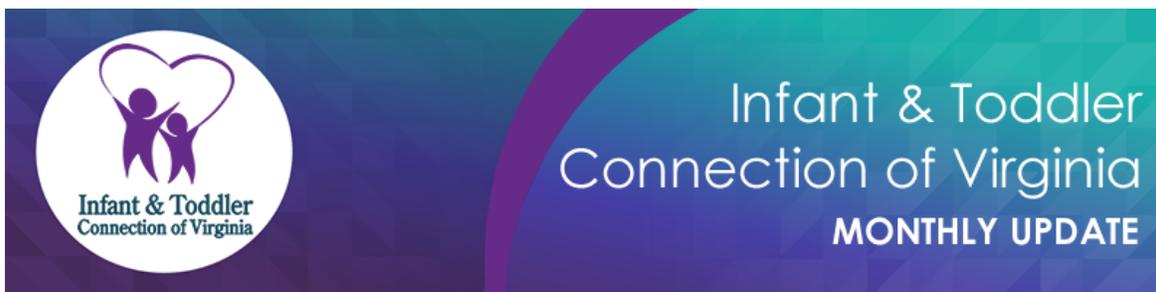


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JUNE 2018

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MESSAGE FROM GOVERNOR RALPH NORTHAM MARKING EARLY INTERVENTION MONTH

In recognition of Early Intervention month, Governor Ralph Northam recorded a message about Early Intervention. Please see the message on YouTube (link below) or the DBHDS Facebook page.

<https://youtu.be/4p-Tw7cTdzw>



STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

This month we are highlighting two SSIP activities: **fidelity assessment and a local system manager handbook**. Please read important details about these projects elsewhere in this Update.

As a reminder, all SSIP-related materials are posted to the SSIP section of our website at <http://www.infantva.org/Sup-SSIP.htm>.

IMPORTANT!! - FIDELITY ASSESSMENT UPDATES

The Coaching in Action Checklist is now available as a writable pdf. This allows the user to complete the form electronically rather than by hand. You can find the new version of the form in the fidelity assessment section of our website at:

[http://infantva.org/documents/Coaching%20in%20Action%20Checklist_Final%204-17_writable%20\(1\).pdf](http://infantva.org/documents/Coaching%20in%20Action%20Checklist_Final%204-17_writable%20(1).pdf)

The fidelity stakeholder group continues to work on developing a coaching fidelity checklist and process for service coordinators. There are two important things to know right now: (1) we anticipate rolling out the checklist for service coordinators in early 2019, and (2) for the first year, the checklist will be used exclusively as a professional development tool rather than a reporting tool. To date, professional development related to coaching has been primarily geared toward providers, with less information and support for coaching during service coordination. A number of new professional development resources are under development to fill this gap, with target dates for availability beginning in the fall. These new resources combined with informal use of the fidelity checklist will ensure service coordinators have the opportunity to expand their knowledge and skills in using coaching practices prior to an expectation of fidelity to those practices.

LOCAL SYSTEM MANAGER HANDBOOK NOW AVAILABLE

A Local System Manager Handbook has been developed and is now available in the Supervision and Monitoring section of our website at

<http://infantva.org/documents/LSM%20Handbook.pdf>.

The handbook was developed as part of our State Systemic Improvement Plan (SSIP) work. It is a compilation of resources and guidance designed to support current local system managers in their roles and responsibilities as well as provide a framework for orienting new local system managers. Thank you to the following local system managers who worked with Telisha Woodfin and Sarah Moore to create this new resource: Angelina Banaag, Carol Burke, Dee Holland-Brock, Kendall Lee, Jennifer McElwee, Alison Stranding and Bernita Sykes.

IMPROVING QUALITY-INFORMATION FROM ANNUAL RECORD REVIEWS

In last month's update, we clarified a few requirements that impacted compliance or data accuracy during this year's annual record review. This month we are focusing on some reminders to support quality practices that help ensure we are meeting not just the letter of the law but the intent as well. After all, the purpose for the work you do and the monitoring and technical assistance we provide is to improve results for children and families. Based on the annual record review, here are some areas where we could improve the quality of our work (and/or documentation):

- Transition Plan -
 - Steps 1 and 5 are applicable to **all** families leaving early intervention. Therefore, it is not appropriate to mark these N/A. Families may not be interested in the information or supports offered in these steps. If that's the case, please indicate exactly that ... the family is not interested. Noting "Family not interested" instead of "N/A" clearly communicates that the service coordinator accurately explained that step to the family.
 - Step 5b should be completed with an action item(s), not a date.
- Timely Start of Services - Efforts to schedule first visits should happen soon after the IFSP is signed, and all efforts (including attempts to find a provider or to contact the family) must be documented. Waiting more than 21 days (for example) to make initial contact calls

into question the validity of then indicating "family scheduling preference" when, in fact, the family was only given a 9-day window to be available.

- **Local Monitoring** - Conducting ongoing monitoring (including record reviews) at the local level, as required in the Local Contract for Participation in Part C Early Intervention, will help ensure that any system issues (e.g., provider shortages) that may be causing timeline delays or missed transition activities are identified and addressed. The local contract also requires local systems to notify the State Office of any local barriers to meeting Part C requirements so we can work collaboratively to address those issues quickly.

