

VIII. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

A. POLICIES

- 1. The State Lead Agency (DMHMRSAS) ensures that a Part C CSPD has been established in accordance with the following provisions:
  - a. Provide for preservice and inservice training to be conducted on an interdisciplinary basis to the extent appropriate;
  - b. Provide for the training of a variety of personnel needed to meet the requirements of Part C, including public and private providers, primary referral sources, paraprofessionals, and persons who will serve as service coordinators; and
  - c. Ensure that the training provided relates specifically to:
    - (1) Understanding the basic components of early intervention supports and services available in Virginia;
    - (2) Meeting the interrelated social or emotional, health, developmental, and educational needs of eligible children under Part C;
    - (3) Assisting families in enhancing the development of their children and in participating fully in the development and implementation of IFSPs.
- 2. The State Lead Agency ensures that the CSPD under this part includes:
  - a. Implementing innovative strategies and activities for the recruitment and retention of early intervention service providers;
  - b. Promoting the preparation of early intervention providers who are fully and appropriately qualified to provide early intervention supports and services under Part C; and
  - c. Training personnel to coordinate transition services for infants and toddlers served under Part C from an early intervention program under this part to a preschool program under Part B of the Act or to other preschool or other appropriate services.

(34 CFR 303.360)

(34 CFR 303.360(c))

B. PROCEDURES

- 1. Virginia's CSPD is implemented through the Integrated Training Collaborative (ITC). The ITC is comprised of university faculty, parents, Part C staff, and providers working collaboratively to integrate consistent training and technical assistance on evidenced-based practices for early intervention providers and families in Virginia.
- 2. The ITC identifies statewide training priorities based on analysis of data including, but not limited to, the following:
  - a. Findings from monitoring and supervision, complaint investigations and hearing resolutions; and
  - b. Surveys and evaluations from local lead agencies regarding training needs.
- 3. The roles and responsibilities of the ITC for addressing preservice and inservice training priorities include:
  - a. Developing and implementing appropriate mechanisms to ensure qualified personnel;
  - b. Reviewing and developing curricula materials;
  - c. Coordinating and conducting regional and statewide conferences and trainings;
  - d. Developing and/or implementing web-based training modules;
  - e. Collaborating with preservice and inservice training personnel to coordinate curricula and student resources; and
  - f. Assisting with ongoing data collection and analysis related to training and curricula.

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Deleted: <#>Increasing competencies in the areas of family-centered practice, team functioning, and interagency collaboration.¶

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<#>The Lead Agency, with the advice and assistance of the Personnel Training and Development Committee of the VICC, oversees the functions described in this CSPD including:¶  
<#>Developing and updating the model of Indicators of Recommended Practice and guidelines for training;¶  
<#>Updating personnel standards;¶  
<#>Establishing a personnel data system; and¶  
<#>Identifying strategies and materials to enhance training and efforts to recruit and retain personnel.¶

¶  
<#>The Lead Agency ensures that the following definitions of qualified personnel and Indicators of Recommended Practice are met for individuals working with infants and toddlers with developmental disabilities and their families.¶  
<#>The definitions recognized are:¶  
<#>Qualified personnel with professional backgrounds must have acquired the competencies of their professional disciplines. Qualified professionals must adhere to the policies and procedures set forth by regulatory boards and agencies that apply to that profession or discipline. Individuals are constrained by the code of ethics and practice adopted by their professions or disciplines.¶  
<#>Qualified personnel must possess or acquire the specialized infant/toddler/family competencies unique to their discipline.¶  
<#>Qualified personnel must possess or acquire the interdisciplinary skills necessary to function in their roles as service coordinators, team member...

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- 4. The ITC implements curricula materials and training opportunities to promote consistency of Part C service provision for eligible children and their families, and to facilitate attainment of personnel qualifications including:
  - a. Orientation to Part C;
  - b. Knowledge of Developmental Delays and Disabilities in Early Intervention;
  - c. Child Development; and
  - d. Kaleidoscope: New Perspectives In Service Coordination (Level I and Level II).

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**Deleted:** Virginia subscribes to a family-provider partnership model for training. This model offers a variety of resources and opportunities for training that will assist families in enhancing the development of their children and in participating fully in the development and implementation of IFSPs. (34 CFR 303.360(b)(4))¶

¶ The family-centered principles guiding the development of Virginia's CSPD reflect family-centered training. Training is directly responsive to the stated needs of families in Virginia, acknowledges the existing expertise of family members themselves as potential trainers, results in innovative approaches to training which enhance family-provider collaboration in Virginia, and is delivered in formats which are appropriate to the diverse group of parents in Virginia. Although diverse opportunities are available, family members have the opportunity to choose their level of participation. Participation or lack of participation does not affect a child's right to receive services.¶

