



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.

Coming Soon! Revisions to the Practice Manual, Forms and Website

Watch for the revised Practice Manual and revised forms to be posted to the Infant & Toddler Connection of Virginia website (www.infantva.org) on or about July 1st. The revisions to these documents are based on feedback received from local system managers, providers and families after the first 6 months of using the manual and forms.

In addition to posting those new documents, we will be doing some clean-up on our website in the next 2 weeks. The focus of this clean-up is on removing out-of-date documents and making the Practice Manual and forms easier to find by moving them to the top of the list of links you see when you click on Information for Providers.

ITOTS Expansion Project

The Part C office has made the decision for the ITOTS Expansion Project. As you are aware, several options had been under review. The decision has been made to utilize the data systems of Fairfax and Alaska and develop the ITOTS Expansion Project in-house. Our IT department is working to hire people to begin development. As we continue this work, the ITOTS stakeholder workgroup will be an integral part of the planning and design of this exciting project.

Referral Outcome Option No Longer Appropriate:

As indicated in the *Part C System Transformation: Questions and Answers* document from October 2009, the **referral outcome "Screened, Eval Unnecessary" should no longer be used** in ITOTS since all children referred must go to eligibility determination, unless the family declines the screening or eligibility determination. When the ITOTS *Referral Outcome By Referral Source* report was run recently, state staff discovered that over 300 children had been entered as "Screened Eval Unnecessary" since January 1, 2010. Please make sure all ITOTS users in the local system are aware that use of this referral outcome is no longer appropriate.

Physical Therapy Direct Access

The direct access law for physical therapy approved by the General Assembly in 2007 is now in place. Regulations have been adopted by the Board of Physical Therapy and to date about 200 physical therapists in Virginia have received their direct access certification allowing them to use the new portion of the law. You may access the Statute (law) or the Rules and Regulations for Practice specific to direct access at <http://www.dhp.state.va.us/PhysicalTherapy/default.htm> if you desire more detailed information. Information is also available on the Virginia Physical Therapy Association Website at <http://www.vpta.org/secure/legislative/directaccess.cfm#11>.

- The one time evaluation after 3 years of practice has not changed. The PT can evaluate the patient and then contact the practitioner for a referral.
- A PT with direct access certification can evaluate and treat the child for 14 business days before obtaining the physician referral. The regulations state the following about the certification process for direct access: An applicant for certification to provide services to patients without a referral as specified in 54.1-3482.1 shall hold an active, unrestricted license as a physical therapist in Virginia and shall submit evidence satisfactory to the board that he has one of the following qualifications-
 - 1) Completion of a doctor of physical therapy program approved by the APTA (specifically, the Commission on Accreditation in Physical Therapy Education, or
 - 2) Completion of a transitional program in physical therapy as recognized by the board, or
 - 3) at least three years of post-licensure, active practice with evidence of 15 contact hours of continuing education in medical screening or differential diagnosis, including passage of a post-course examination. The required continuing education shall be offered by a provider or sponsor listed as approved by the board... and may be face-to-face or on-line education courses.
- The ability to provide services without referral remains the same for the following groups under our current law: 1) a student athlete participating in a school-sponsored activity if the PT is an ATC or SCS, 2) [the] employees solely for the purposes of evaluation and consultation related to workplace ergonomics, 3) special education students under an IEP, and 4) the public for the purpose of health promotion and wellness, fitness, and health screening and prevention. A physical therapist will NOT need to apply for the certification process in order to continue using these aspects of our direct access law.

Susan Sigler, Clinical Coordinator, Infant & Toddler Connection of Fairfax, Falls Church spearheaded a meeting of pediatric physical therapists with two VPTA representatives to discuss the possibility of future changes to the direct access requirements. They also discussed the possibility of scheduling a continuing education course for pediatric physical therapist to provide the coursework required for therapists who wish to pursue direct access certification. If you are interested in working with the therapists who are looking into these possibilities, please send an email to Susan at Susan.Sigler@fairfaxcounty.gov

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

Kaleidoscope: New Perspectives in Service Coordination, Level I and Level II

Two pilot Kaleidoscope, Level I (KI) trainings were held the last week in May in Colonial Heights and Winchester. Forty two service coordinators, including new and veteran service coordinators, participated in the trainings. A Kaleidoscope, Level II training was held on June 14 and 15 in Staunton with 23 participants.

Participants who attended these **pilot** KI and KII trainings provided invaluable feedback regarding content, materials, and training methods. The Integrated Training Collaborative is indebted to these individuals for sharing their expertise and perspectives.

