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I. OVERVIEW OF PERSONNEL STANDARDS AND CREDENTIAL REQUIREMENTS

A. WV BIRTH TO THREE PERSONNEL STANDARDS

Each state participating in Part C of the Individuals with Disabilities Education Act (IDEA) must establish and maintain a Comprehensive System of Personnel Development (CSPD). As part of this CSPD, states must include personnel standards to assure persons providing early intervention are adequately trained and prepared to meet the unique needs of eligible infants and toddlers and their families. These standards apply to all individuals enrolled and reimbursed as practitioners of any early intervention service through the WV Birth to Three system.

Personnel standards are composed of two distinct components:

- the identification of the highest entry level academic requirements to meet approved or recognized certification, licensing, registration or other comparable requirements for the disciplines and professions who will provide early intervention services; and

- the identification of additional suitable qualifications required by the state to work as a member of a multi-disciplinary team, in supporting eligible infants, toddlers and their families within their typical daily activities and routines where they live, learn and play.

B. WV BIRTH TO THREE CREDENTIAL REQUIREMENTS

The WV Birth to Three credential is designed to assure that each enrolled practitioner meets the highest entry level requirements for their discipline or profession, and has additional suitable qualifications to provide his/her services and supports to infants and toddlers and their families in a manner that is family-centered, developmentally appropriate, culturally competent and inclusive.

The first three years of life are unique in that development occurs rapidly and can be impacted significantly when there are medical conditions, family circumstances or delays in the child’s developmental progress. WV Birth to Three believes that individuals with a variety of educational, experiential and cultural backgrounds should be utilized to provide early intervention services as each discipline or profession brings to the team a specific role and scope of practice. Most WV Birth to Three enrolled practitioners, according to their discipline, are required to obtain a credential in one of three categories; Early Intervention Specialist, Early Intervention Associate or Service Coordinator.
The WV Birth to Three credential is issued as practitioners enroll through the Central Finance Office (CFO). Upon meeting initial enrollment requirements, practitioners will be awarded a one year non-renewable provisional credential. Practitioners who are required to obtain either an Early Intervention Specialist, Early Intervention Associate, or Service Coordinator credential must do so within one year of their effective enrollment with the Central Finance Office (CFO).

It is expected that all enrolled practitioners will uphold the ethical standards of their respective disciplines and professions, and participate in activities that enhance their learning and professional growth.

1. **Early Intervention Specialist Credential**

   The following WV Birth to Three practitioners are required to obtain an Early Intervention Specialist Credential: Counselors, Deaf Educators, Developmental Specialists, Nurses, Nutritionists, Occupational Therapists, Orientation/Mobility Specialists, Physical Therapists, Psychologists, School Psychologists, Social Workers, Special Educators, Speech and Language Pathologists, and Vision Specialists.

   As described in the Part C of the IDEA federal regulations, all early intervention service practitioners have the following general responsibilities:

   • Consulting with parents, other service providers, and representatives of appropriate community agencies to ensure effective provision of services in that area;

   • Training parents and others regarding the provision of services;

   • Participating in the multi disciplinary team’s assessment of a child and the child’s family, and in the development of integrated goals and outcomes for the Individualized Family Service Plan.

2. **Service Coordinator Credential**

   Service Coordinators in the WV Birth to Three system must obtain the Service Coordinator credential.

   Federal regulations detail the following general responsibilities for the Service Coordinator:

   • Assisting parents of eligible children in gaining access to early
intervention and other services identified in the Individualized Family Service Plan;

- Coordinating the provision of early intervention services and other services (such as medical services other than diagnostic and evaluation purposes) that the child needs or is being provided;

- Facilitating the timely delivery of available services; and

- Continuously seeking the appropriate services and situations necessary to benefit the development of each child being served for the duration of the child’s eligibility.

3. **Early Intervention Associate Credential**

The following WV Birth to Three enrolled practitioners are required to obtain an Early Intervention Associate Credential: Occupational Therapy Assistants and Physical Therapy Assistants.

Early Intervention Associates provide early intervention services to children and families under the direct supervision of an early intervention specialist from the area/discipline in which they are providing services.

4. **Additional Practitioners**

Individuals of the following disciplines are not required to obtain a Birth to Three credential, but may enroll in the WV Birth to Three system to provide early intervention services to eligible children and families, if they meet the highest entry level requirements as identified in the WV Birth to Three Personnel Standards: physicians including ophthalmologists and optometrists, physician assistants, audiologists, sign language and bilingual interpreters and durable medical equipment vendors.

Note: Individuals may apply to enroll in more than one discipline. However, an individual may not enroll as both a direct service practitioner and a service coordinator.

C. **WV BIRTH TO THREE SERVICES**

In addition to the above general responsibilities, WV Birth to Three practitioners are enrolled to provide early intervention services as defined by Part C federal regulations and WV Birth to Three policies. These early intervention services may include:
1. Audiology Services
2. Family Counseling, Support and Education Services
3. Health Services
4. Medical Services (Diagnostic/Evaluative and Teaming)
5. Nursing Services
6. Nutrition Services
7. Occupational Therapy
8. Physical Therapy
9. Psychological Services
10. Service Coordination
11. Social Work Services
12. Special Instruction
13. Speech and Language Services
14. Transportation Services
15. Vision Services
16. Assistive Technology Services
17. Other Early Intervention Services-Interpreters

Definitions for the above early intervention services to be provided and reimbursed through WV Birth to Three are detailed in the WV Birth to Three Service Definition Manual.

