



Infant & Toddler Connection of Virginia

Infant & Toddler Connection of Virginia Part C Update April 19, 2010

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

Who do I Contact?

For questions about claims, other than issues related to eligibility, contact Brian Campbell at brian.campbell@dmas.virginia.gov with a copy to Jeff Beard at jeff.beard@dmas.virginia.gov.

For questions about enrollment of children in the Medicaid Early Intervention Program, contact David Mills at 804-371-6593 or david.mills@dbhds.virginia.gov or Tamara Wilder at 804-786-0992 or tamara.wilder@dbhds.virginia.gov.

When a child in the Part C system becomes eligible for Medicaid and that coverage is retroactive, the Local System Manager should send an email to Ms. Keisha L. White (keisha.white@dbhds.virginia.gov) with a copy to David Mills (david.mills@dbhds.virginia.gov) stating the ITOTS ID of the child and the date their Medicaid was made retroactive to. This will give the Part C Office the information that is needed to enroll the child on their correct eligibility date.

For questions about certifications, contact Tamara Wilder at 804-786-0992 or tamara.wilder@dbhds.virginia.gov and copy David Mills at david.mills@dbhds.virginia.gov.

For data entry questions related to completion of the online early intervention certification application, contact David Mills at 804-371-6593 or david.mills@dbhds.virginia.gov.

Early Childhood Health: Virginia Department of Health Overview of the State Maternal and Child Health Early Childhood Comprehensive Systems (ECCS) Initiative -- Virginia Early Childhood Comprehensive Systems (VECCS) Project

The purpose of ECCS is to support State Maternal and Child Health Agencies and their partner organizations in collaborative efforts to strengthen the State's early childhood system of services for young children and their families.

The goal of implementation of the state plan developed as part of the planning work, is the development of a comprehensive early childhood system that promotes the health and well-being of young children, enabling them to enter school ready and able to learn. Another goal is to bridge the gaps created by multiple, non-integrated funding streams in the area of early childhood, a thoughtful deliberate framework needs to be established fostering early childhood systems integration at the federal, State and community levels. There are several initiatives by VECCS that are working to achieve these goals.

Linkages

Over the past year, Healthy Child Care Virginia (HCCV) has worked with the Infant Toddler Network (ITSN) to strengthen and expand the partnership at both the state and local level with the Child Care Health Consultant (CCHC) network. Two Infant Toddler Specialists attended the 2009 CCHC training and ITSN trainings were open to CCHCs. The project director for the early child health unit at VDH was appointed to serve on the ITSN advisory board, provided specialists with resource and education materials, actively served as a consultant for questions about health and safety, and participated in an audio conference to discuss broad issues related to health and safety in child care.

Under the Child Development Resources' (CDR) leadership, the Virginia Infant and Toddler Specialist Network (ITSN) was developed through a DSS grant to achieve excellence in early care by increasing the educational level and skills of those who care for infants and toddlers, whether in family homes or in centers. It serves to link existing community resources that support healthy, safe, and nurturing care for infants and toddlers. Eight Virginia Infant and Toddler Specialist Network regional offices have been established, and 11 highly qualified specialists in infant and toddler development were hired for each region. The specialists provide three levels of service designed to strengthen the capacity of early care and education programs to deliver high quality services: 1. On-site consultation, mentoring, and support for selected programs using quality improvement plans; 2. Training and technical assistance to groups of caregivers/teachers and directors; and 3. Resources and linkages to existing professional development opportunities. The network builds on the successes of existing community initiatives and uses a collaborative approach for strengthening the capacity of early care and education programs to deliver high quality services. The model is similar to the CCHC one developed as part of a HRSA grant in 2000. The difference between the two networks is that the specialists serve only infant and toddler programs and are not licensed (e.g. - nurse/MD).

Continuing education for the CCHCs occurs through biannual meetings. The events are held in June and November via poly com with multiple localities participating. In 2009, the focus was on 2 important areas: 1. Influenza and the pandemic flu; and 2. Providing support to child care providers for dealing with aggressive behaviors in young children. The meetings were recorded and posted on the HCCV web site for viewing via video streaming. Other technical assistance supports include a bi-annual electronic newsletter sent to the state wide distribution list and posted on the HCCV web site.

The Program Director for Early Childhood in VDH is currently working on a training series on the development of social and emotional health in young children. The focus is on promotion and prevention in working with young children and their families. It is anticipated that the training will be available fall 2010. It will be housed on the early childhood web site at VDH.

The Virginia Department of Health, in partnership with the American Academy of Pediatrics and James Madison University, developed a new web site about child health and development. The site, www.healthyfuturesva.com, is an electronic version of *Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents* – commonly referred to as *Bright Futures*.

Collaborating with Local and State Early Childhood Initiatives

There are several ways to connect with early childhood efforts. One is through the following web site to find out who and where the local Virginia Early Childhood Foundation grantees are: www.smartbeginnings.org. A local system could also contact the local/regional/state United Way/Success by Six programs and early childhood coalitions.

