Infant & Toddler Connection of Virginia
November 2014 Update

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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 **c**ontact information for questions about enrollment of children in the Medicaid Data System (VAMMIS).

Irene Scott 804-786-4868   irene.scott@dbhds.virginia.gov
Beth Tolley 804-371-6595 beth.tolley@dbhds.virginia.gov

Early Intervention Certification
For questions about certification of practitioners, contact Irene Scott 804-786-4868 irene.scott@dbhds.virginia.gov.
For questions related to completing the online application, contact David Mills 804-371-6593 david.mills@dbhds.virginia.gov

Recording Date for Child Outcome Exit Ratings in ITOTS

Child outcome exit assessments must be done on or before the child's discharge date. In recording the date of the exit assessment in ITOTS, please remember that the date of the exit assessment is one of the following:

• The last date on which assessment information was collected (e.g., date of the last visit during which ongoing assessment information was documented);

• If completed within the 6 months prior to the child's discharge <u>and</u> it reflects the most up-to-date assessment information available, then the date of the most recent IFSP in which the child indicator ratings were documented; or

• If completed within the 6 months prior to the child's discharge <u>and</u> they reflect the most up-to-date assessment information available <u>and</u> they are available to the local early intervention system by the date of the child's discharge, the date that child indicator entry ratings were determined by the local school division.

State Systemic Improvement Plan (SSIP)

As part of the new State Performance Plan /Annual Performance Report 6-year cycle that begins this year, each state is required to develop and submit to the U.S. Department of Education, Office of Special Education Programs, a State Systemic Improvement Plan (SSIP). The plan will be developed over the first 2 years and then implemented over the remaining four years. The SSIP's focus on evidence-based practices and improving results for children and families will fit perfectly with efforts already underway in Virginia.

The measurable result that will be the focus of Virginia's SSIP is increasing the percentage of children exiting early intervention at age level in the area of taking action to get their needs met (this includes functional skills like getting from place to place, feeding, dressing, and communicating wants and needs).

Here's what's new in the SSIP development process:

- Our efforts this month continued to focus on identification of improvement strategies. State staff at the Infant & Toddler Connection of Virginia reviewed all improvement strategies suggested by stakeholders, including the Virginia Interagency Coordinating Council (VICC), local system managers and families. Staff worked to identify the broad themes and improvement strategies based on stakeholder input and to evaluate and prioritize those strategies in order to select those that will have the greatest impact on results for children in the area of taking action to meet needs.
- Moving into December, we expect to discuss the selected broad improvement strategies and a draft theory action, which will illustrate how the improvement strategies will align and lead to the desired result for children, to the VICC. We will also be continuing to work on identifying the initial cohort of local systems that will be the first to implement the local system and practice-level improvement strategies.

Quality Management Review (QMR) Resources

The QMR resources on the Virginia Early Intervention Professional Development website have been updated to include:
- September 2014 Powerpoint presentation
- The QMR Process (document)
- QMR Local System Monitoring Tool
- QMR Retraction-Citation Document

These can be found at: http://www.veipd.org/main/sub_local_sys_mgt.html#qmr

Resources:

Plan-Do-Study-Act: Online Lesson on PDSA Rapid Cycle Problem Solving
Find out why and when PDSA Cycles are used for rapid cycle problem solving in active implementation. https://unc-fpg-cdi.adobeconnect.com/_a992899727/ai-lessonc1/

[View the web version](#)

U.S. Department of Health & Human Services & Administration for Children & Families

SAVE THE DATE!

EARLY HEAD START
National Resource Center

Supporting Babies with Special Needs

Thursday, Dec. 4, 2014

1 – 2 p.m. EST

Register Online Now!

Early care and education programs are charged with laying the foundation for school readiness for all infants and toddlers. Join the Early Head Start National Resource Center for a webinar around supporting babies with special needs. Discover what early intervention looks like in the family child care and home visiting options. Family child care providers will find strategies to strengthen partnerships with their Part C specialist. Home visitors serving families of very young children with special needs will learn to provide added support by connecting them to services and resources. This webinar will explore some of the available resources, materials, and adaptations which can be made in these two program options.

Topics for the webinar include:

- Partnering with Part C specialists
- Connecting families with needed services and resources
- Supporting young children with special needs in the family child care and home visiting options

Who Should Participate?

This webinar will benefit an array of audiences, including: new direct service staff who work with infants, toddlers, and their families; experienced direct service staff who are curious about the topic or want to learn more; administrators who supervise direct service staff; and T/TA providers.

How to Register

Participation is free. Select the link to register: **https://www4.gotomeeting.com/register/605423495**

Stay Connected

We encourage you to share your thoughts and comments on Twitter! Use #EHSNRC to participate in the chat.

Questions?

You may send your questions to **ehsnrcinfo@zerotothree.org** or call (toll-free) 1-877-434-7672. Sign up to receive information and resources about **Early Head Start**.

The Decision Tree
Child Indicator Seeds for Success

Functional Assessment is Not the Same Thing as Testing

Skills and behaviors that have functional applications should be the centerpiece of early intervention and coaching. Functional assessment is an essential element of evidenced based early intervention practice. Assessment should give a picture of the whole child, not just isolated skills and milestones. Functional assessment is ongoing and helps to expand both the parents' and providers' understanding of the child. In early childhood, assessment is not the same thing as testing. Assessment should engage us in a process of ongoing discovery. It should be viewed as a collaborative process of observation and analysis that involves formulating questions, gathering information, sharing observations, and making interpretations to form new questions.

What Does Functional Assessment Look Like in Practice?
Functional assessment focuses on everyday, naturally occurring behaviors that are easily recognizable. In a functional approach, children do not have to score at a certain level or exhibit a certain type of behavior to achieve a certain acceptable score. Instead, we're trying to help parents and caregivers appreciate children's abilities in the first three years of life and think about how that relates to a whole range of other developmental behaviors.

Functional assessments focus on everyday, naturally occurring, practical behaviors and accomplishments that are:

- Easily recognized by parents and service providers,
- Central to the emergence of infant and toddler competence,
- Learned and assessed in context,
- Form the fabric of the relationships between infants and their primary caregivers, and
- Serve to elicit, support, and extend children's skills, abilities, and accomplishments.

Revisiting your joint plan each visit is one component of completing ongoing functional assessment. The provider who regularly seeks and shares information with families and listens appreciatively to each family's experiences, stories and comments is forging a relationship of equality with the family. This will empower families.

Functional assessment is ongoing and helps families and providers set goals. It enables families and providers to work together to recognize and document accomplishments and identify areas in need of further development. Functional assessment provides a vehicle for families and service providers to learn to observe the child and contribute to the evaluation of his or her growth.

Partnering with families to learn about children's development acknowledges that families have unique information to share and that their perspective is valued. When family members feel that they have something valuable to share with the provider, they are more likely to become involved in a meaningful way. If we can use assessment data to enhance the child's primary context- the family, then we will have engaged in something meaningful and something that will open the doors to lifelong learning.

Formal tests or tools should not be the cornerstone of an assessment of an infant or young child. (Greenspan & Meisels, 1996)

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