



**Infant & Toddler Connection of Virginia  
Part C Update  
December 16, 2009**

**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 Part C Office.

**MEDICAID EARLY INTERVENTION INITIATIVE**

The Early Intervention System Transformation Implementation Task Force met December 7, 2009. Notes from the meeting are posted at: <http://www.infantva.org/documents/ovw-st-TaskF-Mtg-20091207Minutes.pdf>.

**COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD) PLAN**

The Integrated Training Collaborative has been tasked with exploring options to expand a sustainable CSPD plan for Virginia. As a first step, a group of stakeholders, including local system managers, service coordinators, providers and Part C staff, met at the end of October and discussed professional development topics and strategies for delivery.

Part C office staff that were not in attendance also provided input. From these two groups, a zoomerang survey was developed to gain input from the field regarding demographic information, priorities for professional development topics, preferred methods of delivery and challenges and barriers for participating in professional development. Surveys were to be submitted by December 11, 2009.

Additionally, a second zoomerang survey will soon be released to local system managers and infant program directors/clinical directors to gather input regarding a Leadership Academy for

this same audience which will be held April 12 and 13. A planning committee will be formed to assist with all aspects of the preparation for this activity. More info will follow soon.

## **CERTIFICATION**

As of December 15, 2009, the following have been granted certification as Part C providers:

- Physical Therapist- 148
- Physical Therapist Assistant- 23
- Educators (Including Early Childhood Special Education)- 120
- Occupational Therapist- 136
- Occupational Assistant- 12
- Orientation and Mobility Specialist- 2
- Educator of the Hearing Impaired – 7
- Educator of the Visually Impaired – 12
- Developmental Therapy Assistant- 18
- Counselor (Including Licensed Professional Counselor)- 3
- Counselor (School)- 1
- Certified Therapeutic Recreation Specialist- 2
- Early Intervention Service Coordinator- 294
- Family and Consumer Science Professionals- 31
- Music Therapist- 1
- Family Therapist- 2
- Psychologist (Including Clinical Psychologist)-1
- Psychologist (Including school)-3
- Social Worker (Licensed Clinical)- 13
- Social Worker (Licensed)- 2
- Nurse (Including Registered Nurse and Nurse Practitioner)- 16
- Speech- Language Pathologist- 282
- Audiologist- 1

## **DATA SYSTEM**

The Part C office is currently working on three IT projects made possible by American Recovery and Reinvestment Act (ARRA) funds. They are:

- ITOTS Expansion - This project will enhance the ITOTS system to follow the requirements described in the Practice Manual. ITOTS will be modified to be a full case management tool including storage of data elements from all forms provided by Part C. Recognizing the various needs of the local systems, it will not be required that all data be maintained with ITOTS but minimal information will be required in order to meet Federal and State reporting requirements. Monitoring and supervision activities will also be included in this project, whereby automating this process that is currently very labor intensive. Requirements for this project are being gathered and participation in the

- Information Exchange - This project will enable an exchange of data with several local systems. Messaging brokers are being looked at and local systems will be asked soon to discuss their data systems and choose pilot data systems for this project.
- Data Warehousing and Reporting - This project will take data from ITOTS, take out the PHI (personal health identifiers), and provide advanced reporting capabilities on aggregate data.
- ITOTS Version 1.8 - There are a number of items needing to be addressed before undertaking the ITOTS Expansion project. Requirements for these items have been gathered and work will begin by the first of the year.
- The Stakeholder Group met on December 11, 2009 to discuss the projects listed above and iron out some details in the requirements for the ITOTS Expansion project. The next four meetings have been scheduled and we look forward to your participation.

## TRAINING RESOURCES

### *Supporting Literacy in Natural Environments*

**Free reproducible language and early literacy activities in English and Spanish for parents, caregivers and young children:** <http://www.wlearning.com/parent-tools/infants/>

These materials include twenty home and community activities for adults and children birth to three that encourage early language and literacy development. They are appropriate for children with disabilities as well as children who are developing typically.

Each of the twenty activities includes an activity description, and hints for making the activity fun and developmentally appropriate. In addition to the activities, you can download an activity checklist that helps parents and caregivers notice their children's skills, and also cue adults to examine and grow their own interactions with children.

The materials are specifically designed to address the three key skills of 1) language development, 2) sounds and rhythms, and 3) general book and print awareness.

### **New Video on Early Childhood Inclusion**

A new 12-minute video, *Foundations of Inclusion Birth to Five*, includes highlights from the recently released *Joint Position Statement on Early Childhood Inclusion* as well as bite-sized information on big ideas about inclusion. The video was produced by [CONNECT](#), a Office of Special Education Programs-funded national center that is developing web-based resources and modules on effective and evidence-based practices to support professional development

For more information and to view the video: <http://community.fpg.unc.edu/connect>

To view or download the position statement:

[http://community.fpg.unc.edu/resources/articles/Early\\_Childhood\\_Inclusion](http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

### **Revised Practice Guides for Parents from the Center for Early Literacy Learning**

The Center for Early Literacy Learning (CELL) has revised its practice guides for parents, which are available at <http://www.earlyliteracylearning.org/pgparents.php>. The guides are now written at a 6th-8th grade reading level and are meant to be used by practitioners to help parents promote the early and emergent literacy skills of young children with disabilities or delays. They are organized by child age and the type of literacy skill. Each CELL practice guide includes a feedback form for Web site visitors to complete, in order to help CELL make further improvements in the guides.

