

1.A.2 Comprehensive System of Personnel Development

I Policy Index:

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	Responsible Authority	BWEIP Manager

II Purpose:

The purpose of this policy is to describe the Baby Watch Early Intervention Program's (BWEIP) policies and procedures for supporting a comprehensive system of personnel development, including the establishment and maintenance of qualification standards for personnel.

III Definition(s):

Early Intervention (EI):

Early Intervention (EI) refers to programs or services which are selected in collaboration with parents, and are designed to meet the developmental needs of a child and the needs of the family to assist in the child's development.

Early Intervention (EI) Service Provider:

An early intervention (EI) service provider is a public, private, or nonprofit entity, or an individual that provides EI services under part C of IDEIA.

Early Intervention (EI) Services:

Early Intervention (EI) services are developmental services that:

- ♦ Are provided under public supervision;
- ♦ Are selected in collaboration with the parents;
- ♦ Are provided at no cost, except, where Federal or State law provides for a system of payments by families, including a schedule of sliding fees;
- ♦ Are designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family to assist appropriately in the infant's or toddler's development, as identified by the IFSP team;
- ♦ Meet the standards of Utah and part C, in which EI services are provided, including the requirements of part C;
- ♦ Are provided by qualified personnel;
- ♦ To the maximum extent appropriate, are provided in natural environments; and
- ♦ Are provided in conformity with an IFSP.

Early Intervention (EI) Staff:

EI staff is any staff that are employed or contracted by one of the fifteen (15) EI programs for which the State of Utah's Baby Watch Early Intervention Program provide support, guidance, and

oversight. This also includes the Utah Schools for the Deaf and the Blind Parent Infant Programs (PIP) when children are enrolled in EI services.

Individualized Family Service Plan (IFSP):

An Individualized Family Service Plan (IFSP) is a working document agreed upon by EI service providers and family members to address the special needs of eligible children from birth to three (3).

Individuals with Disabilities Education Improvement Act (IDEIA):

The Individuals with Disabilities Education Improvement Act is the federal law set forth by the United States that governs how states and public agencies provide early intervention special education and related services to children with disabilities.

Infant or Toddler with a Disability (Child):

A child under three (3) years of age who needs EI services because s/he is experiencing a developmental delay in one or more of the following areas:

- ♦ Cognitive development;
- ♦ Physical development, including vision and hearing;
- ♦ Communication development;
- ♦ Social or emotional development;
- ♦ Adaptive development; or
- ♦ Is diagnosed with a physical or mental condition that has a high probability of resulting in a developmental delay.

Part B:

Part B of IDEIA supports states in providing special education and related services to all children and youth with disabilities from ages three (3) to twenty-two (22).

Part C:

Part C of IDEIA supports states in providing EI services for infants and toddlers with disabilities from birth to age three (3) and their families.

Profession or Discipline:

A specific occupational category that has been established or designated by Utah and has a required scope of responsibility and degree of supervision.

Qualified Personnel:

Personnel who have met Utah State approved or recognized certification, registration, licensing, or other comparable requirements that apply to the areas in which the individuals are conducting evaluations, assessments, or providing EI services.

IV Principles and Procedures:

A. Comprehensive System of Personnel Development:

1. The BWEIP has a comprehensive system of personnel development (CSPD) for training all EI personnel who provide EI services to children and families.
2. The BWEIP has a system of providing information to primary referral sources with respect to the availability and nature of EI services in Utah through Child Find.
3. The CSPD system includes:

- a. Training personnel to implement innovative strategies and activities for the recruitment and retention of EI staff;
 - b. Promoting the preparation of EI staff who are fully and appropriately qualified to provide EI services under part C;
 - c. Training personnel to coordinate transition services for infants and toddlers with disabilities who are transitioning from an EI service program to a preschool special education or appropriate community program; and
 - d. Establishment of a BWEIP credential program for all EI staff.
4. Pre-service Training:
- a. A joint approval process has been developed between BWEIP and 8 programs at 3 Utah universities for implementation of pre-service programs offering the Early Childhood Special Education degree and teaching licensure. The successful completion and graduation in those programs of study will result in the earning of a BWEIP credential at graduation.
5. In-Service Training:
- a. The BWEIP shall coordinate a statewide program of approved in-service training leading toward credentialing. The training is based on Utah's EI Core Competencies and relates specifically to the following:
 - 1) Understanding the basic components of EI services available in the state;
 - 2) Meeting the interrelated social/emotional, cognitive, communication, health, and physical development, of eligible children under part C;
 - 3) Assisting families in enhancing the development of their children; and
 - 4) Participating fully in the development and implementation of IFSP process.
6. BWEIP Credentialing Process:
- a. All EI staff providing direct services to children and families or administering an EI program are required to earn and maintain a BWEIP credential. There are three (3) types of credentials:
 - 1) EI I;
 - 2) EI II; and
 - 3) EI III.
 - b. If newly hired staff does not meet the requirements for an EI I or EI II, credential based on pre-service training they shall earn a credential within two (2) years from date of hire.
 - c. EI I and EI II credentials are granted based on the successful completion of:
 - 1) Completion of an approved college or university pre-service training program; or
 - 2) BWEIP approved in-service program of studies that consists of training modules completed by the individual during direct instruction with groups of individuals training together; and electronic self study, and
 - 3) Completion of a portfolio which documents the integration of core competencies into practice.
 - d. The EI III credential is a specialized administrative credential for those serving as EI program directors or coordinators. All contracted EI programs are required to have at