II. PERSONNEL STANDARDS AND CREDENTIAL PROCESS FOR ALL WV BIRTH TO THREE DISCIPLINES

A. WV BIRTH TO THREE HIGHEST ENTRY LEVEL REQUIREMENTS

An individual must meet the highest entry level academic requirements in their respective discipline or profession. This means have completed required academic training to meet state approved or recognized certification, licensing, registration, or other comparable requirements for the State of West Virginia.

B. WV BIRTH TO THREE SUITABLE QUALIFICATIONS

WV Birth to Three has established Core Competencies that identify the knowledge and skills necessary for the provision of early intervention services including service coordination. To receive an Early Intervention Specialist, Early Intervention Associate or Service Coordinator credential, personnel must demonstrate the ability to implement early intervention services in a manner which reflects the knowledge and skills identified in the Core Competencies. The WV Birth to Three Early Intervention Specialist and WV Birth to Three Service Coordination Competency Tests are designed to measure the achievement of the identified competencies for each credential.
C. EARLY INTERVENTION SPECIALIST CORE COMPETENCIES

- Foundations in Early Intervention
- Family Centered Services
- Effective Team Practices
- Evaluation and Assessment
- Individualized Family Service Plan
- Infant and Toddler Development
- Early Intervention Service Delivery
- Supporting Transitions

D. SERVICE COORDINATOR CORE COMPETENCIES

- Foundations in Early Intervention
- Family Centered Services
- Effective Team Practices
- Evaluation and Assessment
- Individualized Family Service Plan
- Infant and Toddler Development
- Early Intervention Service Delivery
- Supporting Transitions

E. OVERVIEW OF ENROLLMENT AND CREDENTIAL REQUIREMENTS

1. Initial Enrollment/Credential Procedures For Provisional Credential

   Prior to enrollment all Early Intervention Specialist, Service Coordinator, and Early Intervention Associate disciplines are required to attend Orientation to WV Birth to Three. Service Coordinators must also attend Introduction to Service Coordination. A WV Birth to Three Provisional Credential is issued upon enrollment. The WV Birth to Three Provisional Credential is valid for one year.

2. First Annual Enrollment Update/Credential Procedures For Early Intervention Specialist, Service Coordinator and Early Intervention Associate Credential

   a. Early Intervention Specialist Credential
Within the first year of practice, Early Intervention Specialists must attend Principles of Practice I, obtain three (3) contact hours related to the WV Birth to Three Core Competencies, and pass the WV Birth to Three Early Intervention Specialist Competency Test. Early Intervention Specialists may retake the WV Birth to Three Early Intervention Specialist Competency Test up to three times if necessary.

b. Service Coordinator Credential

Within the first year of practice, Service Coordinators must attend Principles of Practice I, Transition, Overview of Birth to Three Documentation and obtain nine (9) contact hours related to the WV Birth to Three Core Competencies and pass the WV Birth to Three Service Coordinator Competency Test. Service Coordinators may retake the WV Birth to Three Service Coordinator Competency Test up to three times.

c. Early Intervention Associate Credential

Within the first year of practice, Early Intervention Associates must attend Principles of Practice I and pass the WV Birth to Three Early Intervention Specialist Competency Test. Early Intervention Associates may retake the WV Birth to Three Competency Test up to three times.

3. On-Going Annual Enrollment Update/Credential Procedures For Early Intervention Specialist, Service Coordinator and Early Intervention Associate Credential

a. Early Intervention Specialist Credential

Once issued an Early Intervention Specialist Credential, Early Intervention Specialists must obtain 21 contact hours annually related to the WV Birth to Three Core Competencies.

b. Service Coordinator Credential

Once issued a Service Coordination Credential, Service Coordinators within the second year of practice must attend Team Facilitation and Assistive Technology for Infants and Toddlers and obtain an additional 15 contact hours related to the WV Birth to Three Core Competencies.

Each year after the second annual enrollment update, Service Coordinators must obtain 21 contact hours related to the WV
Birth to Three Core Competencies.

c. Early Intervention Associate Credential

Once issued an Early Intervention Associate Credential, practitioners are required to obtain 12 contact hours annually related to the WV Birth to Three Core Competencies.

4. WV Birth to Three Contact Hours related to the Core Competencies

WV Birth to Three accepts training and college coursework towards required annual contact hours when those contact hours are provided by approved entities and relate to one or more of the WV Birth to Three Core Competencies (Foundations in Early Intervention, Family Centered Services, Effective Team Practices, Infant and Toddler Development, Evaluation and Assessment, IFSP, Early Intervention Service Delivery or Supporting Transitions). Contact hours related to the WV Birth to Three Core Competency areas are acceptable if issued through any of the following organizations: Accredited Institutions of Higher Education (a credit hour will equal 10 contact hours), State or National Professional Associations, WV Department of Education, WV STARS, or WV Birth to Three. Contact hours are only valid if training/coursework was attended during the relevant period of enrollment. Individuals, who present coursework and/or training sessions as referenced above, may count credit for one presentation of a particular course/training annually.

