



Infant & Toddler Connection of Virginia

July 2012 Update

July 2012

Note about This Update:

This Update is prepared by the Infant & Toddler Connection of Virginia State Team at the Department of Behavioral Health and Developmental Services as a means of sharing current information from the Part C Office.

Enrollment of Children in the Medicaid Data System (VAMMIS)

Please note the following contact information for questions about enrollment of children in the Medicaid Data System (VAMMIS).

Irene Scott 804-786-4868 irene.scott@dbhds.virginia.gov

Beth Tolley 804-371-6595 beth.tolley@dbhds.virginia.gov

Early Intervention Certification

For questions about certification of practitioners, contact Irene Scott 804-786-4868 irene.scott@dbhds.virginia.gov.

For questions related to completing the online application, contact David Mills 804-371-6593

david.mills@dbhds.virginia.gov

Practitioner Certification

Work is continuing to prepare the Practitioner Certification Database for processing of EI Certification renewal applications. **PLEASE NOTE: Practitioners should not submit applications for renewal of their certifications until the Infant & Toddler Connection of Virginia provides notification that the system updates have been completed.**

Integration of Office of Special Education Programs (OSEP) Child Outcomes/Indicators

The **Child Indicator Workgroup** in collaboration with the Infant & Toddler Connection of Virginia staff will be working throughout 2012 and 2013 to provide resources and training to support integration of the child indicators throughout the entire early intervention process. The following local Infant & Toddler Connection systems listed below have been identified as the "Early Implementers".

Richmond Region: **Hanover**

Valley: **Rockbridge, Harrisonburg-Rockingham, Staunton-Waynesboro**

Roanoke: **Central Virginia**

Tidewater: **Norfolk, Chesapeake**

Southwest Virginia: **Mount Rogers**

Northern Virginia: **Shenandoah Valley*; Rappahannock-Rapidan**

The first meeting of personnel from these systems with Infant & Toddler Connection of Virginia staff will be held on August 2.

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Early Intervention Prematurity Work Group

During the June 19, 2012 Early Intervention Prematurity Work Group meeting, participants reviewed the original goals that led to development of the work group including concerns that children were not being referred to and/or found eligible for early intervention services and/or not receiving appropriate services, concerns about provider knowledge and expertise and the need for consistent family education. Workgroup members have led efforts to accomplish the following:

- Change in eligibility criteria (which has been a significant reason for the marked increase in the number of children identified and served through early intervention)
- Development and dissemination (to birthing hospitals and NICUs) of a brochure for families of babies born prematurely
- Multiple educational opportunities for providers including webinar, resources on the Early Intervention Professional Development website (<http://www.eipd.vcu.edu/>), 3 hour session at the Virginia July 2012 Early Childhood Conference, and development of Prematurity training modules (to be available soon)

The group determined that regular meetings were no longer needed, so the Work Group has ended. However, email communication will continue to be available in order to have a mechanism for identifying any new issues, providing information about utilization of the training modules and for any other communication relevant to serving premature infants and their families. ***Many thanks to all of the Work Group members for their contributions in improving supports and services for these infants and families!***

Implementing New Federal Part C Regulations in Virginia

Please note the following resources that are available to support local systems in implementing the new federal Part C regulations in Virginia:

- Part 1 and Part 2 of the webinar series that was presented at the end of June (Put Away the Panic Button! Implementing the New Federal Part C Regulations in Virginia) Have been posted to the Early Intervention Professional Development website at http://www.eipd.vcu.edu/sub_local_sys_mgt.html.
- The Questions and Answers from the webinar series have been posted to the Infant & Toddler Connection of Virginia website under Q&A Documents at <http://www.infantva.org/Pr-PracticeManual-Forms.htm>. Please note that there were some technical difficulties in copying the chats (which contained the questions) from a couple of the webinars. We did our best to remember and include the questions from those webinars. We are still hoping to access one of those sets of questions. If we are able to add information to the question and answer document, we will flag that link as "Updated" on the website.

The checklists that are available under the Tools of the Trade section of the Early Intervention Professional Development website are being revised to match the new practices and forms we are implementing. Watch for the revised checklists to be posted at http://www.eipd.vcu.edu/tools_trade.html

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COMMONWEALTH of VIRGINIA

DEPARTMENT OF SOCIAL SERVICES

Effective July 1, 2012: Changes to the Child Abuse and Neglect Mandated Reporting Law [§ 63.2-1509](#),

New Mandated Reporters:

Individuals, 18 years and older, who are associated with, employed or volunteer with a:

- public organization responsible for the care, custody, or control of children;
- private sports organization or team;
- public or private day camps, youth centers, or youth recreation programs;
- public or private institution of higher learning

Timeframe to Report:

- Mandated reporters are required to report as soon as possible, but no later than 24 hours after having a suspicion of a reportable offense. The Department's toll-free child abuse and neglect hotline is 1-800-552-7096.