least one (1) person holding an EI III credential who functions in an administrative capacity as the local program director or coordinator.

B. Personnel Standards:

1. The BWEIP shall have policies and procedures relating to the establishment and maintenance of qualification standards to ensure that staff necessary to carry out the purposes of part C are appropriately and adequately prepared and trained.
2. The BWEIP policies and procedures shall provide for the establishment and maintenance of qualification standards that are consistent with any state approved or state required certification, licensing, or other comparable requirements that apply to the profession, discipline, or area in which EI staff are providing EI services.
3. The Utah Qualification Standards for EI Staff table details Utah's entry-level requirements for qualified personnel (See [Attachment 1](#)).
4. The BWEIP considers EI staff with related academic degrees to be eligible to obtain an EI Specialist II credential either through completion of the BWEIP in-service training or demonstration of pre-approved, per-service coursework which meets the BWEIP's EI Core Competency requirements, including the following:
 - a. Adaptive Physical Education;
 - b. Child Development;
 - c. Child Life;
 - d. Communication Disorders Specialist;
 - e. Early Childhood;
 - f. Family Studies;
 - g. Health;
 - h. Music Therapy;
 - i. Nursing;
 - j. Psychology;
 - k. Recreational Therapy;
 - l. Social Work ;
 - m. Sociology; and
 - n. Other (as approved).
5. The BWEIP allows the use of paraprofessionals and assistants who are appropriately trained and supervised in accordance with state law, regulation, or written policy to assist in the provision of EI services.
6. Utah's EI Core Competencies: Utah's EI system utilizes a competency-based model of evaluating professional knowledge (See [EI I & II Competencies](#) for detailed information).

The BWEIP has developed competencies in the following six key areas:

- a. Health;
 - b. Child Development:
 - 1) Physical, motor and sensory;
 - 2) Cognitive;
 - 3) Social Emotional;
 - 4) Communication; and
 - 5) Adaptive.
 - c. Development in Children with Special Needs;
 - d. Family Involvement/Interaction with Families;
 - e. Evaluation and Assessment; and
 - f. Program Implementation.
7. The BWEIP's Credentialing Process: All EI staff is required to earn and maintain a BWEIP credential. If new staff are hired that do not meet the requirements for an EI I, EI II, or EI III credential based on pre-service training, they shall obtain a credential within two (2) years from date of hire.
- a. EI I and EI II credentials are granted based on the successful completion of:
 - 1) Approved in-service program of studies that consists of training modules completed by an individual on a self-study basis and by groups of individuals training together;
 - 2) Completion of a portfolio which documents the integration of core competencies into practice; or
 - 3) Completion of an approved college or university pre-service training program.
 - b. The EI III credential is a specialized administrative credential for those serving as EI program directors or coordinators. All contracted EI programs are required to have at least one (1) person holding an EI III credential who functions in an administrative capacity as the local program director or coordinator.
 - c. The Professional Authorization is for employees who are professionals in their field (with a college degree), who contract for very limited hours with an EI program and do not provide Service Coordination. The Professional Authorization is not transferable between EI programs and shall be renewed after 5 years.
[Professional Authorization Criteria](#)
- 8. EI Levels responsibilities and supervision (See Attachment 2)**

V Authority:

R §303.212

Utah Code, Titles 53A and 58 and the Utah State Board of Education Certification Standards

34 CFR §303.13: [Early intervention services](#)

34 CFR §303.118: [Comprehensive system of personnel development \(CSPD\)](#)

34 CFR §303.119: [Personnel standards](#)

VI Related Directive(s):
[Baby Watch Credential - Planner](#)
[Baby Watch Credential Application](#)
[Professional Authorization Criteria](#)

VII Revision Log:
February 2013: New policy.