It will be each individual practitioner’s responsibility to complete the “Documentation of Annual Professional Development Hours” which is submitted with the required annual enrollment update packet. The following supporting documentation of training attendance must be maintained by the individual practitioner and made available for audit:

A. Course description
B. Number of hours in attendance
C. Certificate of attendance, or verification as presenter

Knowingly falsifying records will result in disciplinary action including possible dis-enrollment from the WV Birth to Three System.
F. WV BIRTH TO THREE PERSONNEL STANDARDS AND CREDENTIAL REQUIREMENTS BY DISCIPLINE

**Audiologist**

Highest Entry Level Standard: Licensed as an Audiologist by the West Virginia Board of Examiners for Speech and Language Pathology and Audiology or those in the Clinical Fellowship Year (CFY). Name, address, and copy of supervisor's license must be submitted at time of enrollment.

Credential Requirements: Audiologists are not required to obtain the WV Birth to Three Early Intervention Specialist Credential, but must complete all required enrollment forms and activities.

**Counselor**

Highest Entry Level Standard: Licensed as a Professional Counselor by the West Virginia Board of Examiners in Counseling OR Master or Doctoral degree under the supervision of a licensed Professional Counselor as approved by the West Virginia Board of Examiners in Counseling.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

**Developmental Specialist**

Highest Entry Level Standard:

1) Baccalaureate or Master’s degree in Child Development and Family Studies, Early Education, Early Childhood Special Education or equivalent program of study approved by WV Birth to Three for Early Intervention Specialist Credential; OR

2) Licensed as a Pediatric Nurse Practitioner by the West Virginia Board of Examiners for Registered Professional Nurses; OR

3) Baccalaureate degree in an approved related area such as elementary education, special education, nursing, psychology, speech and language pathology or equivalent program of study approved by WV Birth to Three for Early Intervention Specialist Credential and 9 hours related course work in Child Development and Family Studies, Early Education or Early Childhood Special Education.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.
Durable Medical Equipment Vendor

Highest Entry Level Standard: Durable medical equipment vendors are registered with the State of WV or otherwise authorized by WV Birth to Three System.

Credential Requirements: Durable Medical Equipment Venders are not required to obtain the WV Birth to Three Early Intervention Specialist Credential, but must complete all required enrollment forms and activities.

Interpreter (Bilingual Language)

Highest Entry Level Standard: Bilingual language interpreters must possess a high school diploma, GED or other equivalent.

Credential Requirements: Bilingual Language Interpreters are not required to obtain the WV Birth to Three Early Intervention Specialist Credential, but must complete all required enrollment forms and activities.

Interpreter (Sign Language)

Highest Entry Level Standard: Sign language interpreters must possess a high school diploma or GED and either have NAD Interpreter Certification (NIC), Registry of Interpreters of the Deaf (RID), passage of the Educational Interpreters Proficiency Test or otherwise registered on the West Virginia Commission for the Deaf and Hard of Hearing Interpreter Registry.

Credential Requirements: Sign Language Interpreters are not required to obtain the WV Birth to Three Early Intervention Specialist Credential, but must complete all required enrollment forms and activities.

Nurse

Highest Entry Level Standard: Baccalaureate degree in Nursing and licensed as a Registered Nurse by the West Virginia Board of Examiners for Registered Professional Nurses.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

Registered Dietician/ Nutritionist

Highest Entry Level Standard: Licensed as a dietician by the West Virginia Board of Licensed Dieticians.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.
**Occupational Therapist**

Highest Entry Level Standard: Registered and Licensed as an Occupational Therapist by the West Virginia Board of Occupational Therapy.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

**Occupational Therapy Assistant**

Highest Entry Level Standard: Certified as an Occupational Therapy Assistant by the West Virginia Board of Occupational Therapy and under the supervision of a licensed Occupational Therapist enrolled in the WV Birth to Three System. Name, address, and copy of supervisor’s license must be submitted at time of enrollment.

Credential Requirements: Must meet the requirements for Early Intervention Associate.

**Orientation/Mobility Specialist**

Highest Entry Level Standard: Certification as an OM Instructor by the Academy for Certification Vision Rehabilitation Education Professional.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

**Parent Partner/Community Resource Specialist**

Parent Partners are employed through the WV Birth to Three Regional Administrative Units.

Highest Entry Level Standard: Parent of a child who was eligible for and received either WV Birth to Three Services or Preschool Special Education Services.

Credential Requirements: Parent must possess a high school diploma or GED, have completed Orientation to WV Birth to Three and required WV Birth to Three training hours to be credentialed as a Parent Partner.

**Physical Therapist**

Highest Entry Level Standard: Licensed as a Physical Therapist by the West Virginia Board of Physical Therapy.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.
**Physical Therapy Assistant**

Highest Entry Level Standard: Licensed as a Physical Therapy Assistant by the West Virginia Board of Physical Therapy and under the supervision of a licensed Physical Therapist enrolled in the WV Birth to Three System. Name, address, and copy of supervisor’s license must be submitted at time of enrollment.

Credential Requirements: Must meet the requirements for Early Intervention Associate.