Additional Responsibilities:

- Mandatory reporters are not required to make a report if they have actual knowledge that the same matter has already been reported to Child Protective Services (CPS).
- Persons who are designated to receive reports from mandated reporters in hospitals or schools must notify the teacher, staff member, resident, intern or nurse who made the initial report when the report is made to Child Protective Services, who received the report, and any communication resulting from the report.

Increased Penalties:

- A second failure to report will result in a fine of not less than \$1,000;
- In cases of rape, sodomy, or object sexual penetration, a person who fails to make the required report shall be guilty of a Class 1 misdemeanor.

Substance Exposed Infants:

Circumstances requiring a report to be made to CPS for a substance exposed infant include:

- Results of toxicology studies done within 6 weeks of birth indicating the presence of a controlled substance not prescribed for the mother ;
- Child born demonstrating withdrawal symptoms from a controlled substance not prescribed for the mother.
- Child diagnosed with an illness, disease or condition attributable to in utero exposure to a controlled substance not prescribed for the mother or the child;
- Child diagnosed with a fetal alcohol spectrum disorder.

Training and other mandated reporter resources available at: <http://www.dss.virginia.gov/family/cps/index2.cgi>

801 East Main Street · Richmond VA · 23219-2901
<http://www.dss.virginia.gov> · 804-726-7000 · TDD 800-828-1120

Comprehensive System of Personnel Development (CSPD) Update

Comprehensive System of Personnel Development (CSPD) Update

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

Kaleidoscope Training

The fall Kaleidoscope trainings have been scheduled and registration is open:

- **KI-September 27th and 28th in Lynchburg. To register:** www.vcu.edu/partnership/KI
- **KII-October 22nd and 23rd in Charlottesville. To register:** <http://www.vcu.edu/partnership/KII>



Important New Requirement Prior to KI:

Please be advised that effective immediately, there will be a new prerequisite requirement for all service coordinators prior to attending Kaleidoscope, Level I training. This new prerequisite has been implemented at the request of numerous supervisors and service coordinators who have requested detailed IFSP training.

Each participant, prior to registering for KI, is required to successfully complete the online training module: IFSP 101: Introduction to the Infant & Toddler Connection of Virginia's IFSP Development Process available at: <http://www.eipd.vcu.edu/onlinetrainings.html>. If you are a new user to this online module site (which is a different site than the one used for initial certification), you will be required to register. This one-time registration process will allow you to access future modules on this website. KI participants will be required to bring their certificate of completion to the KI training in which they are enrolled.



What's New at the Professional Development Center?

Talks on Tuesdays

Talks on Tuesdays webinars are held on the first Tuesday of each month from noon-1:00 pm. Sessions are archived for those who are not able to participate during the live webinar.

Our next session will take place on August 7th from 12:00-1:00 PM. Watch for the registration announcement coming out soon!

FYI...We are using a **new webinar platform**, Blackboard Collaborate, for our Talks on Tuesdays webinars. This platform has some new and different features so, if you've joined us before, you will notice some changes. Here are a few tips to keep in mind when you join the next *Talks on Tuesday* webinar:

1. Check your system requirements by visiting <http://bit.ly/webinarcheck> and complete steps 1 and 2.
2. Login 15 minutes early---every time.

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3. Keep Blackboard's technical support information handy: 1-877-382-2293.
4. Use a wired internet connection versus a wireless connection.
5. Use the phone for audio, and mute your computer's sound.

New Resources on the Training Website

Check out the Virginia Early Intervention Professional Development Center website at www.eipd.vcu.edu for new resources, including:

ARCHIVED WEBINARS

In case you missed the last few *Talks on Tuesdays* webinars, be sure to catch the archived versions:

Typical Motor Development 0-12 Months

The Foundation of the Pyramid: Social Emotional Development within the Context of Nurturing Relationships and Supportive Environments

- ✓ Find them at http://www.eipd.vcu.edu/talks_tuesdays.html

NEW ONLINE MODULE

Social Emotional Development of Young Children

This free module was developed by the Integrated Training Collaborative (ITC) as an introduction to social emotional development, also known as infant mental health, for children ages 0-5. Topics covered in this module include: social emotional development, evidence-based research including a framework for infant child mental health, and reflection on the impact of past experiences, family, and culture on healthy social emotional development.

