


1.A.2 Comprehensive System of Personnel Development

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 <p>UTAH DEPARTMENT OF HEALTH Baby Watch Early Intervention Birth to Three Development</p>	Policy #:	1.A.2
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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 (CSPD), including the establishment and maintenance of qualification standards for personnel delivering early intervention services.

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 individual that provides EI services under Part C of Individuals with Disabilities Education Act (IDEA).

Early Intervention (EI) Services:

Early Intervention (EI) services are developmental services that:

- a. Are provided under public supervision
- b. Are selected in collaboration with the parents
- c. 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
- d. 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
- e. Meet the Utah BWEIP standards and Part C IDEA rules and regulations, in which EI services are provided
- f. Are provided by qualified personnel
- g. Are provided in natural environments to the maximum extent appropriate
- h. 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 EI programs for which the State of Utah's Baby Watch Early Intervention Program provides 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 age three years.

Individuals with Disabilities Education Improvement Act (IDEA):

The Individuals with Disabilities Education Improvement Act is the federal law 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 years of age who needs EI services due to developmental delay in one or more of the following areas:

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

Part B:

Part B of IDEA supports states in providing special education and related services to all children and youth with disabilities from ages 3 to 22 years.

Part C:

Part C of IDEA supports states in providing EI services for infants and toddlers with disabilities from birth to age 3 years and their families.

Profession or Discipline:

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

Qualified Personnel:

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

IV. Principles and Procedures:**Comprehensive System of Personnel Development:**

1. A comprehensive system of personnel development (CSPD), a term with a long history in federal legislation, is the primary mechanism for improving the quality of services provided to young children and their families.
2. The BWEIP has a Child Find system of providing information and training to primary referral sources with respect to the availability and nature of EI services in Utah.
3. The CSPD is comprised of five components including:
 - a. Leadership, Coordination, and Sustainability
 - i. Coordination of training and resources with all early childhood special education agencies, including the Utah State Board of Education (USBE), and institutions of higher education
 - b. State Personnel Standards
 - i. Establishing an appropriate system of standards, content, and support to assist EI programs in preparing qualified staff.

- c. Preservice Personnel Requirement
 - i. A minimum of a bachelor's degree or higher from an accredited college or university in a field related to early intervention, such as early childhood, early childhood special education, occupational therapy, physical therapy, speech language pathology, or other related field (see Attachment 1)
- d. In-service Personnel Development
 - i. The BWEIP has a statewide program of approved in-service training leading toward credentialing. The training is based on the Utah Baby Watch Early Intervention Standards (see Attachment 2) and relates specifically to the following:
 - 1. Understanding typical and atypical child development.
 - 2. Supporting families in natural environments and community resources.
 - 3. Understanding the foundations of Early Intervention.
 - 4. Mastering infant, toddler, and family assessment.
 - 5. Planning and implementing effective interventions and strategies.
 - 6. Understanding ethical practice; pursuing professional learning
 - 7. Understanding and implementing collaborative practices with families, colleagues and community agencies.
 - ii. Promoting the continuing professional development of EI staff who are appropriately qualified to provide Part C EI services in the State of Utah
 - iii. Training personnel to coordinate transition services for infants and toddlers with disabilities from an EI service program to a preschool special education or other appropriate community program
- e. Recruitment and Retention
 - i. Training personnel to implement innovative strategies and activities for the recruitment and retention of EI staff

V. Utah Education Standards for BWEIP Credential Applicants:

The BWEIP shall have policies and procedures relating to the establishment and maintenance of qualification standards to ensure that staff are appropriately and adequately prepared and trained.

1. The BWEIP policies and procedures shall provide for the establishment and maintenance of Education Standards for Credential Applicants 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.
2. The Utah Education Standards for BWEIP Credential for EI Staff details Utah's entry-level requirements for qualified personnel (See Attachment 1).