**Physician**

Highest Entry Level Standard: Licensed as a medical doctor by the West Virginia Board of Medicine, licensed as an osteopathic physician by the West Virginia Board of Osteopathy or licensed as an optometrist by the West Virginia Board of Optometry.

Credential Requirements: Physicians are not required to obtain the WV Birth to Three Early Intervention Specialist Credential, but must complete all required enrollment forms and activities.

**Physician Assistant**

Highest Entry Level Standard: Licensed as a Physician Assistant by the West Virginia Board of Medicine.

Credential Requirements: Physician Assistants are not required to obtain the WV Birth to Three Early Intervention Specialist Credential, but must complete all required enrollment forms and activities.

**Psychologist**

Highest Entry Level Standard: Licensed as a Psychologist by the West Virginia Board of Psychologists or Master’s degree Psychologist under the supervision of a licensed Psychologist credentialed through the West Virginia Birth to Three System. Name, address, and copy of supervisor’s license must be submitted at time of enrollment.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

**School Psychologist**

Highest Entry Level Standard: Licensed as a School Psychologist by the West Virginia Board of Psychologists or Master’s degree Psychologist under the supervision of a licensed Psychologist credentialed through the West Virginia Birth to Three System. Name, address, and copy of supervisor’s license must be
submitted at time of enrollment.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

**Service Coordinator**

Highest Entry Level Standard:

1) Baccalaureate degree in an approved human services field such as social work, elementary education, special education, nursing, psychology, counseling, sociology, speech and language pathology or equivalent program of study approved by WV Birth to Three for the Service Coordinator Credential; OR

1) Baccalaureate degree in a non-related area with at least 9 hours of related course work in an approved human service field such as social work, elementary education, special education, nursing, psychology, counseling, sociology, speech and language pathology or equivalent program of study approved by the WV Birth to Three for the Service Coordinator Credential; OR

Exception Categories For Entry Level Standard:

1) A biological or adoptive parent of a child three years of age or older who was eligible for and received either early intervention or preschool special education services. Parent must possess a high school diploma or GED.

Interim Service Coordinators must meet the credentialing requirements for Service Coordinator in an approved human services field or equivalent program of study approved by the WV Birth to Three for the Interim Service Coordinator Credential and complete Regional Administrative Unit Training prior to practicing as an Interim Service Coordinator.

Credential Requirements: Must meet the requirements for Service Coordinator.

**Social Worker**

Highest Entry Level Standard: Permanent license as a Social Worker by the West Virginia Board of Social Work Examiners.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

**Special Educator**

Highest Entry Level Standard: Baccalaureate or Master’s degree OR certification
by the West Virginia Department of Education in Deaf Education, Behavior Disorders, Behavior Disorders with Autism, Severe/Multiple Disabilities.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

**Speech and Language Pathologist**

Highest Entry Level Standard: Licensed as a Speech and language Pathologist by the West Virginia Board of Examiners for Speech and Language Pathology and Audiology or those in the Clinical Fellowship Year (CFY). Name, address, and copy of supervisor’s license must be submitted at time of enrollment.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

**Transportation Providers**

Highest Entry Level Standard: Documentation of valid West Virginia driver’s license, proof of insurance and vehicle registration is required for all transportation providers including parents. Transportation providers must comply with all applicable laws and regulations regarding the use of seat belts.

Credential Requirements: Transportation Providers are not required to obtain the WV Birth to Three Early Intervention Specialist Credential, but must complete all required enrollment forms and activities.

**Vision Specialist**

Highest Entry Level Standard: Baccalaureate or Master’s degree in Visual Impairments OR certification by the West Virginia Board of Education in Visual Impairments.

Credential Requirements: Must meet the requirements for Early Intervention Specialist.

**G. WV BIRTH TO THREE CORE COMPETENCIES FOR EARLY INTERVENTION SPECIALISTS**

**Early Intervention Foundations**

**Outcome:** WV Birth to Three personnel demonstrate an understanding of the historical, philosophical, legal and organizational components that provide the foundation for West Virginia’s early intervention system.
1.0 Demonstrate knowledge of the historical roots and family-centered philosophy of the WV Birth to Three system.

1.1 Demonstrate knowledge of relevant federal legislation and regulations, and state policies, rules and procedures that provide a foundation for the WV Birth to Three system.

1.2 Demonstrate knowledge of the IFSP process including:
   1. Referral and initial contacts
   2. Evaluation, assessment and determination of eligibility
   3. IFSP development, implementation and monitoring
   4. Transition
   5. Service coordination
   6. Procedural safeguards

1.3 Demonstrate knowledge of the organizational structures that support the WV Birth to Three (e.g. lead agency, State Interagency Coordinating Council, Regional Administrative Units, etc.)

1.4 Demonstrate knowledge of current trends and issues, and ability to apply recommended research-based effective practices in early intervention.

1.5 Demonstrate a commitment to professional growth and development through on-going participation in training, professional organizations and literature review and research.

**Family Centered Practices**

**Outcome:** WV Birth to Three personnel recognize the provision of individualized family centered services is a dynamic process that supports the family to make informed decisions about their child within the context of each unique family structure.

