



Infant & Toddler Connection of Virginia

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.

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 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.

Professional Developmental Plan - Clarification:

As indicated on page 176 of the *Infant & Toddler Connection of Virginia Practice Manual*, certified practitioners must maintain a professional development plan. Practitioners may use the State-developed

Early Intervention Individual Professional Development Plan form that is available on our website, or they may use an alternate form provided by their agency.

Based on questions we received recently, there is some confusion about when to complete the columns on pages 2-3 of the State-developed form. Those columns are labeled Initial Self-Reflection, Year 2 Review & Update, and Year 3 Review & Update. To make clear the intention that these columns are completed at the beginning of the given year, we have revised the column headers on the form to read as follows:

- Start of Year 1: Initial Self-Reflection
- Start of Year 2: Review & Update
- Start of Year 3: Review & Update

If you were certified on 10/1/09, you would complete the column labeled “Start of Year 1: Initial Self-Reflection” when you are writing your initial professional development plan, in October 2009 shortly after becoming certified. One year later, in October 2010, you would complete the second column, “Start of Year 2: Review & Update.” In October 2011, you would complete the last column, “Start of Year 3: Review & Update.” The information you complete in the given column on pages 2-3 will inform your identification and/or revision of the goals on the following pages of the plan. For example, at the start of year 2, you will complete the “Start of Year 2: Review and Update” column on pages 2-3 and then revise or add goals on pages 4-6, as needed, based on that information.

To ensure consistency throughout the professional development plan form, the “Start of Year ____” wording also has been added on page 1 (in the signature sections) and on pages 4-6 (in the review sections for each goal).

The revised professional development plan form has been posted to our website (<http://www.infantva.org/Pr-PracticeManual-Forms.htm>). If you have already developed a plan using the old form, you are **not** required to transfer that plan to the new form. Similarly, if you did not complete column 1 on pages 2-3 when you wrote your initial plan, you are **not** required to go back and complete that column. If you have questions, please contact your Technical Assistance Consultant.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD) UPDATE

The Integrated Training Collaborative (ITC) coordinates Virginia's professional development for early interventionists who provide supports and services to eligible children and families under Part C of the Individuals with Disabilities Education Act (IDEA).

Welcome to Rebecka Anderson

Rebecka Anderson was recently hired as the technology specialist at the Partnership for People with Disabilities. She will be working on two grant projects including The ITC/ARRA project and the Early Detection and Hearing Intervention Project. Rebecka was formerly the technology specialist with SpecialQuest. She will be telecommuting from California.

Kaleidoscope Training

Kaleidoscope, Level I was held in Fairfax October 25th and 26th for 54 service coordinators. Additionally, eight new K trainers participated and “learned the ropes” about the preparation and set up, training, and the wrap up activities.

KII will be offered at the College of William & Mary on December 9th and 10th. Register early; space is limited. Registration is now live at:

<http://www.pubinfo.vcu.edu/partnership2/kaleidoscope2/kaleidoscopelevel2.asp>.

The last KI for this contract year will be held April 12th and 13th in Waynesboro. Registration is open and space is limited so please register early. Details and registration are available at: <http://www.vcu.edu/partnership/Kaleidoscope/index.html>.

A final KII will be offered in the spring in the Fredericksburg area. Dates and location will be announced soon.

Supports and Services Training

Training on supports and services was provided in the Tidewater region for approximately 125 providers in late September. Despite torrential downpours, flash flooding, and tornado watches, providers had the opportunity to learn more about family-centered practices and the developmental approach to EI services. A special thanks to Old Dominion University Training and Technical Assistance Center (T-TAC) for their collaboration with this professional development opportunity. Watch for upcoming information about Part II to be scheduled for the spring. If your region would like this type of training, please contact Cori Hill at cfhill@vcu.edu.

ASQ Training

Training on the Ages & Stages Questionnaire was held in Western Tidewater in October in collaboration with the Home Visiting Consortium. Fourteen providers from local Healthy Families, Health Department, nursing students, and early intervention programs attended the half day training. For information about trainings offered through the Consortium, visit <http://homevisitingva.com/>.

Online Credentialing Modules

Do you still need to take any of the online credentialing modules? Log-in information for these modules is now editable. Providers may change their demographic information and have their password re-set if they've forgotten it.

The modules are available at: <http://www.eitraining.vcu.edu>.

Early Intervention Web Portal

Development continues on the Early Intervention Web Portal. As content modules, resources and other tools are finalized, we hope to begin posting them to the portal in the next month and to have the portal "live" by January, 2011.

On November 2nd, Larry Edelman from the University of Colorado joined the EI training staff for an informative consultation session about web-based professional development. In response to feedback from local system managers and practitioners, several efforts are proceeding to develop high quality, interactive, accessible online learning opportunities that will be available via the EI web portal.

For example, several new online modules are being developed related to IFSP development and autism spectrum disorders that will be available on the early intervention web portal in the coming months. The autism modules will address an introductory level overview of autism spectrum disorders in infants and toddlers; intervention strategies; and sensory processing. For the sensory processing module, the ITC is partnering with the Virginia Autism Council (VAC) to modify parts of its Strategies face-to-face training to be available in an online format.