- ✓ Find it at <http://www.eipd.vcu.edu/onlinetrainings.html>

TWO NEW RESOURCE LANDING PADS

Check out these new Resource Landing Pads for lots of helpful information related to supporting families of children with complex needs:

Fetal Alcohol Spectrum Disorders Inclusion

- ✓ Find them at http://www.eipd.vcu.edu/resource_land_pad.html

TWO NEW PAGES

Importance of Early Intervention

This page features a research summary and videos of Virginia families talking about the importance of early intervention in their lives. You might find these resources useful for public awareness efforts in your region!

- ✓ Find it at <http://www.eipd.vcu.edu/intervention.html>

Motor Disabilities

This page features a resource landing pad, articles, handouts, and links to a video and websites with information about motor development and disabilities in infants and toddlers.

- ✓ Find it at http://www.eipd.vcu.edu/sub_motor_disabilities.html

NEW VIDEO

Liam's Story: A Mother's Voice

Jamie, Liam's mother, reads a letter she wrote to the VA General Assembly about how important early intervention has been in her family's life. In the video, you will meet Jamie and Liam and see how, through

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collaboration between his family and his early intervention providers, Liam is able to communicate, use a computer, and move about at home, on trips to a museum and out to get ice cream with his family.

This video was produced by the ITC and currently has over 580 views on YouTube!

✓ Find it at <http://www.eipd.vcu.edu/intervention.html>

GREAT RESOURCES

FREE ARTICLE – Early Motor Intervention: The Need for New Treatment Paradigms (Mahoney, Robinson, & Perales, 2004)

The authors of this article discuss recent study results and the larger context of literature related to treatment models for working with young children with motor impairments.

✓ Find it at http://www.eipd.vcu.edu/sub_motor_disabilities.html

IFSP Sample – Dashawn

This IFSP sample was developed for use with the IFSP 101 module activities.

✓ Find it at http://www.eipd.vcu.edu/tools_trade.html

Family-Centered Practices for Infants and Toddlers with Visual Impairments

This position paper was developed by the Division of Visual Impairment which is part of the Council of Exceptional Children. It provides a comprehensive overview of developmental needs and recommended practices for supporting the development of young children with visual impairments.

✓ Find it at http://www.eipd.vcu.edu/sub_visual.html

Training Calendar

Don't forget to visit the Training Calendar for upcoming professional development opportunities available in Virginia, online, and nationally as well!

✓ Find it at http://www.eipd.vcu.edu/training_calendar.html

Check It Out

New Resources from the Center for Early Literacy Learning

The Center for Early Literacy Learning has released several new resources.

- Three new CELLcasts. CELLcasts are audio/video versions of CELL practice guides which are available to view online or download. *Give Me, Give Me* includes ideas for encouraging infants to use gestures and movements to ask for what they want or need. *Sound Play* provides parents with ways to help toddlers develop language skills. *Wired To Read* teaches parents how to use computer technology to provide young children with early literacy learning opportunities. The CELLcasts are available at: http://www.earlyliteracylearning.org/ta_cellcasts1.php
- New video: *Getting Kids Involved: Creating Opportunities for Learning*
The video introduces and illustrates many ways in which adaptations within the home or classroom can promote the active involvement of infants, toddlers, and preschoolers with disabilities in everyday literacy activities. The video is available at: http://www.earlyliteracylearning.org/getting_kids_involved.php

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The Home Visiting Consortium Offers New Online Trainings

The Home Visiting Consortium is pleased to offer two new web-based trainings for home visitors. The two new courses are:

CHILD DEVELOPMENT 3-6

This core module provides an overview of typical development for children from 3 to 6 years old so that home visitors know when to be concerned about a child's development or behavior.

INVOLVING MEN IN HOME VISITS: Support and Solutions for Home Visitors

This training provides home visitors with strategies for working with fathers and father-figures.