We would like to expand our pool of Kaleidoscope trainers. Do you have experience as a Part C service coordinator? Do you like meeting new service coordinators from around the state? Are you interested in working with a team that provides professional development? A Kaleidoscope **Train-the Trainer** event will take place on **August 20** from 10:00am-4:00pm (location to be determined). We strongly encourage veteran service coordinators to join us for this opportunity. Contact Cori Hill at 540-943-6776 or cfhill@vcu.edu

Integrated Training Collaborative Retreat

The Integrated Training Collaborative held a retreat on May 13th to discuss ongoing plans for Virginia's Comprehensive System of Professional Development. Seventeen members, including direct service providers, Part C staff, family members, and university faculty, participated in the event. Using content from the book, *Switch*, ITC participants looked at the impact of change and how to use change to promote positive modifications to situations, systems, and staff.

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 assume

Check out information regarding **The Early Education Professional Development Leadership Graduate Certificate Program at Gallaudet University** at: <http://cpso2.gallaudet.edu/cpso/gli/EDLeadership2010.pdf>

Shining Stars

Space is still available for the **Shining Stars** conference scheduled for July 14-16, 2010 in Virginia Beach. Many of the concurrent sessions are geared toward early intervention. Take a look at the agenda at a glance and join us at the beach!

Ruth Symposium

Click the link below to find more information regarding the **Ruth Symposium** (formerly Innovations in Clinical Communication Sciences Conference) at JMU or contact robottml@dukes.jmu.edu:

<http://www.csd.jmu.edu/conference2010.html>

RESOURCES

Supporting the Social-Emotional Wellbeing of Children in Part C Early Intervention Programs

Source: National Center for Children in Poverty

A new brief from the National Center for Children in Poverty (NCCP) discusses exemplary policies and practices that highlight the potential of the Part C Early Intervention Program to play a major role in reducing the risk of long-term social-emotional and behavioral difficulties of vulnerable children. *Promoting the Social-emotional Wellbeing of Infants and Toddlers in Early Intervention Programs: Promising Strategies in Four Communities* (June 2010), by Taniesha A. Woods, Sheila Smith, and Janice L. Cooper is available online at

http://nccp.org/publications/pub_946.html

Promoting Caregivers' Use of Everyday Child Language Learning Practices

Source: Center on Everyday Child Language Learning

The Center on Everyday Child Language Learning (CECLL) has updated a paper that describes the adult learning procedure used at CECLL to promote practitioners' abilities to support parents' use of everyday child language learning practices. The approach, Participatory Adult Learning Strategy (PALS), includes 4 phases: introduction, application, informed understanding, and repeated learning opportunities to further develop understanding and use of everyday language learning practices. *Adult Learning Process for Promoting Caregiver Adoption of Everyday Child Language Learning Practices: Revised and Updated* (Practically Speaking, v.2, n.1, 2010), by Melinda Raab, Carl J. Dunst, and Carol M. Trivette is available at http://www.cecll.org/download/Practically_Speaking_v2n1.pdf

CECLL is a model demonstration center funded by the U.S Department of Education, Office of Special Education Programs (OSEP) and is a major initiative of the Center for Evidence-Based Practices at the Orelena Hawks Puckett Institute.

Working Together: Building Improved Communication

Source: National Center on Dispute Resolution in Special Education - June 2, 2010

CADRE, the National Center on Dispute Resolution in Special Education, has recently developed a collection of online resources designed to support effective collaboration between parents, schools, and early childhood programs. *Working Together: Building Improved Communication* includes short videos, a study guide, resources on *Listening Skills* and *Understanding Positions & Interests* and a module entitled *The Tale of Two Conversations*, which was developed in collaboration with the Office for Dispute Resolution in Pennsylvania. To access the collection, go to <http://www.directionservice.org/cadre/modulemap.cfm>

New Review from the Center for Early Literacy Learning

Source: Center for Early Literacy Learning - Retrieved May 28, 2010

The Center for Early Literacy Learning (CELL) has published a new research synthesis entitled *Effects of Adult Verbal and Vocal Contingent Responsiveness on Increases in Infant Vocalizations*, (2010), by Carl J. Dunst, Ellen Gorman, and Deborah W. Hamby. The synthesis looks at how different adult verbal and vocal behaviors led to increases in infant vocalizations in 22 studies that included 214 infants and toddlers. It is available online at http://www.earlyliteracylearning.org/cellreviews/cellreviews_v3_n1.pdf

Working Paper Looks At How Early Experiences Can Affect Gene Expression

Source: National Scientific Council on the Developing Child - Retrieved May 14, 2010