2.0 Demonstrate the ability to build and maintain parent-professional partnerships with families.

2.1 Demonstrate knowledge of and sensitivity to the cultural diversity of families participating in the WV Birth to Three system.
2.2 Demonstrate knowledge of and respect for the diverse family structures, dynamics, learning styles and coping skills of families participating in the WV Birth to Three system.

2.3 Demonstrate the ability to support families as the primary decision-maker in regards to services and supports for their child and family.

2.4 Demonstrate an understanding of the empowerment model of supporting families of children with special needs.

2.5 Demonstrate an understanding of the role of the early intervention specialist in advocating for the child and family including the levels and methods of advocacy.

**Effective Team Practices**

**Outcome:** WV Birth to Three Personnel WV Birth to Three personnel recognize that teaming through collaborative interactions and relationships is the cornerstone of developing and delivering effective early intervention services and supports to infants and toddlers and their families.

3.0 Demonstrate knowledge of team models (multi-disciplinary, inter-disciplinary and trans-disciplinary), how teams develop and team processes and dynamics.

3.1 Demonstrate the ability to effectively communicate with a variety of people (e.g., families, service providers, community providers) in a jargon free and culturally sensitive manner both orally and in written formats.

3.2 Demonstrate the ability to use effective problem-solving, decision-making, and conflict resolution strategies.

3.3 Demonstrate the ability to work effectively and consult with a variety of early intervention team members and community partners in the evaluation and assessment process, designing integrated intervention strategies and in providing early intervention services and supports to children and their families.

**Infant and Toddler Development**

**Outcome:** WV Birth to Three personnel utilize knowledge of typical and atypical infant/toddler development in providing research
based, developmentally appropriate early intervention services.

4.0 Demonstrate an understanding of typical infant/toddler development including an understanding of child development theories, developmental sequences, impact of maturation, the interrelatedness of developmental domains and the variability of development from child to child.

4.1 Demonstrate an understanding of the impact of family structure, dynamics, health, mental health and bilingual language on infant/toddler development.

4.2 Demonstrate an understanding of the impact of cultural influences such as economic status, racism, violence in the home, community and on TV on infant/toddler development.

4.3 Demonstrate knowledge of how atypical development impacts each of the developmental domains: communication, motor including vision and hearing, cognitive, adaptive and social emotional.

4.4 Demonstrate knowledge of medical conditions, and biological and environmental risk factors that effect infant/toddler development including issues related to prematurity, special health care needs, and prenatal exposure to toxins and infectious diseases.

4.5 Demonstrate knowledge of the etiology and characteristics of common disabilities in young children, and the implications for infant/toddler development.

4.6 Demonstrate knowledge of nutritional issues that effect infant/toddler development.

4.7 Demonstrates an understanding of the importance of responsive parent-child interactions in the development of attachment and emotional development.

Evaluation and Assessment

Outcome: As guided by each family’s needs and concerns for their child’s development, WV Birth to Three personnel will gather, synthesize and interpret information through the use of appropriate informal and formal screening, evaluation and
assessment methods, observations and procedures.

5.0 Demonstrate an understanding of the differences between the Multi disciplinary evaluation process for eligibility determination and the on going assessment process for the development, implementation and evaluation of the IFSP.

5.1 Demonstrate knowledge of the unique issues in infant and toddler evaluation and assessment such as the importance of validity, reliability in selecting appropriate screening, evaluation and assessment tools for infants and toddlers with disabilities.

5.2 Demonstrate the ability to screen, evaluate and assess infant and toddler development by selecting and using a variety of culturally sensitive informal and formal methods and procedures (including observational methods) as guided by the family’s needs, concerns, and priorities for their child’s development.

5.3 Demonstrate the ability to engage family members as active participants in the evaluation and assessment process based on the concerns, priorities and resources of the family.

5.4 Demonstrate the ability to adapt evaluation and assessment methods to meet the unique needs of individual infants and toddlers.

5.5 Demonstrate the ability to utilize naturally occurring activities and routines at home and in the community to assess the child’s functional abilities and motivators, parent-child or care giver-child interactions and the need for assistive technology and/or environmental adaptations.

5.6 Demonstrate the ability to effectively utilize responsive and respectful interview technics including the use of family assessment tools to gather information from parents, family members, care givers and others as identified by the family.

5.7 Demonstrate the ability to assess the child and family’s on going progress and satisfaction through data collection, interview, informal and formal assessment methods and observation.
5.8 Demonstrate the ability to write evaluation and assessment reports that include functional, relevant and meaningful descriptions of the infant and toddlers abilities, written in language that is easily understood by families and provides information in regards to the child’s performance in daily activities and routines within the home and community.

5.9 Demonstrate the ability to provide families screening, evaluation, assessment and other information in understandable language and in a sensitive manner.

**Individualized Family Service Plan**

**Outcome:** Guided by each family’s concerns, priorities, and resources, WV Birth to Three personnel assist families, other early intervention providers and community partners in designing functional and meaningful IFSPs to meet the developmental needs of children and to enhance the capacity of families to meet those developmental needs.

6.0 Demonstrate an understanding of the intent of the IFSP as a process that documents the changes a family wants to see for themselves and their child and a process that enhances the capacity of families to meet the special needs of their infants and toddlers.