		<i>7-01-13</i>
Susan Ord, BWEIP Program Manager		Date

Attachment 1: Utah Qualification Standards for EI Staff

Applicants must have current licensure or certification in their respective discipline.

Profession or Discipline	Required Entry-Level Academic Degree
Audiologist	Master's
Dietician	Baccalaureate
Educator, Elementary	Baccalaureate
Educator, Special	Baccalaureate
Educator, Early Childhood Special	Baccalaureate
Family/Human Development Marriage/Family Therapist	Baccalaureate
Nurse Practitioner	Master's
Occupation Therapist	Master's Doctorate
Physical Therapist	Master's Doctorate
Pediatrician or Other Physician	Doctor of Medicine
Physician's Assistant	Master's
Psychologist, Clinical	Doctorate
Psychologist, School	Master's
Social Worker	Baccalaureate
Social Worker, Clinical	Master's
Social Services Worker	Baccalaureate
Speech and Language Pathologist	Master's
Speech and Language Pathology Aide	Baccalaureate

Attachment 2: Utah Department of Health EI Credentials and Special Authorizations

Utah Department of Health EI Credentials and Professional Authorization			
Credential or Professional Authorization	Requirements and Qualifications	Job Responsibilities	Supervision Considerations
EI Specialist III Administrative Credential	<ol style="list-style-type: none"> 1. Bachelor Degree or equivalent professional training; 2. Certification or Licensure if required by the profession or other comparable requirements that apply to the profession; 3. Administrative training and at least one year experience in Part C, or equivalent; and 4. Completion of program of advanced study. 	<p style="text-align: center;">Oversight of assessment, evaluation, IFSP development and intervention and service coordination practices of program</p> <p style="text-align: center;">Program Coordination</p> <p style="text-align: center;">Program Administration</p>	<p style="text-align: center;">May work unsupervised</p> <p style="text-align: center;">May supervise all other EI personnel</p>
EI Specialist II Credential	<ol style="list-style-type: none"> 1. Bachelor Degree or equivalent professional training; and 2. Certification or Licensure if required by the profession or other comparable requirements that applies to the profession. 	<p style="text-align: center;">Assessment, Evaluation, IFSP Development, Intervention, Service Delivery</p> <p style="text-align: center;">Service Coordination</p> <p style="text-align: center;">Team Coordination</p>	<p style="text-align: center;">May supervise EI II EI I, aide, and persons holding letters of authorization</p>
EI Specialist II, Sensory Endorsement	<ol style="list-style-type: none"> 1. Requirements for EI II credential; and 2. 0 to 3 Vision, Hearing, and/or Deaf/Blind Endorsement 	<p style="text-align: center;">Responsibilities for EI II credential</p> <p style="text-align: center;">Sensory representative for local EI programs</p>	<p style="text-align: center;">Employed and Supervised by the Utah School for the Deaf and the Blind (USDB)</p>
EI Specialist I Credential Levels 1-3 including EI I Technical Professional	<ol style="list-style-type: none"> 1. High School Diploma or GED; and 2. Post secondary school training, i.e. CDA, Associate's Degree, or Unrelated Bachelor's Degree 	<p style="text-align: center;">Intervention in areas of basic level EI competencies</p>	<p style="text-align: center;">See Baby Watch Credential / EI Specialist Job Requirements (Page 11)</p>
Professional Authorization	<p style="text-align: center;">Highest degree related to discipline</p>	<p style="text-align: center;">Oversight of assessment, evaluation, IFSP development and intervention practices of program</p> <p style="text-align: center;">Program Coordination</p> <p style="text-align: center;">Program Administration</p>	<p style="text-align: center;">Under supervision of EI II or III and/or BWEIP according to letter of authorization</p>

**CREDENTIALING COMPETENCIES FOR
EARLY INTERVENTION SPECIALIST I AND II**

UTAH'S PART C PROGRAM, BABY WATCH EARLY INTERVENTION

The following competencies have been established for the Early Intervention Specialist I and II credential for those working with infants and toddlers (birth to age three) with disabilities.

The Early Intervention Specialist I and II will perform work duties within their licensure, certification or college/university degree. The Early Intervention Specialist I and II will adhere to supervision requirements in accordance with professional licensure and early intervention requirements and abide by professional standards of practice and codes of ethics and behaviors.