If you have questions or need assistance accessing any of the trainings, please contact Heather Taylor at: outreach@jmu.edu

Disability Etiquette: Tips on Interacting with People with Disabilities

This publication is available from the United Spinal Association at:

<http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>

natural resources

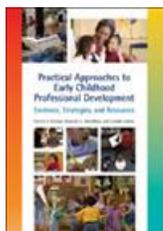
Tools to Help Non-Scientists Understand and Deliver Early Brain Science

Neuroscientific research on the early brain is a critical part of the evidence base for early childhood. Yet it can be difficult to understand and convey this information. ReadyNation, in collaboration of the Center on the Developing Child at Harvard University, has developed and compiled an array of tools that will enable individuals without a science background to understand and present this evidence to diverse audiences. One is a heavily annotated PowerPoint presentation that can be delivered in 12-15 minutes. Another is four short (3 to 9 minute) videos from the Center on the Developing Child or Invest in US, a project of the First Five Years Fund. Also available is a set of talking points to accompany any of these videos. They can be used on their own, or embedded in a larger presentation. Also available are four briefs from the Center on the Developing Child which detail the foundations of lifelong health, the science of early childhood development, the impact of early adversity on children's development, and early childhood program effectiveness. To access any of these resources, visit the [ReadyNation](http://www.readynation.org/BrainScience) website (<http://www.readynation.org/BrainScience>).

DSS Mandated Reporter Training has been updated and is available by following the link below:

http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5692/CWS5692%204.30.12.htm

New Resources from Zero to Three



Practical Approaches to Early Childhood Professional Development: Evidence, Strategies, and Resources

Pamela J. Winton, Jeanette A. McCollum, and Camille Catlett

ISBN: 9781934019191

Item No.: 388-OLB

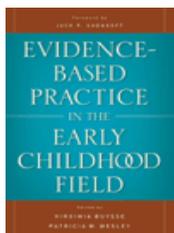
Price: \$69.95*

[Order Now](#)

* Includes a CD-ROM featuring course outlines, handouts, activities, course syllabi, and more.

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The key to improving the early education of all young children, including those with special needs, is the effective preparation and development of the professionals who work with them. The authors rely on evidence-based practices and their many years of experience to present an organized and accessible format for building quality into professional training and development programs.



Evidence-Based Practice in the Early Childhood Field

Edited by Virginia Buysse and Patricia W. Wesley

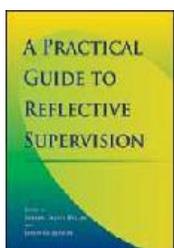
ISBN: 9780943657950

Item No: 346-OLB

Price: \$34.95

[Order Now](#)

Evidence-Based Practice in the Early Childhood Field defines the growing evidence-based practice movement and shows how it is empowering professionals to deliver the most effective interventions available. This book examines how evidence-based practice is changing the way research is conducted and how various sources of evidence can be applied to solve real-world problems and used to inform critical policy decisions. Evidence-based practice is helping early educators, special educators, early interventionists, child care professionals, and mental health professionals transform the services provided to children and families.



A Practical Guide to Reflective Supervision

Edited by Sherryl Scott Heller and Linda Gilkerson

ISBN: 9781934019368

Item No: 414-OLB

Price: \$34.95

[Order Now](#)

This book outlines the key steps in creating a system of reflective supervision within an early childhood program to improve services, support staff, and better meet the needs of children and families. With chapters written by leading experts, this book provides answers to the critical questions that every program needs to know to launch reflective supervision.

The authors provide strategies for

- Conducting a reflective supervision meeting,
- Repairing ruptures in the supervisory relationship, and
- Combining reflective supervision with administrative supervision.

The book also lists activities that can be used to build the reflective capacity within a staff. No program should be without this valuable resource.

Take Note--Professional Development Opportunities

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

OSEP Leadership Conference

July 30-August 11, 2012

Washington, DC

For more information, please contact Tamara Infante, tinfante@fhi360.org

Building Bridges II: Developmental Disabilities in Racially, Culturally, and Linguistically Diverse Communities

September 28, 2012

Eastern Henrico Recreation Center

Henrico, VA

Building Bridges II is a one of a kind conference that explores issues relative to developmental disabilities in multicultural communities. Nationally recognized presenters will explore models and best practices for supporting diverse populations. For more information contact: cecily.rodriguez@dbhds.virginia.gov

28th Annual International Conference on Young Children with Special Needs & Their Families

October 28-30, 2012

Join colleagues from around the world to explore the evidence, consider practical strategies, and engage in discussions that will change the way you think. This comprehensive professional development experience will offer over 300 outstanding presenters who will inspire your work with transformative approaches. Go to <http://www.dec-sped.org/Conference> for details.

OCALICON 2012: The Premier Autism and Disabilities Conference

November 14-16, 2012

Columbus, OH

For more information, visit: <http://conference.ocali.org/>

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