6.1 Demonstrate the ability to describe the infant and toddler’s present level of performance in all areas of development including what the child does well and areas of concern.

6.3 Demonstrate the ability to assist families to identify the daily activities and routines in which intervention strategies will be implemented.

6.4 Demonstrate the ability to utilize evaluation and assessment information to design intervention strategies to support the daily activities and routines of the child and family within the home and community.

6.5 Demonstrate the ability to assist families in identifying appropriate criteria for success in meeting the outcomes they have identified for their child and family.

6.6 Demonstrate the ability to assist families in identifying informal
support systems (primary teachers) for the implementation of the IFSP prior to identifying formal support systems.

6.7 Demonstrate the ability to assist families in deciding which combination and frequency of early intervention services may be appropriate in providing consultation, training and direct services to the primary teachers implementing the IFSP.

6.8 Demonstrate the ability to design strategies that support the use of assistive technology throughout the daily activities and routines of the child within the home and community settings.

**Early Intervention Service Delivery**

**Outcome:** Guided by each family’s concerns, priorities, and resources, WV Birth to Three personnel provide services and supports that are integrated into daily activities and routines within natural environments where children live, learn and play.

7.0 Demonstrate knowledge of current trends, practices, research and ethical considerations regarding early intervention services.

7.1 Demonstrate the ability to support and facilitate parent/child and caregiver/child interactions as the primary context for development and learning.

7.2 Demonstrate an understanding of the importance of early intervention services supporting the child in the daily activities and routines within natural environments where children live, learn and play.

7.3 Demonstrate the ability to assist families in understanding their child’s delay, medical condition or risk factors and how these issues impact infant and toddler development.

7.4 Demonstrate the ability to acquire and integrate knowledge from other disciplines and professions in order to meet the interrelated developmental needs of infants and toddlers.

7.5 Demonstrate the ability to identify adult learning styles in order to design individualized approaches including coaching, training and consultation methods to support the family and other primary teachers in enhancing the child’s development.

7.6 Demonstrate the ability to select developmentally appropriate
activities and materials that support the infant and toddler’s developmental progress.

7.7 Demonstrate the ability to implement individualized intervention strategies that support the infant and toddler’s ability to participate in the daily activities and routines of the family within natural environments where children live, learn and play.

7.8 Demonstrate an understanding of the basic components of assistive technology and augmentative communication as well as adaptations and modifications to the environment, activities, materials and equipment.

7.9 Demonstrate an understanding of the benefits of inclusion of infants and toddlers with disabilities with peers within community activities and settings.

7.10 Demonstrate the ability to implement methods of positive behavioral support which is developmentally appropriate for infants and toddlers with special needs.

7.11 Demonstrate the ability to provide effective consultation services in community settings including how to support children with special needs through the design of physical space, staffing patterns, adapted materials, activities and intervention strategies.

7.12 Demonstrate awareness of health, nutrition, and safety practices for infants and toddlers as well as basic strategies for personal safety for the early intervention provider.

7.13 Demonstrate the ability to recognize signs of emotional distress, child abuse, and neglect in young children and follow proper reporting procedures.

**Supporting Transitions**

**Outcome:** Guided by each family’s concerns, priorities and resources, WV Birth to Three personnel provide services and supports that facilitate a smooth transition into, within and out of early intervention services.

8.0 Demonstrate knowledge of the types of life circumstances that create change that impact infants and toddlers and their families including economic, geographic, family structure, health issues, mental health issues, movement from home to community settings.
8.1 Demonstrate the ability to assess the skills the infant and toddler will need within the next environment.

8.2 Demonstrate the ability to provide families with the information they need to make informed decisions in regards to the transition.

8.3 Demonstrate the ability to design appropriate transition strategies and supports with the family, early intervention team and community partners to promote successful transitions into, within and out of early intervention services through the transition planning process.

8.4 Demonstrate the ability to provide support, consultation and training to personnel in the receiving agency when a child and family transitions out of early intervention services.

H. WV BIRTH TO THREE CORE COMPETENCIES FOR SERVICE COORDINATOR CREDENTIAL

Early Intervention Foundations

Outcome: WV Birth to Three personnel demonstrate an understanding of the historical, philosophical, legal and organizational components that provide the foundation for West Virginia's early intervention system.

1.0 Demonstrate knowledge of the historical roots and family-centered philosophy of the WV Birth to Three system.

1.1 Demonstrate knowledge of relevant federal legislation and regulations, and state policies, rules and procedures that provide a foundation for the WV Birth to Three system.

1.2 Demonstrate knowledge of the IFSP process including:
   1. Referral and initial contacts
   2. Evaluation, assessment and determination of eligibility
   3. IFSP development, implementation and monitoring
   4. Transition
   5. Service coordination
   6. Procedural safeguards
1.3 Demonstrate knowledge of the organizational structures that support the WV Birth to Three (e.g. lead agency, State Interagency Coordinating Council, Regional Administrative Units, etc.)

1.4 Demonstrate knowledge of current trends and issues, and ability to apply recommended research-based effective practices in early intervention.

1.5 Demonstrate a commitment to professional growth and development through on-going participation in training, professional organizations and literature review and research.