¶ Local interagency coordinating councils (LICC) develop and implement policies and procedures (including mechanisms) for:¶

Gathering information from each individual self-study of Indicators of Recommended Practice and using the information to develop local training plans;¶

Promoting local council members, providers, and parents to participate in state-level as well as local-level training activities as indicated; and¶

Providing other information as requested by the State for development of Virginia's CSPD.¶

¶ State training is developed based upon feedback from the field regarding training needs as well as needs associated with the development of the Part C system. Training at the local and/or state level includes:¶

Service Coordination Training;¶

Interagency training on financial/fiscal issues;¶

Local training on Procedural Safeguards, including written prior notice and consent;¶

Physicians training;¶

Nurses training; and¶

Training on natural environments, families' activities and routines, and statewide IFSP forms including strategies for:¶

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- Updating personnel standards;
- Establishing a personnel data system; and
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Qualified personnel must possess or acquire the specialized infant/toddler/family competencies unique to their discipline.

Qualified personnel must possess or acquire the interdisciplinary skills necessary to function in their roles as service coordinators, team members or in interagency collaboration.

Personnel serving infants, toddlers, and their families participate in the self-assessment process of the Indicators of Recommended Practice. It is expected that professional personnel will acquire the Indicators of Recommended Practice, as well as the specialized infant/toddler/family competencies unique to their discipline in addition to the competencies of their larger professional disciplines.

The principles of the Indicators of Recommended Practice fall into five broad categories. (These Indicators are included in Appendix R). They form the basis for actions taken by qualified personnel on behalf of infants/toddlers and families. The common Indicators of Recommended Practice are as follows:

Those that are infant and/or toddler related: Knowledge and skills related to infant/ toddler development, assessment, disabling conditions, and appropriate intervention strategies.

Those that are family-related: Knowledge and skills related to parent-child interaction (including psychological, cultural, environmental factors), and family systems (e.g., life cycle development, resources, family structure, and family dynamics).

Those that are related to service coordination: Knowledge and skills related to service coordination; advocacy; development and implementation of IFSPs; family-centered practice, team functioning, and interagency collaboration; transition; integration; program evaluation and knowledge and skills related to the following components of Part C: procedural safeguards, administrative complaints, and the definition of eligibility.

Those that are related to functioning as an effective member of a service delivery team within an interagency system: Teamwork; group process and conflict resolution; features of service delivery system; roles, functions, and specialized skills of team members according to discipline; promotion of interagency collaboration; and coordination of transition services for infants and toddlers from an early intervention program under Part C to a preschool program under Part B or to other preschool or other appropriate services.

Those that are related to ethnic, cultural, linguistic, and geographic diversity: Knowledge and skills related to responding to difference and how these differences many influence one's own and the family's values and beliefs, communicating respect, and delivering culturally competent services.

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The family-centered principles guiding the development of Virginia's CSPD reflect family-centered training. Training is directly responsive to the stated needs of families in Virginia, acknowledges the existing expertise of family members themselves as potential trainers, results in innovative approaches to training which enhance family-provider collaboration in Virginia, and is delivered in formats which are appropriate to the diverse group of parents in Virginia. Although diverse opportunities are available, family members have the opportunity to choose their level of participation. Participation or lack of participation does not affect a child's right to receive services.

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- Gathering information from each individual self-study of Indicators of Recommended Practice and using the information to develop local training plans;
- Promoting local council members, providers, and parents to participate in state-level as well as local-level training activities as indicated; and
- Providing other information as requested by the State for development of Virginia's CSPD.

State training is developed based upon feedback from the field regarding training needs as well as needs associated with the development of the Part C system. Training at the local and/or state level includes:

- Service Coordination Training;
- Interagency training on financial/fiscal issues;
- Local training on Procedural Safeguards, including written prior notice and consent;
- Physicians training;
- Nurses training; and
- Training on natural environments, families' activities and routines, and statewide IFSP forms including strategies for:
  - Enhancing cost-effectiveness and efficiency;
  - Using informal supports;
  - Using therapists/professionals as consultants; and
  - Fostering family independence and self-reliance.

All training provided is culturally sensitive and available to regional, ethnic and linguistic minorities. The Lead Agency provides training in appropriate locations. Because of the wide geographical area of Virginia, training is provided in rural as well as urban areas. The Lead Agency coordinates training activities with the Parent Educational Advocacy Training Center and with existing Department of Education Parent Resource Centers, as well as with other parent networks as appropriate.

In addition, the Lead Agency works collaboratively with federally-funded training projects in Virginia to address needs, especially projects targeted to primary referral sources to ensure that they are familiar with the basic components of the Part C program in Virginia.

The State personnel data system includes three (3) components:

Dissemination and collection of training information

Information about training opportunities is disseminated in three ways:

Monthly communications to local council coordinators;

Inclusion in newsletters targeted to the early intervention community, including parent newsletters; and

Dissemination through technical assistance provided by the Part C office.