To support local systems and practitioners in being in compliance with documentation requirements, a training opportunity is being developed related to the Quality Management Review (QMR) process and documentation. It is anticipated that this opportunity will be provided in a webinar format in early January 2011. Other tools such as checklists are also being developed to help local systems and practitioners manage documentation, timelines, and other requirements from the Practice Manual.

Other information is also in the works to be available on the portal, including mini-lessons about IFSP development and the supports and services approach that LSMs and supervisors can use to support the professional development of their staff. Resource landing pads are almost completed, and a general resource list of state and national initiatives will also be available.

Talks on Tuesdays

The Integrated Training Collaborative (ITC) is pleased to announce a pilot professional development opportunity during the months of December, January, and February. On the **first Tuesday of each month from 12:00 p.m. to 1:00 p.m.**, the ITC will sponsor “Talks on Tuesday” which will feature a webinar on an identified priority training need based on the professional development surveys that were conducted last winter. Topics may include: assistive technology, outcome development, use of the Practice Manual, etc. Presenters will include national consultants, Part C staff, the EI training staff and experts in the field. Several days prior to each webinar, participants will receive an email for registration and details regarding how to access the webinar. Following each webinar, participants will be asked to complete a brief (5”) survey to determine efficacy, desire to continue the webinar series, and input on additional topics.

The first “Talks on Tuesdays” will be held on **Tuesday, December 7th from 12:00-1:00 p.m.** This talk will feature an exploration of the new EI web portal and the CONNECT modules. Additional information including registration process and webinar access will be sent soon. **All** early intervention providers are encouraged to mark their calendars join us!

MATERIALS AVAILABLE

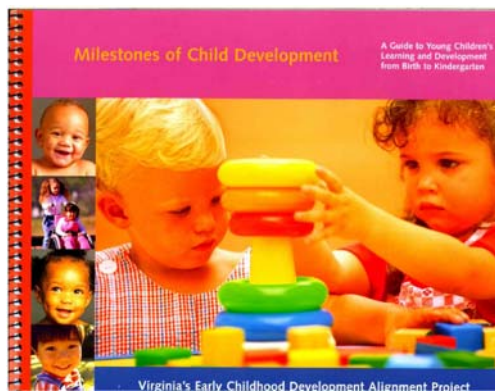
We have a limited number of the following items available if you would like copies of:



Developmental Wheels



Competencies for Early Childhood Professionals



Or Milestones of Child Development

Please contact David Mills (david.mills@dbhds.virginia.gov). Materials will be distributed on a first come first served basis. Many thanks to our colleague, Phyllis Mondak, for making these materials available.

RESOURCES/TRAININGS

Take Note-Professional Development Opportunities

Please note that any shared professional development activity requires each practitioner to ascertain relevance to his/her work. No endorsement of any activity not offered through the state Part C office should be assumed.

New! Webinar Series on the Social Emotional Development of Young Children

Source: IDEA Infant & Toddler Coordinators Association - Retrieved November 8, 2010

In recent years, there have been increased referrals of children with potential delays in social emotional development to programs for young children funded by the Individuals with Disabilities Education Act (IDEA). In response to this new challenge, a webinar series on the importance of social emotional development as a stepping stone to positive outcomes for young children has been developed collaboratively by the IDEA Infant & Toddler Coordinators Association (ITCA), the IDEA 619 Consortium, and the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI). The series is relevant to individuals who serve infants, toddlers and preschoolers with disabilities. It is available online at <http://www.ideainfanttoddler.org/webinars.htm>.

The Play Lab Course

The University of Mary Washington is currently registering for the spring session of "The Play Lab" class. This course, EDSE 547: Special Topics in Special Education: Autism, will meet on Monday evenings from 6-8:40 starting in January. We are receiving great reviews of this course from students and families currently involved in the Play Lab! No previous experience is necessary! Students also receive a \$300.00 tuition reimbursement for this course. Students may take this class for up to 2 semesters. Spots will fill up quickly so please contact Connie Gallahan as soon as possible if you are interested in taking this class at cgallaha@umw.edu or (540) 286-8032 to get registered.

AT Resources

Do you want to know more about best practices in assistive technology? Are you wondering how you might infuse this information into your work? Here are a few resources that you may find helpful.

The Virginia State Directed Assistive Technology Project has a new website that provides a wealth of this information. You can easily link to this at <http://ttaonline.org:2177/>. In addition, keep abreast of cutting edge changes/trends in assistive and learning technologies by checking out the AT Blog at

<http://www.assistivetechology.vcu.edu> . The blog has been recognized nationally by readers and experts in assistive technology around the country. You might even consider subscribing to our blog through an RSS reader such as [Google Reader](#) for convenience and to receive daily updates.

Medicaid Waiver Workshops

The Waiver Training and Information grant program has scheduled Medicaid Waiver Workshops and webinars. For more information please visit: [..\Medicaid workshop list 9.30.2010.doc](#).