**Family Centered Practices**

**Outcome:** WV Birth to Three personnel recognize the provision of individualized family centered services is a dynamic process that supports the family to make informed decisions about their child within the context of each unique family structure.

2.0 Demonstrate the ability to build and maintain parent-professional partnerships with families.

2.1 Demonstrate knowledge of and sensitivity to the cultural diversity of families participating in the WV Birth to Three system.

2.2 Demonstrate knowledge of and respect for the diverse family structures, dynamics, learning styles and coping skills of families participating in the WV Birth to Three system.

2.3 Demonstrate the ability to support families as the primary decision-maker in regards to services and supports for their child and family.

2.4 Demonstrate an understanding of the empowerment model of supporting families of children with special needs.

2.5 Demonstrate an understanding of the role of the service coordinator in advocating for the child and family including levels and methods of advocacy.
Effective Team Practices

Outcome: WV Birth to Three personnel recognize that teaming through collaborative interactions and relationships is the cornerstone of developing and delivering effective early intervention services and supports to infants and toddlers and their families.

3.0 Demonstrate knowledge of team models (multi-disciplinary, inter-disciplinary and trans-disciplinary), how teams develop and team processes and dynamics.

3.1 Demonstrate the ability to effectively communicate with a variety of people (e.g., families, service providers, community providers) in a jargon-free and culturally sensitive manner both orally and in written formats.

3.2 Demonstrate the ability to use effective problem-solving, decision-making, and conflict resolution strategies.

3.3 Demonstrate the ability to work effectively with a variety of early intervention team members and community partners in designing integrated intervention strategies and in providing early intervention services and supports to children and their families.

Infant and Toddler Development

Outcome: WV Birth to Three personnel utilize knowledge of typical and atypical infant/toddler development in providing research based, developmentally appropriate early intervention services.

4.0 Demonstrate an understanding of typical infant/toddler development including an understanding of child development theories, developmental sequences, impact of maturation, the interrelatedness of developmental domains and the variability of development from child to child.

4.1 Demonstrate an understanding of the impact of family structure, dynamics, health, mental health and bilingual language on infant/toddler development.

4.2 Demonstrate an understanding of the impact of cultural influences such as economic status, racism, violence in the home, community and on TV on infant/toddler development.

4.3 Demonstrate knowledge of how atypical development impacts each
4.4 Demonstrate knowledge of medical conditions, and biological and environmental risk factors that effect infant/toddler development including issues related to prematurity, special health care needs, and prenatal exposure to toxins and infectious diseases.

4.5 Demonstrate knowledge of the etiology and characteristics of common disabilities in young children, and the implications for infant/toddler development.

4.6 Demonstrate knowledge of nutritional issues that effect infant/toddler development.

4.7 Demonstrates an understanding of the importance of responsive parent-child interactions in the development of attachment and emotional development.

**Evaluation and Assessment**

**Outcome:** As guided by each family’s needs and concerns for their child's development, WV Birth to Three personnel will gather, synthesize and interpret information through the use of appropriate informal and formal screening, evaluation and assessment methods, observations and procedures.

5.0 Demonstrate an understanding of the differences between the multi disciplinary evaluation process for eligibility determination and the on going assessment process for the development, implementation and evaluation of the IFSP.

5.1. Demonstrate the ability to utilize a variety of information gathering techniques including interview, person-centered planning and mapping to assist families in identifying their hopes, dreams, greatest fears and to plan in meeting the unique needs of the child and family.

5.2 Demonstrate the ability to conduct voluntary family assessment including utilizing culturally sensitive and family centered family needs assessment tools, methods interview techniques.

5.3 Demonstrate the ability to effectively coordinate the multi disciplinary evaluation process for eligibility determination and re determination on an annual basis.

5.4 Demonstrate the ability to effectively coordinate the initial and on going assessment process for development, implementation and evaluation of the IFSP.
Individualized Family Service Plan

Outcome: Guided by each family’s concerns, priorities, and resources, WV Birth to Three personnel assist families, other early intervention providers and community partners in designing functional and meaningful IFSPs to meet the developmental needs of children and to enhance the capacity of families to meet those developmental needs.

6.0 Demonstrate an understanding of the intent of the IFSP as a process that documents the changes a family wants to see for themselves and their child and a process that enhances the capacity of families to meet the special needs of their infants and toddlers.

6.1 Demonstrate an understanding of the importance of the IFSP supporting the child and family in the daily activities and routines within the natural environments where the child lives, learns and plays.

6.2 Demonstrate the ability to assist the family to identifying functional and meaningful child and family outcomes.

6.3 Demonstrate the ability to assist families in understanding their procedural safeguards throughout the IFSP process.

6.4 Demonstrate the ability to facilitate the Individualized Family Service Plan meeting.

Early Intervention Service Delivery

Outcome: Guided by each family’s concerns, priorities, and resources, WV Birth to Three personnel provide services and supports that are integrated into daily activities and routines within natural environments where children live, learn and play.

7.0 Demonstrate knowledge of current trends, practices, research and ethical considerations regarding early intervention services.

7.1 Demonstrate an understanding of parent-child interactions as the primary context for development and learning.

7.2 Demonstrate an understanding of the importance of early intervention services supporting the child in the daily activities and routines within natural environments where children live, learn and play.