Web Sites and Other Resources

- *ASQ-3*, Brooks Publishing Co (Ages and Stages Questionnaire).
- *Bright Futures-Guidelines for Health Supervision of Infants, Children, and Adolescents*, 3rd ed, AAP.
- *From Neurons to Neighborhoods: The Science of Early Childhood Development*. 2000. National Research Council Institute of Medicine. National Academy Press.
- www.nap.edu
- <http://illinoisearlylearning.org>
- Brazelton TB. *Touchpoints: Your child's emotional and behavioral development*. Menlo Park (CA): Addison-Wesley Publishing Co; 1992
- Glascoe, FP. *Parent's Evaluations of Developmental Status*. Nashville, TN: Ellsworth and Vandermeer, 1997.
- <http://www.cdc.gov/NCBDDD/child/devtool.htm>
- www.aap.org
- www.1in5kids.org (campaign for children's mental health)
- <http://www.firstsigns.org>
- <http://www.ideainfanttoddler.org/about.htm>
- <http://www.nacd.org>
- Mental Health Needs of Foster Children and Children at –Risk for Removal, Virginia Child Protection Newsletter, 85 (Spring 2009).

- Who are America's Poor Children? Wright, Chau, Aratani, National Center for Children in Poverty, January 2010.
- Glascoe, F. (2000). *Early detection of developmental and behavioral problems. Pediatrics in Review; 21(8) 2000, 272-280.*
- *Unequal Health Across the Commonwealth. Virginia Health Equity Report 2008. Office of Minority Health and Public Health Policy. Virginia Department of Health.*
- www.kidscount.org; www.vakids.org
- www.vdh.virginia.gov
- Center on Social and Emotional Foundations of Early Learning, <http://csefel.uiuc.edu>
- Reducing Maternal Depression and Its Impact on Young Children, Knitzer, Theberge, & Johnson, Project Thrive Issue Brief No. 2, National Center for Children in Poverty, January 2008.
- Implementing Policies to Reduce the Likelihood of Preschool Expulsion, Gilliam, FCD Policy Brief Advancing PK-3 No. 7, Foundation for Child Development, January 2008.
- www.healthyfuturesva.com; *Bright Futures*
- <http://www.vahealth.org/childadolescenthealth/Earlychildhoodhealth/healthychildcareVA>

Contact Information

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Virginia's Home Visiting Consortium

Virginia's Home Visiting Consortium is a collaborative effort of the early childhood home visiting programs which receive state funds and serve families of children from pregnancy through age 5. The Consortium reports to the Governor's Working Group on Early Childhood Initiatives and is part of Virginia's Plan for Smart Beginnings. Seeking to increase the quality and effectiveness of home visiting services, the Consortium has identified a core set of knowledge areas and developed 12 modules as the common basic training for all early childhood home visitors.

Training Modules for all Early Childhood Home Visitors

To see a list of available trainings, or to register for an upcoming training, go to www.jmu.edu/outreach. In the left sidebar, click on "Professional," then "Home Visiting Consortium."

If you have already created an account, log-in to your account and select "enroll yourself" in the training you want to attend.

If you do not have an account, select "Create Account". Choose "HVC-Home Visiting Consortium" as an interest, so that you will receive information about future trainings. You can also create an account to register your interest in upcoming trainings without registering for a specific training.

If you have questions about the Home Visiting Consortium, please contact:

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If you need assistance with registration, please contact:

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A New Approach to Early Intervention: Virtual Home Visits

Source: Family Center on Technology and Disability - March 3, 2010

The Family Center on Technology and Disability (FCTD) recently published a newsletter featuring a discussion with Sue Thain Olsen and Amy Henningson of the Utah State University's Center for Persons with Disabilities (CPD). CPD is doing research on the benefits and challenges of providing early intervention services to families in remote rural areas via virtual home visits. Their research is funded by a grant from the U.S. Department of Education's Steppingstones of Technology Innovation for Children with Disabilities program. To learn more, go to <http://www.fctd.info/resources/newsletters/displayNewsletter.php?newsletterID=10084>

Floortime: What It Really is, and What It Isn't

By Stanley Greenspan, MD

Floortime, as you know, is at the heart of our DIR/Floortime Model, and it's at the heart of a comprehensive program for infants, young children, and families with a variety of developmental challenges including autistic spectrum disorders. This comprehensive program includes working

on all the elements of the DIR/Floortime Model – the functional emotional developmental levels, the individual processing differences and creating those learning relationships that will help the child move ahead in their development – relationships that are tailored to their individual differences that move them up the developmental ladder, mastering each and every functional emotional developmental capacity that they are capable of. The DIR/Floortime Model involves often not just Floortime, but different therapies like speech therapy, occupational therapy, physical therapy, education programs, counseling support for parents, and intensive home programs as well as school programs.

At the heart of our definition of Floortime are two of what could be called emphases that sometimes work together very easily and other times may appear to be opposite ends of the continuum:

- 1. Following the child's lead**
- 2. Joining the child's world and pull them into a shared world in order to help them master each of their Functional Emotional Developmental Capacities.**

<http://www.icdl.com/dirFloortime/newsletter/FloortimeWhatitReallyisandisnt.shtml>

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