VI. BWEIP Credentialing Process:

All EI staff providing direct services to children and families, or administering an EI program are required to earn and maintain a BWEIP credential. Utah has three categories of EI credentials:

Early Intervention Specialist Credential:

1. The BWEIP EI Specialist credential is granted upon successful completion of the Baby Watch Early Intervention credentialing process to those who have a bachelor's degree or higher in early childhood special education, occupational therapy, physical therapy, speech-language pathology, or other related area of study.
 - a. The BWEI Credential will be completed within the first 6 months of hire and consists of three phases: Introduction, Foundation, and Hands-on Learning
 - b. Upon hire, each new provider will be assigned an Early Intervention Coach who is trained to provide guidance and support throughout the credentialing process and phases
 - c. The new provider will complete all three phases of the BWEIP credentialing process, including orientation coursework and training, Self-Assessment of Competence, an Individualized Credentialing Plan, and observations and demonstrations of the early intervention process

Early Intervention Provisional Credential:

1. Where there is a shortage of qualified personnel, and if newly hired staff does not meet the educational standards for an EI Specialist credential, the staff member (with supervisor approval) may apply for an EI Provisional Credential. The steps required for an BWEIP EI Provisional Credential include:
 - a. A Higher Education Plan will be written to outline the commitment to complete a bachelor's degree in a field related to early intervention. The staff member must demonstrate satisfactory progress by being enrolled in and successfully completing a minimum of two semesters per calendar year, toward applicable course work necessary to meet the required educational standards
 - b. Upon hire, each new provider will be assigned an Early Intervention Coach who is trained to provide guidance and support throughout the credentialing process and phases
 - c. The new provider will complete all three phases of the BWEIP credentialing process, including orientation coursework and training, Self-Assessment of competence and an Individualized Credentialing Plan, a Higher Education Plan and observations and demonstrations of the early intervention process, within the first six months of hire

Application Process for EI Specialist and EI Specialist Provisional Credential:

1. To apply for the Early Intervention Specialist Credential, the following items must be sent to the Baby Watch CSPD office
 - a. Baby Watch Credential Application
 - b. A minimum of three Demonstration Forms
 - c. Education Plan (for EI Specialist Provisional Credential)

Early Intervention Administrative Credential (Not Required):

1. The BWEIP EI Administrative credential is an optional, specialized administrative credential for those serving as EI program directors or administrator. The following requirements must be completed:
 - a. Current position in an EI program as a director, coordinator, or administrator
 - b. Current EI Specialist credential
 - c. Master's degree, or higher, from an accredited college/university in an area of study related to early intervention, or 30 semester hours (45 quarter hours) in a related field, and
 - d. A minimum of three years of approved work experience in a Part C early intervention program

VII. BWEIP Credential Renewal Process for EI Specialist and Administrative Credential:

All EI staff that provide direct EI services to infants, toddlers and their families are required to earn and maintain a current BWEIP Early Intervention Specialist credential. The EI Specialist credential is granted for five years and must be renewed by the five-year anniversary date of the EI Specialist Credential.

1. To renew the Early Intervention Specialist or Administrative Credential the Early Intervention Specialist or Administrator will complete the following:
 - a. A minimum of 75 professional development hours related to early intervention during the previous five years
 - b. Within six months of the expiration date of the credential, the applicant will complete the following topics located in the CSPD Canvas learning management system:
 - i. DEC Recommended Practices
 - ii. Seven Key Principles of Early Intervention
 - iii. Early Intervention Process: Child and Family Assessment
 - iv. Early Intervention Process: Writing Functional IFSP Outcomes
 - v. Early Intervention Service Delivery Method: Routines-Based Interventions (may include RBI, PLAY certification, or other specific training on routines-based assessment and interventions)

- c. Complete a Self-Assessment of Competence and review it with their supervisor to develop a professional development plan in an area of interest or need for improvement. Local EI programs who have ongoing professional development plans with staff the Self-Assessment should guide the review of the plan
- d. When the above items have been completed the applicant will send the Baby Watch Early Intervention Specialist Credential or Administrative Renewal application to the Baby Watch CSPD office prior to the credential expiration date

VIII. BWEIP Alternate Qualifications:

Professional Authorization:

1. Professional Authorization may be used for employees who are professionals in their field and have an applicable state licensure to perform the job duties requested by their employer under the following conditions:
 - a. The EI staff eligible for Professional Authorization is contracted for less than 50% FTE with an Early Intervention program
 - b. Professional Authorized staff do not provide Service Coordination, Service Coordination requires the completion of an Early Intervention Specialist credential
 - c. Within one month of hire, the Professional Authorization applicant must complete a Self-Assessment of Competence and review it with their supervisor to determine immediate needs for training and understanding Early Intervention services
 - d. The Professional Authorization must be completed within three months from date of hire
 - e. The Professional Authorization expires five years from the date of issue
 - f. The Professional Authorization is not transferable to another Early Intervention program
2. To apply for or renew a Professional Authorization, the following items will be sent to the Baby Watch CSPD office.
 - a. Baby Watch Professional Authorization Application
 - b. Copy of current licensure
 - c. A letter from the program director describing the EI staff's job role, responsibilities, and the number of hours employed

BWEIP Early Intervention Specialist Credential, Non-Degreed Provider:

1. Where there is a shortage of qualified personnel and a potential candidate does not meet the educational standards for an EI Specialist Credential, an EI program director/coordinator may apply for an EI Specialist Credential Non-Degreed Exception.
2. The exception form will be submitted to the CSPD Coordinator and reviewed by the Education Committee, comprised of EI providers (representing various geographical areas), and BWEIP staff. The EI program director/coordinator will give a description of the situation and assure the competence of the potential candidate.
3. Upon approval the non-degreed exception the new provider would complete the Early Intervention Specialist Credential process.
4. The non-degreed provider:
 - a. will be supervised at least bi-annually by an Early Intervention Specialist with at least a bachelor's degree
 - b. may conduct assessments when they are well trained on the specific assessments, and within the guidelines specified by the individual tools
 - c. may not conduct evaluations to determine eligibility, but
 - d. may assist with eligibility determination only under supervision and with consultation of an Early Intervention Specialist with at least a bachelor's degree in a field related to EI

Note: As of October 1, 2016, all new hires must have a bachelor's degree in a related field, or follow the EI Provisional Credential requirements, or request a review for an exception by the Education Committee due to individual special circumstances.

Credentialed Early Intervention Specialist I under the CSPD System Prior to October 1 2016

1. EI staff who have been credentialed as an EI Specialist I for less than five years, are encouraged to develop an education plan to complete a bachelor's degree in a related field, according to the Provisional Credential criteria
2. EI staff who have been credentialed as an EI Specialist I for less than five years, may continue to provide early intervention services as an EI I with the following conditions:
 - a. They may not determine eligibility,
 - b. They may do minimal assessment of the child and family with a supervisor present.
 - c. They must have ongoing supervision
 - d. They must complete the following requirements of the BWEIP credentialing process:
 - i. Phase One and Two, Orientation and Foundation coursework and training
 - ii. Self-Assessment of Competence
 - iii. Individualized Credentialing Plan
 - iv. Complete an observation and demonstration of Eligibility, IFSP and Home Visit
3. EI staff who currently hold an EI Specialist I credential and have had the EI Specialist credential for more than five years may be "grandfathered into" an Early Intervention Specialist Credential under the new CSPD system with the following conditions:
 - a. The EI staff has renewed their EI I credential at least once and has held this credential for a minimum of five years from the date of their first credential
 - b. The EI I has provided direct early intervention services for a minimum of five consecutive years
 - c. The EI staff may apply for the "grandfather into" Early Intervention Specialist credential any time the previous conditions have been met by the EI Specialist I
 - d. The EI staff may apply for the "grandfather into" Early Intervention Specialist credential at the time of the individual's renewal of his/her EI Specialist I credential
4. To apply for the "grandfather into" Early Intervention Specialist credential the EI Specialist I will complete the following:
 - a. The EI staff will complete the following topics in the CSPD Canvas learning management system:
 - i. DEC Recommended Practices
 - ii. Seven Key Principles of Early Intervention
 - iii. Early Intervention Process: Child and Family Assessment
 - iv. Early Intervention Process: Writing Functional IFSP Outcomes
 - v. Early Intervention Service Delivery Method: Routines-Based interventions (may include RBI, PLAY certification, or other specific training on routines-based assessment and interventions)
 - b. The EI staff will complete a Self-Assessment of Competence and review it with their supervisor to develop and implement an Individualized Professional Development Plan for areas of need or for further development
 - c. Upon completion of the previous requirements the applicant will send the Baby Watch "Grandfathering Into" Early Intervention Specialist Credential application to the Baby Watch CSPD office
5. The "grandfathered into" Early Intervention Specialist will have the same supervision requirements as all other non-degreed providers. (See BWEIP Early Intervention Specialist Credential, Non-Degreed Provider)