7.3 Demonstrate the ability to acquire and integrate knowledge from other disciplines and professions in order to effectively coordinate early intervention services authorized through the IFSP process.

7.4 Demonstrate the ability to identify adult learning styles in order to individualize approaches in providing effective and meaningful
service coordination to eligible families.

7.5 Demonstrate an understanding of the benefits of inclusion of infants and toddlers with disabilities with peers with in community activities and settings.

7.6 Demonstrate the ability to assist families in understanding their child’s delay, medical condition or risk factors and how these issues impact infant and toddler development.

7.7 Demonstrate the ability to assist families in developing skills for self advocacy including the ability to tell their story, resolve conflicts with effective problem-solving and negotiation skills.

7.8 Demonstrate the ability to inform families of available WV Birth to Three services and supports in a non-biased manner that assists families in making informed decisions for accessing early intervention services to meet the child and family’s unique needs.

7.9 Demonstrate the knowledge of available community resources including eligibility requirements, application procedures, etc. to assist families in meeting financial, medical, developmental, and basic health and safety needs.

7.10 Demonstrate the ability to coordinate WV Birth to Three services with medical and other community services supporting the child and family.

7.11 Demonstrate awareness of health, nutrition and safety practices for infants and toddlers as well as basic strategies for personal safety for service coordination personnel.

7.12 Demonstrate the ability to recognize signs of emotional distress, child abuse and neglect in young children and follow proper reporting procedures.

**Supporting Transitions**

**Outcome:** Guided by each family’s concerns, priorities and resources, WV Birth to Three personnel provide services and supports that facilitate a smooth transition into, within and out of early intervention services.

8.0 Demonstrate knowledge of the types of life circumstances that create change that impact infants and toddlers and their families including economic, geographic, family structure, health issues, mental health issues, movement from home to community settings.

8.1 Demonstrate knowledge of Part B regulations, eligibility requirements and family rights.

8.2 Demonstrate knowledge of Head Start, Early Head Start and child
care regulations, eligibility requirements and family rights.

8.3 Demonstrate the ability to provide families with the information they need to make informed decisions in regards to the transition.

8.4 Demonstrate the ability to facilitate the 90 day face to face meeting for transition planning including steps to be taken by participants to facilitate a smooth transition.

H. WV Birth to Three Regional Technical Assistance and Training System

To assist enrolled practitioners to achieve the WV Birth to Three core competencies, WV Birth to Three will be providing on-going training and technical assistance through a variety of activities including mandatory and optional regional training, list serves, technical assistance bulletins, and direct informational mailings. The WV Birth to Three website will be the primary method of disseminating information on policy clarifications and training opportunities.

Mandatory training is required when the WV Birth to Three system identifies through the WV Birth to Three Continuous Quality Improvement and Monitoring activities, areas for improvement within the system or when federal or state regulation changes require additional training.

For additional information regarding technical assistance opportunities, contact the WV Birth to Three Training and Technical Assistance Coordinator by calling toll free to 1-800-642-9704, or by e-mail at wvbtt@wvdhhr.org.

I. WV Birth to Three Professional Development Checklist
WV Birth to Three  
Professional Development Checklist

Name (Print legibly or type): __________________________________________________________________________
Address: _________________________________________________________________________________________
Phone Number: _____________________________  Email Address: ________________________________________
Discipline or Profession: _____________________________________________________________________________

Now that you have successfully completed the Orientation to WV Birth to Three, what else would you like to learn or do? Below is a list of topics related to the WV Birth to Three Core Competencies for Early Intervention and Service Coordination. Please place a check next to the topics that interest you. Then, in the first column, rank your top 3 choices. Follow-up activities will be designed based on your responses.

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<tr>
<th>Rank</th>
<th>Interest</th>
<th>I would like to learn more about......</th>
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<td>(Top 3 Only) (Check all the apply)</td>
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<td>Early Interventionists and Early Intervention Associate</td>
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<td>□ Part C of the Individuals with Disabilities Education Act and WV Birth to Three state policies.</td>
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<td>□ Assuring family’s Procedural Safeguards</td>
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<td>□ Providing family centered early intervention services</td>
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<td>□ IFSP development</td>
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<td>□ Providing services within the daily activities and routines of families</td>
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<td>□ Supporting infants and toddlers in community settings</td>
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<td>□ Working in a team based service delivery model</td>
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<td>□ Supporting successful transitions</td>
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<td>Service Coordinators</td>
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<td>□ Facilitating evaluation and assessment process</td>
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<td>□ Facilitating successful transition planning and other meetings</td>
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<td>□ Working in a team-based service delivery model</td>
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<td>□ Community resources for families</td>
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WV Birth to Three Training and Technical Assistance - Completed by Everyone
What kind of supports are you interested in participating in?

□ Attending national and state conferences
□ Attending regional training sessions or seminars
□ Meeting with peers for ongoing support in which we discuss successes and concerns and create solutions
□ Observing experienced peers and having them observe me as I practice new skills
□ Participating in WV birth to Three List Serves related to my role in early intervention
□ Accessing Technical Assistance Bulletins on the WV Birth to Three web site
□ Receiving written materials related to my role in early intervention
□ Other (please specify): ____________________________________________________________________________