SOCIAL EMOTIONAL DEVELOPMENT FOCUS

Have you heard the term self-regulation and wondered what it really means?

A new document from the Frank Porter Graham for Childhood Development's Desiree Murray and the Duke Center for Child and Family Policy's Katie Rosanbalm describes what self-regulation is and how Early Intervention practitioners can help children learn these skills. There are tools for infants through young adults. Snap Shot #1 focuses on infants and toddlers.

Murray and Rosanbalm state that self-regulation is "the act of managing thoughts and feelings to enable goal-directed actions". In other words, an individual is able to manage the emotional ups and downs and manage his or her behavior to accomplish goals.

They have three strategies families and other caregivers can use for promoting self-regulation in infants and toddlers. The strategies are:

1. Skill Development- teach basic rules and expectations, demonstrate self-calming strategies, and redirect attention
2. Develop Positive Relationships- console the child when in distress, respond quickly to changes in mood, provide a supportive environment
3. Shape the Environment- develop a predictable routine and allow the child to explore

Since self-regulation is critical to a child's overall well-being and their ability to learn and develop other functional skills, all early intervention providers should be attuned to this component of social-emotional development, informed about effective strategies to support self-regulation and ready to coach caregivers in using these strategies when this is an area of concern and priority for families.

For more details, please refer to the Self-Regulation Snap Shot #1- <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/SelfRegulationSnapshot%231.pdf>

NEW LSM FOR I&TC OF FAIRFAX-FALLS CHURCH



Susan Sigler, new LSM for I&TC of Fairfax-Falls Church

Susan has been with the Infant and Toddler Connection of Fairfax- Falls Church as the clinical director for many years. During that time she has seen the program grow from one that completed 6 ASPs a week to one that routinely completes 32 each week. Susan is a speech-language pathologist who attended JMU undergraduate and George Washington University for graduate school. Susan provided early intervention services in Fairfax County before moving into a leadership role. She also provided early intervention services to military families in Sicily and Bahrain.

NEW ONLINE CURRICULUM FOR LEARNING AMERICAN SIGN LANGUAGE



FREE Opportunity for parents of young children to access Sign It!

Times."

An online ASL curriculum developed by the creator of *"Signing*



Sign It!
AMERICAN SIGN LANGUAGE CLASSES ONLINE

Sign It! is an innovative new online curriculum for learning American Sign Language (ASL). The instruction is done by professional actors (both deaf and hearing) who are fluent in ASL and is highly interactive, entertaining, and engaging. You can complete the lessons at your own pace. Built-in quizzes provide feedback about

how well you are learning the material, and there is ample opportunity for practice. You'll see video vignettes showing conversational ASL, interviews with deaf celebrities, and instruction about ASL grammar and Deaf culture. An excerpt from the curriculum can be viewed here. [An excerpt from the curriculum can be viewed here.](#)

Because of generous funding from both government and private entities, parents of children 36 months of age or younger who are deaf or hard of hearing can use the curriculum free of charge! To apply, complete and [submit the form.](#)

If you do not qualify for the free offer, but would still like to learn ASL, you can purchase online access at signitasl.com

"THE LEADER IN ME SERIES"

As you know, this series explores leadership principles that may help you in your unique leadership role whether you are a service coordinator, a provider or a local system manager. The people who make a difference in the lives of young children and families - who provide daily leadership - are not the ones with the most credentials or the loftiest titles. **They're people like you who lead from the middle.**

[CLICK HERE TO VIEW JUNE'S DOCUMENT](#)

ITOTS USERS

Please send requests for ITOTS logon assistance to the email address below.

DBHDSProductionSupport@cov.virginia.gov

Type "ITOTS Password" in the Subject Line and tell them your username.

Or, click on the link below and type your request in the email that opens.

[ITOTS Password Help](#)

The above link will also be available on our website just below the link to ITOTS.

EARLY INTERVENTION CERTIFIED PRACTITIONERS

Have issues with your username or password for Early Intervention Certification?

Please send requests for Early Intervention Certification logon assistance to the email address below.

DBHDSProductionSupport@cov.virginia.gov

Type "EI Certification" in the subject line and tell them your username.

Or, click on the link below and type your request in the email that opens.

[Early Intervention Certification](#)

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Note about This Update:

This Update is prepared by the Infant & Toddler Connection of Virginia State Team at the Department of Behavioral Health and Developmental Services as a means of sharing current information from the DBHDS/Part C Office.

Enrollment of Children in the Medicaid Data System (VAMMIS)

Please note the following contact information for questions about enrollment of children in the Medicaid Data System (VAMMIS).

- [Irene Scott](#) * 804-786-4868
- [Sarah Moore](#) *804-371-5208
- [Telisha Woodfin](#) *804-786-1522

Early Intervention Certification

For questions about certification of practitioners, contact [Irene Scott](#) * 804-786-4868
For questions related to completing the online application, contact [DBHDS Production Support@cov.virginia.gov](#)

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Text | Optional Link

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