Mechanisms for collecting information regarding training opportunities and training providers are:

Contacting all universities regarding course offerings and available tuition supports;

Contacting agencies involved in the Part C effort at the state level regarding training opportunities;

Working with providers of training from private agencies;

Coordinating state-level training with that provided by professional organizations.

Assessment of Training Needs

In Virginia, identification of training needs is determined and addressed locally. LICCs maintain records relating to identified training needs in accordance with local policies and procedures and State guidelines. Local councils identify their areas of need to the Lead Agency, which then is able to identify regional and statewide priorities.

The training needs of various groups/individuals in Virginia are met through inservice, technical assistance, annual meetings, or specifically designed state, regional, or local training sessions. Information gathered through individuals reporting on the Indicators of Recommended Practice is used to identify group training needs.

#### Analysis of Personnel Supply and Demand

The Part C office is required to identify, on an annual basis, the number of personnel providing early intervention services statewide as well as the number of personnel needed in the future. Regional shortages, especially in rural areas as well as in particular disciplines, are documented. Local providers will be surveyed annually. Information on cultural diversity of providers is collected periodically.

The Lead Agency coordinates inservice training efforts with preparation of qualified personnel at the preservice level in the following ways:

Coordination of Early Childhood Special Education

The Institutions of Higher Education Council for the Early Education of Children with Disabilities (IHE) is an organization which addresses preservice training issues among institutions which offer a program in early childhood special education. Part C staff are members of the IHE.

#### Coordination of Other Disciplines

Involving institutions of higher education which have training programs in disciplines other than early childhood special education will be accomplished through:

Identifying those institutions with help from the State Council on Higher Education in Virginia and the Advisory Board on Teacher Education and Licensure; and  
Inviting participation of various institutions of higher education to work with the task force of the Joint Legislative Subcommittee Studying Early Intervention for Infants and Toddlers with Disabilities to address personnel shortage issues.

The Lead Agency implements an inservice training model that includes the following steps:  
Methods of Identifying Local Training and Technical Assistance Needs

The LICC members are responsible for identifying their training needs and resources. To facilitate the LICCs addressing of the identified needs, the training needs are reviewed at the state level.

#### Options for Meeting Training and Technical Assistance Needs

The model for meeting training and technical assistance needs is designed to meet individual council needs and priorities. Councils have several resources available to meet their needs: Training and Technical Assistance Centers; interagency technical assistance providers, including the Part C Office Technical Assistance Consultants, professional organizations, and the resources of federal training projects. This model affords local providers a choice in selecting the most appropriate resource to address a training and technical assistance need. The following section describes the types of assistance available from each of the technical assistance providers:

**Interagency Technical Assistance:** Technical assistance is provided by State agencies involved in Part C to their local agency counterparts regarding roles and functions of their agency in relation to Part C.

**Part C Office Technical Assistance:** Technical assistance from the Part C office is available to local councils/local providers and includes:

Provision of up-to-date systems information from the State;  
Clarification of the Part C policies and procedures and their implementation in each locality; and  
Strategies for doing business in new ways, with emphasis on:  
Quality, efficiency, accountability, and cost-effectiveness of services;  
Promoting the use of informal community supports that foster family independence and self-reliance; and  
Using therapists as consultants.

**Department of Education Training and Technical Assistance Centers:** Regional Training and Technical Assistance Centers, funded through the Virginia Department of Education, are available to provide assistance to local early intervention service providers. The general types of assistance provided may include:

Sharing materials and resources with providers, including quarterly newsletters; and

Planning and conducting workshops on topical issues.  
Coordination of Efforts with Professional Organizations

Training activities are coordinated with professional organizations. Information about Part C is disseminated to various organizations, and presentations are made at conferences.

#### Coordination of Training Opportunities Provided by Federal Training Projects

There are many federal projects providing preservice and inservice training and technical assistance in Virginia. Pertinent project materials and information about training events to be conducted in the state are shared in the following ways:

Maintaining information on federal projects in Virginia providing early intervention training; and  
Contacting the Virginia Institute for Developmental Disabilities (a University Affiliated Program - UAP) about projects that are taking place in the state.

#### Efforts to Recruit and Retain Personnel

Tuition assistance is available through the Part C Lead Agency for those pursuing highest standards at an accredited university or community college in Virginia.

#### Development of Specific Instructional Materials to Support Training Areas

The training system may require specific instructional materials geared to the needs of early intervention personnel in Virginia. The steps used in developing such materials include:

Collecting existing materials;

Coordinating with other agencies which may possess appropriate instructional materials;

Identifying areas of need for developing new materials; and

Using the statewide RFP process for contracting for the development of new materials and for conducting training when necessary.