1.0 HEALTH

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 1.1 health problems common in infants and toddlers with disabilities, with chronic disorders, and/or with communicable disease
- 1.2 health, medical resources, services, and procedures to access well child care with a primary health care provider, specialized health care provider, vision/hearing screening, and immunizations according to established protocols
- 1.3 appropriate nutritional guidelines for the child birth to age three
- 1.4 basic health, safety, and nutrition practices and procedures that facilitate growth and prevent disease and injury in children
- 1.5 signs of child abuse, neglect, and emotional distress; the obligation to report suspected abuse or neglect
- 1.6 individualized service patterns to accommodate the child's changing nutrition, health, and medical status
- 1.7 precautionary measures to protect personal health during service delivery

2.0 CHILD DEVELOPMENT

2.1 Physical Development, Motor, Sensory Integration

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 2.1a theories and patterns of normal gross motor development birth to age three
- 2.1b theories and patterns of normal fine motor development birth to age three
- 2.1c function of sensory integration and its affect on the development of the child birth to age three
- 2.1d evidence based interventions, strategies, activities and resources that address the outcomes related to the physical development and sensory integration of the child

2.2 Cognitive Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 2.2a the significance of early brain development that occurs during a child's first 3 years of life
- 2.2b cognitive development from birth to age three
- 2.2c emergent literacy development in children birth to age three
- 2.2d the importance of play and relationship-based approaches to promote development
- 2.2e evidence based interventions, strategies, activities and resources that address the outcomes relating to the cognitive development of the child

2.3 Social and Emotional Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 2.3a social and emotional development in children birth to age three
- 2.3b principles of infant mental health, such as attachment, bonding, responsive care-giving, and building confidence and social competencies within the context of relationships
- 2.3c principles of state regulation and temperament
- 2.3d children's behavioral responses to trauma
- 2.3e positive strategies for supporting appropriate behaviors and reducing inappropriate behaviors
- 2.3f evidence based interventions, strategies, activities and resources that address the outcomes relating to the social and emotional development of the child

2.4 Communication Development

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 2.4a receptive communication development from birth to age three
- 2.4b expressive communication development from birth to age three
- 2.4c interactive nature of communication for child and parent in social play
- 2.4d evidence based interventions, strategies, activities and resources that address the outcomes relating to the communication development of the child

2.5 Adaptive Development, Self Help, Feeding

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 2.5a adaptive and self-help development from birth to age three, such as feeding, dressing, simple household tasks, and engaging in household routines
- 2.5b feeding developmental milestones, and positioning for feeding from birth to age three
- 2.5c evidence based interventions, strategies, activities and resources that address those outcomes relating to the adaptive development of the child

3.0 CHILDREN WITH SPECIAL NEEDS

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 3.1 variations in development which may be a result of a disability or health condition and of the potential impact of variations on future development
- 3.2 etiologies and characteristics of conditions associated with specific disabilities and the affect on early development and child-caregiver interactions
- 3.3 interrelatedness of the developmental domains as they influence the overall development of the child
- 3.4 early warning signs of delayed or atypical development that would require referral to a specialist in gross and fine motor, and sensory integration
- 3.5 use of appropriate positioning and handling techniques and the implementation in interventions across environments
- 3.6 early warning signs of delayed or atypical development that would require a referral to a specialist in cognitive, hearing and vision development
- 3.7 the impact of vision and hearing loss on the development of the child
- 3.8 early warning signs of delayed and atypical social and emotional development and referral to specialist when appropriate
- 3.9 methods of behavior support and management appropriate for children birth to three
- 3.10 early warning signs of delayed or atypical development that would require a referral to a specialist in communication and language development
- 3.11 use of augmentative devices to facilitate communication
- 3.12 early warning signs of delayed or atypical development that would require a referral to a specialist in adaptive, self-help, and feeding development
- 3.13 evidence based interventions, strategies, and activities that are adapted to the child's unique characteristics and level of functioning

4.0 FAMILIES IN EARLY INTERVENTION

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 4.1 the family's role in the development of the very young child, including the child with special needs
- 4.2 potential impact of the child with special needs on the individual family, such as family stressors, divorce rates, and child abuse rates
- 4.3 grief and loss as it applies to parenting a child with special needs
- 4.4 family's role in the Baby Watch Early Intervention system
- 4.5 individual family culture and values and how they affect parent-professional relationships
- 4.6 various adult learning styles
- 4.7 considerations in working with parents with disabilities and/or varying levels of adult literacy
- 4.8 the impact on children of families with a history of substance abuse problems
- 4.9 the impact of maternal depression, and other mental health disorders on children birth to age 3
- 4.10 appropriate personal/professional boundaries and basic staff safety considerations in home-based work
- 4.11 collaborative partnerships with families that build families' sense of parenting competence and confidence