### **Free Publication Offers Diverse Views of Early Childhood Inclusion**

The Summer/Fall issue of *Impact* includes information about practical strategies for supporting quality early education experiences for young children with disabilities, as well as the necessity and benefits of inclusion for all students as well as listings of a wide range of resources that may be of use to families and professionals who are parenting or working with young children with disabilities. *Impact* is published by the Institute on Community Integration, a federally-designated University Center for Excellence in Disability, at the University of Minnesota. To receive a free print copy of this issue, call the Institute's Publications Office at 612-624-4512, or e-mail [icipub@umn.edu](mailto:icipub@umn.edu). You can access this issue online at <http://ici.umn.edu/products/impact/221/221.pdf>

### **Early Childhood Transition Frequently Asked Questions**

The Office of Special Education Programs has recently published a question and answer document about Early Childhood Transition. This can be found at: [Early Childhood Transition FAQs FINAL 12-01-09.doc](http://spp-apr-calendar.rfcnetwork.org/getfile/view/id/798) <http://spp-apr-calendar.rfcnetwork.org/getfile/view/id/798>

### **Research Report:**

#### **Home-Based Early Intervention Benefits Autism Outcomes**

A study funded by the National Institute of Mental Health found that early intervention with toddlers with autism who were as young as 18 months resulted in improvements in cognition and adaptive behavior. See <http://www.medpagetoday.com/Neurology/Autism/17216>

## **New Books Available through Zero to Three**

### **Meeting the Needs of the Youngest Infants in Child Care**

by *Amanda Perez and Sandy Petersen*

This article explores the challenges of serving a newborn in child care from three perspectives: that of the infant, that of the parents, and that of the caregiver. Particular attention is given to fussy babies. Recommendations are offered for child care administrators, family support practitioners, child care trainers, and policymakers. [Click here](#) to download this free article now.

### ***Early Respecting Babies: A New Look at Magda Gerber's RIE Approach***

Ruth Anne Hammond

*Respecting Babies* is a guidebook that will help parents and caregivers learn to provide support to babies and toddlers in a way that allows them to become confident explorers. Focusing on the importance of building secure relationships, this guide is an easy-to-read and engaging summary of the history and methods of care originally conceived by Magda Gerber, founder of the Resources for Infant Educators (RIE) program. This book highlights key elements of the RIE program and examines how to effectively put them to use.

### ***A Practical Guide to Reflective Supervision***

Edited by Sherryl Scott Heller and Linda Gilkerson

This new book outlines the key steps in creating a system of reflective supervision within an early childhood program to improve services, support staff, and better meet the needs of children and families. With chapters written by leading experts, this book provides answers to the critical questions that every program needs to know to launch reflective supervision.

### **The Early Intervention Guidebook for Families and Professionals: Partnering for Success**

**Bonnie Keilty, Editor 2009**

This practical guide is essential reading for families of infants and toddlers with, or at risk for, developmental delays or disabilities and the early intervention professionals who partner with those families. The Early Intervention Guidebook shows what early intervention looks like when it is based on current research, policies, and best practices. It focuses on how families and professionals can collaborate effectively so that young children learn, grow, and thrive. Chapters address important issues in early intervention, including child learning and development, family functioning and priorities, early intervention as a support not a substitute, and thinking about “what’s next” after early intervention.

### **ABCD Electronic Resource Center**

The new and improved ABCD Electronic Resource Center (ERC) is designed to provide state policymakers, primary care providers and other child and family service providers

with easy access to research and resources that they can use to promote early childhood health and development. Please take a few moments to visit this website and peruse the hard work of you and your colleagues on display there, as well as a plethora of additional publications. Click here to visit <http://abcd.nashpforums.org>.

Additionally, in preparation for ABCD III and the initiative's focus on Linkages, NASHP has revamped the ABCD Discussion Forum. Specifically, we have added a discussion category for Care Coordination, Case Management and Linkages. Conversations are already happening—click here to get involved

<http://abcdresources.org/ScreeningAcademylogin.php>. Please use this e-community as a place to exchange information with your peers, to access archived technical assistance events, and learn about what's next for ABCD Alumni. This morning we posted the latest ABCD publication, *Improving Care Coordination, Case Management, and Linkages to Service for Young Children: Opportunities for States*, by Kay Johnson and Jill Rosenthal. It is available for download in the forum.

HAPPY HOLIDAYS from the Part C staff!!!!!!