BWEIP Early Intervention Substitute

1. This authorization may be used for temporary employment for the purposes of hiring substitute EI staff to fill temporary vacancies of employed EI providers (e.g., maternity leave, short-term disability, FMLA) under the following conditions:
 - a. An EI substitute staff may be contracted, salaried or paid hourly and be employed up to full time employment

- b. An EI substitute staff may be hired for a combined total of up to six months of employment. Continuing employment beyond the six month period would require obtaining an Early Intervention Specialist Credential
 - c. An EI Substitute must have previous Part C EI experience or pediatric experience under their professional licensure
 - d. An EI Substitute would be approved or assigned by the employer to perform specific types of duties not to exceed their professional field of study, licensure or areas of competence
 - e. An EI Substitute will be expected to complete CSPD program Phase One and Two and complete a Self-Assessment to determine immediate needs for training
 - f. In order to provide Service Coordination, the EI Substitute must complete a BWEIP Early Intervention Specialist credential
 - g. An EI Specialist Substitute is not transferable to another Early Intervention program
2. To apply for the Early Intervention Substitute, the following items will be sent to the Baby Watch CSPD office:
- a. A letter from program director describing the EI Substitute's job role, responsibilities, the number of hours employed, and the projected length of time the EI Substitute will be employed
 - b. Copy of current licensure (if appropriate)
 - c. Documentation of previous Part C EI experience or other early childhood experience under licensure

IX. Auxiliary EI Staff:

Auxiliary staff, non-service providing staff that are interacting with families (i.e., classroom aides, intake referral staff, etc.) are encouraged to access BWEIP CSPD orientation information for their own professional development; however they are not working toward a credential.

X. 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](#)

XI. Related Directive(s):

[Baby Watch Early Intervention Specialist Credential](#)

XII. Revision Log:

April 2016: New policy

 Susan Ord, BWEIP Program Manager		7-01-13 Date
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Attachment 1: UTAH BWEIP Education Standards for Credential Applicants

Early Intervention Direct Service Provider		
Qualified Personnel	Minimum Standards	Regulatory Agency
<p>Early Intervention Direct Service Provider</p> <p>Applied Behavior Analysis Specialist Audiologist Deaf/Blind Specialist Deaf Mentor¹ Dietitian Early Childhood Special Educator Early Intervention Specialist Family Therapist Nurse, RN Occupational Therapist Orientation Specialist Orientation and Mobility Specialist Physical Therapist PIP DHH Consultant PIP BVI Consultant PIP DB Specialist Psychologist Service Coordinator Social Worker Social Worker, licensed clinical Speech-Language Pathologist Transition Coordinator</p> <p>Related Field of Study Adaptive Physical Education Applied Behavior Analysis Assistive & Augmentative Comm. Audiology Behavioral Science Child Development Child Life Communication Sciences & Disorders Disabilities Studies Early Childhood Education Early Childhood Special Education Elementary Education Family Studies Family, Consumer, and Human Dev. Health: Health Promotion, Public Health Music Therapy Nursing Occupational Therapy Physical Therapy Psychology Recreational Therapy Social Work Sociology Special Education Speech-Language Pathology Deaf Education Blind/Visually Impaired Education Other as approved</p>	<p>Applicants must have bachelor's degree or greater in a field related to Early Intervention, discipline specific degree, current licensure or certification in their respective discipline to provide early intervention services in Utah.</p> <p>Require a License Applied Behavior Analysis Specialist Audiology Certified Occupational Therapy Assistant (COTA)² Early Childhood Special Educator Elementary Educator Nurse Practitioner Nurse, RN² Occupational Therapist Physical Therapist Physical Therapy Assistant² PIP DHH Consultant PIP BVI Consultant Psychologist Social Worker Special Educator Speech-Language Pathologist</p>	<p>See discipline specific category for appropriate regulatory agency</p> <p>¹The minimum standard requirements for a Deaf Mentor are determined by the regulatory agency, Utah Schools for the Deaf and the Blind.</p> <p>²The minimum degree requirement for COTAs, Physical Therapy Assistants, and Nurse-RNs may be waived if the completed educational program offers licensure with the completion of an associate's degree.</p>