The National Scientific Council on the Developing Child, an initiative on the Center for the Developing Child at Harvard, has published a new working paper entitled *Working Paper #10: Early Experiences Can Alter Gene Expression and Affect Long-Term Development* (May 2010). The report discusses scientific research showing that environmental influences can affect how genes are turned on and off and even whether some are expressed at all. The authors discuss why this growing evidence supports the need for society to re-examine how it thinks about the circumstances and experiences to which young children are exposed. It is available at http://developingchild.harvard.edu/index.php/download_file/-/view/666/

Loss and Found

This 8 minute video is a valuable resource for parent and professional education on the importance of following through with diagnostic testing on infants who didn't pass the newborn hearing screening or are otherwise considered to be at risk for hearing loss. It features parents who have "been there, done that" sharing this important message and closes with Virginia specific contact information on the Virginia Early Hearing Detection and Intervention Program. Virginia collaborated with several states under the direction of Hands & Voices to create this powerful, timely resource with funding provided by the Virginia Department of Education through the Technical Assistance Program for Children who are Deaf or Hard of Hearing at the Partnership for People with Disabilities, VCU.

The ***Loss & Found*** video (English/Spanish versions) can be found on the Virginia Early Hearing Detection and Intervention website on these 2 pages:

<http://www.vahealth.org/hearing/parents.htm> (Information for Parents page)

<http://www.vahealth.org/hearing/publication.htm> (Publications/Materials page)

Newly Redesigned Web Site for Parents from NAEYC

Source: National Association for the Education of Young Children

The National Association for the Education of Young Children (NAEYC) has launched a newly redesigned Web site for parents and families that provides tips on finding quality child care, an easy to use search feature for finding NAEYC-Accredited programs across the country, parent-focused articles and videos, and other resources. It is available at <http://www.rightchoiceforkids.org/>

Children's Health Insurance Toolkit to Advance Enrollment and Retention Efforts

Source: Insure Kids Now - Retrieved April 20, 2010

Insure Kids Now, a national initiative sponsored by U.S. Department of Health and Human Services, has published a toolkit to assist organizations increase awareness and understanding of children's health insurance programs and ultimately guide eligible parents and guardians to apply for coverage on behalf of their uninsured children. It is available online at <http://www.insurekidsnow.gov/professionals/toolkit/toolkit.html>

Spring 2010 Issue of Early Childhood Research & Practice

Source: Clearinghouse on Early Education and Parenting, University of Illinois at Urbana-Champaign

The Spring 2010 issue of *Early Childhood Research & Practice* (ECRP) is now available online. It includes a special section on working with infants and toddlers, an article on young children's mental health services in the U.S., and more... To access the full-text of this peer-reviewed, free, bilingual journal go to <http://ecrp.uiuc.edu/v12n1/index.html>

Tips for Using Assistive Technology with Young Children

Source: Tots 'n Tech Research Institute - Retrieved April 28, 2010

The appropriate use of simple adaptations and/or assistive technology (AT) can support inclusion and natural learning opportunities for young children with disabilities. The Tots 'n Tech Research Institute (TnT) publishes a newsletter that provides many useful tips on how to adapt everyday materials to enhance the participation of infants and toddlers in a variety of daily activities and routines. Current and past issues are available online at <http://tnt.asu.edu/home/news>

PART C STAFF CONTACT INFO

Mary Ann Discenza, Part C Coordinator, maryann.discenza@dbhds.virginia.gov (804) 371-6592.

Wendy Cary, Information Technology Services, wendy.cary@dbhds.virginia.gov (804) 786-2894.

Beverly Crouse, Part C Technical Assistance Consultant, btcrouse@vt.edu (540) 231-0803.

Karen Durst, Part C Technical Assistance Consultant, karen.durst@dbhds.virginia.gov (804) 786-9844.

Bonnie Grifa, Part C Monitoring Consultant, bonita.grifa@dbhds.virginia.gov (757) 410-2738.

Cori Hill, Part C Training Consultant, cfhill@vcu.edu (540) 943-6776.

David Mills, Part C Data Manager, david.mills@dbhds.virginia.gov (804) 371-6593.

Kyla Patterson, Consultant, kyla@alumni.duke.edu (860) 430-1160.

Beth Tolley, Part C Technical Assistance Consultant, beth.tolley@dbhds.virginia.gov (804) 371-6595.

LaKeisha White, Office Services Specialist, keisha.white@dbhds.virginia.gov (804) 786-3710.

Mary Anne White, Part C Monitoring Consultant, maryanne.white@dbhds.virginia.gov (804) 786-1522.

Tamara Wilder, Part C Monitoring Consultant, tamara.wilder@dbhds.virginia.gov (804) 786-0992.