Prematurity Resources

Resources for Parents of Preterm Infants:

http://www.marchofdimes.com/prematurity/index_families.asp

For Families: Understanding Your Premature Infant: An Interactive Program for Parents

<http://marchofdimes.com/modpreemie/preemie.html>

Feeding Outcomes of Extremely Premature Infants After Neonatal Care

<http://www.popsiclecenter.org/UserFiles/File/Resources/Fdg%20Outcomes%20of%20NICU%20Post%20Discharge.pdf>

Please see <http://www.infantva.org/wkg-Prematur.htm> for notes from the Early Intervention Prematurity Workgroup as well as a list of resources.

New Family Tool - Teaching Your Child to Become Independent with Daily Routines

Source: Center on the Social and Emotional Foundations for Early Learning

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) has published a new Family Tool to help parents and care-givers understand what self-help skills can be expected from young children and to provide tips for helping children learn how to become more independent with daily routines. It is available online at http://csefel.vanderbilt.edu/documents/teaching_routines.pdf

Improving Mothers' Literacy Skills Boosts Children's Achievement

Source: National Institutes of Health

Researchers funded by the National Institutes of Health have found that programs to boost the academic achievement of children from low income neighborhoods might be more successful if they also provided adult literacy education to parents. The researchers based this conclusion on their finding that a mother's reading skill is the greatest determinant of her children's future academic success, outweighing other factors, such as neighborhood and family income. The analysis examined data on more than 3,000 families. To learn more, see the press release at <http://www.nih.gov/news/health/oct2010/nichd-25.htm>

The PIC Can Help Part C Programs Recruit and Retain Early Intervention (EI) Personnel!

The Personnel Improvement Center (PIC) and the National Early Childhood Technical Assistance Center (NECTAC) presents a one-hour webinar on evidence-based strategies for recruiting and retaining Early Intervention (EI) personnel, featuring Dr. George Ann Rice, one of the PIC's state service providers and Rachel Moyer-Trimyer, the Texas Part C lead agency's liaison to the PIC's work in that state. The webinar features the work being done at the state and local level in Texas for recruiting,

preparing and retaining EI personnel, including speech language pathologists, occupational therapists and physical therapists. [Click here](#) to view the recorded session.

Getting Them In and Keeping Them - Recruitment, Retention and Preparation Strategies That Work

The National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) has published a practice brief for policymakers considering implementing e-mentoring programs. [Read more](#) about the key elements of a successful program.

E-mentoring in Practice

The New Teacher Center at Santa Cruz partnered with the Personnel Improvement Center and the states of Louisiana and Nevada to design eMSS-SE, an e-mentoring program for beginning special education teachers. The online program is available to any SEA or LEA that wishes to subscribe. [Read more](#) about this innovative initiative. View the PIC-sponsored webinar about this service, featuring Dr. Alyson Mike, director of online professional development for the New Teacher Center, [here](#).

State and Local Spotlights

Louisiana, Maryland and North Carolina

Staff from the Louisiana, Maryland and North Carolina Departments of Education presented a review of best practices in recruiting, preparing and retaining special educators and related service providers during the U.S. Department of Education's Office of Special Education Program's Mega Leadership Conference in August.

Click [here](#) to view Louisiana's presentation.

Click [here](#) to view Maryland's presentation.

Click [here](#) to view North Carolina's presentation.

The Maryland Department of Education (MDOE) and John Hopkins University collaborated to create the Early Childhood Gateway Project, a website that allows you to access resources dedicated to improving services for families with young children with disabilities. View the website [here](#).

American Physical Therapy Association Fact Sheets

Team -based Service Delivery Approaches in Pediatric Practices:

<http://www.pediatricapta.org/consumer-patient-information/pdfs/Service%20Delivery.pdf>

Promoting Your Child's Development: Information Resources for Families of Children with

Disabilities: <http://www.pediatricapta.org/consumer-patient-information/pdfs/FamilyResources.pdf>

Promoting Social-Emotional Development: An Introduction for Families and Caregivers:

<http://www.pediatricapta.org/consumer-patient-information/pdfs/09%20Social-Emo%20Development.pdf>

The ABCs of Pediatric Physical Therapy: [http://www.pediatricapta.org/consumer-patient-](http://www.pediatricapta.org/consumer-patient-information/pdfs/09%20ABCs%20of%20Ped%20PT.pdf)

[information/pdfs/09%20ABCs%20of%20Ped%20PT.pdf](http://www.pediatricapta.org/consumer-patient-information/pdfs/09%20ABCs%20of%20Ped%20PT.pdf)

Natural Environments in Early Intervention Services: [http://www.pediatricapta.org/consumer-patient-](http://www.pediatricapta.org/consumer-patient-information/pdfs/Natural%20Env%20Fact%20Sheet.pdf)
[information/pdfs/Natural%20Env%20Fact%20Sheet.pdf](http://www.pediatricapta.org/consumer-patient-information/pdfs/Natural%20Env%20Fact%20Sheet.pdf)

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