- 4.12 evidence based interventions, strategies, activities, and resources that focus on children’s interests within the context of family preferences and daily routines, including natural interactions with family members and other caregivers

5.0 EVALUATION AND ASSESSMENT

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 5.1 purpose of screening, evaluation, and assessment in the EI system in Utah, including determination of initial and ongoing eligibility, identifying strengths and needs for IFSP outcome development, and measuring progress toward outcome attainment
- 5.2 various types of tests (criterion based, standardized, etc.) and basic statistical concepts (percentile, standard deviations, etc.) underlying the scoring and interpretation of test results
- 5.3 selection, administration, and scoring individualized assessments for the child birth to age 3
- 5.4 how to gather appropriate information on the child and family using multiple procedures and an array of information sources such as formal tools, formal and informal observations, third party reports
- 5.5 collaboration with the family in the evaluation and assessment process to identify the current level of functioning, strengths and needs of the child, including interactions between the child and caregivers in multiple settings
- 5.6 how to integrate and interpret assessment information; summarize and present results of assessment information to the family in jargon-free language and in the context of child strengths

6.0 PROGRAM IMPLEMENTATION

6.1 Duties and Responsibilities of Service Coordination

The Early Intervention Specialist I and II will: Demonstrate knowledge of, recognize and apply the following in work practices:

- 6.1a role of the Service Coordinator in the IFSP process including: coordination of evaluations and assessments of the child and family, facilitation and participation in the development, review, and evaluation of the IFSP, and facilitation of the timely delivery of appropriate services
- 6.1b family-directed assessment of the concerns, priorities, and resources of the family and the identification of the supports and services necessary to enhance the family’s capacity to meet the developmental needs of the child birth to age three
- 6.1c procedural safeguards for families
- 6.1d a strength-based approach to families, and how to facilitate the ability of the family to build on what is working, to identify and solve their needs, and to be an effective advocate for their child
- 6.1e how to facilitate processes and strategies for transition of the toddler with a disability to preschool or other appropriate services

The Early Intervention Specialist I and II acting in the role of Service Coordinator will: Demonstrate knowledge of, recognize and apply the following in work practices:

- 6.1f assistance to families in accessing available services, coordinating services across agencies including medical and health providers
- 6.1g the unique nature of service coordination, planning and service delivery to children who are involved in child protective services
- 6.1h family assessment information to formulate family-based outcomes, identify evidence based interventions, and strategies to address those outcomes

6.2 Collaborate With Families and the Multidisciplinary Team in All Phases of the Individual Family Service Plan Process

The Early Intervention Specialist I and II will demonstrate knowledge of, recognize and apply the following in work practices:

- 6.2a the purpose and use of the IFSP including the Interim IFSP
- 6.2b the philosophy and process of developing and maintaining a family-centered IFSP
- 6.2c evaluation and assessment information, with the family and other team members, to formulate developmentally appropriate outcomes and to identify effective strategies, activities and resources that address those outcomes
- 6.2d importance of communicating effectively with other team members and professionals for the purpose of integrating knowledge and supporting the family with an interdisciplinary approach to services
- 6.2e implementation of the IFSP including gathering data, adapting and developing materials, evaluating, and modifying intervention strategies when needed
- 6.2f legal requirements related to the IFSP process and service provision for children birth to age three and their families

Professional Authorization Criteria

This authorization was created for employees who are professionals in their field (with a college degree), who contract for a few hours with an Early Intervention program and do not provide Service Coordination.

A Professional Authorization is not transferable to another Early Intervention program.

To apply for the Professional Authorization, the following items will be sent to the Baby Watch CSPD office.

- Application
- Copy of current licensure
- A letter from the program director describing the employee's job role and responsibilities and the number of hours employed.

Professional Authorization Renewal

The Professional Authorization Certificate is valid for five years and needs to remain current.

To renew the Professional Authorization, the following items will be sent to the Baby Watch CSPD office.

- Application
- Copy of current licensure
- A letter describing the current job role and responsibilities and the number of hours employed.

**Return to:
Carma Mordecai
CSPD Coordinator
BabyWatch Early Intervention
P.O. Box 144720
Salt Lake City, UT 84114-4720
Phone: 801-273-2891**