Developmental Intervention Services as an Early Intervention Specialist		
Qualified Personnel	Minimum Standards	Regulatory
Early Childhood Special Educator	Bachelor's degree and Utah state license as an early childhood special educator, birth to 5	USBE
Service Coordinator	Bachelor's degree in a related field of study with current licensure or certification in their respective discipline, as applicable	USBE, DOPL, BWEIP
Early Intervention Specialist	Bachelor's degree in a related field of study with current licensure or certification in their respective discipline, as applicable	USBE, DOPL, BWEIP
Transition Coordinator	Bachelor's degree in a related field of study with current licensure or certification in their respective discipline	USBE, DOPL, BWEIP
Health and Nursing Services		
Qualified Personnel	Minimum Standards	Regulatory
Registered Nurse	Bachelor's degree and Utah state license	USBN – DOPL
Advanced Practice Nurse	Master's degree and Utah state license	USBN – DOPL
Hearing Services		
Qualified Personnel	Minimum Standards	Regulatory Agency
Audiologist (Aud.)	Clinical doctorate degree with national certification in audiology	DOPL and ASHA American Board of Audiology
Parent Infant Program/Deaf/Hard of Hearing Advisor (PIP/DHH)	Bachelor's degree in Early Childhood Special Education with Utah teaching license, and an Endorsement in Deaf/Hard of Hearing birth to 5 or Endorsement in Deaf/Hard of Hearing birth to 21, Bachelor's degree in Deaf Education with a teaching license, exceptions as approved	USBE, USDB
Deaf Mentor	Must be a person who is deaf and fluent in American Sign Language (ASL)	USDB
Orientation Specialist	Must be a person who is deaf with a bachelor's degree in Deaf Education, or equivalent degree and a Utah teaching license	USBE, USDB
Deaf/Blind Specialist	Bachelor's Degree Special Education with Utah teaching license, and an Endorsement in Deaf/Blind or an Endorsement in either Deaf/Hard of Hearing or Blind/Visual Impairment	USBE, USDB
Nutrition Services		
Qualified Personnel	Minimum Standards	Regulatory Agency
Registered Dietitian	Bachelor's degree in human nutrition, foods and nutrition, dietetics, nutrition education, food systems management, or public health nutrition w/current certification	DOPL

Occupational Therapy Services		
Qualified Personnel	Minimum Standards	Regulatory Agency
Occupational Therapist	Doctorate or Master's degree and Utah state license	DOPL
Certified Occupational Therapy Assistant (COTA) *The COTA may perform some of the activities found in the definition of Occupational Therapy under supervision of an OT following the specified requirements outlined by the OT licensing association	Associate's or bachelor's degree and Utah license as Certified Occupational Therapy Assistant	DOPL
Physical Therapy Services		
Qualified Personnel	Minimum Standards	Regulatory Agency
Physical Therapist	Doctorate or master's degree and Utah state license	DOPL
Physical Therapy Assistant * The PTA may perform some of the activities found in the definition of Physical Therapy under supervision by a licensed PT following the specified requirements outlined by the PT licensing association	Bachelor's degree and Utah license as Certified Physical Therapy Assistant Enrollment in an accredited Physical Therapy Program	DOPL
Social and Emotional Services		
Qualified Personnel	Minimum Standards	Regulatory Agency
Board Certified Behavior Analyst	Master's degree, specific graduate coursework, supervised experience and certification	DOPL/BACB
Early Childhood Special Educator	Bachelor's degree and Utah state license as an early childhood special educator, birth to 5	USBE
Early Intervention Specialist	Bachelor's degree in a related field of study with current licensure or certification in their respective discipline	DOPL
Licensed Clinical Social Worker (LCSW) or Social Worker (MSW)	Master's degree and Utah state license Master's degree with/without Utah state license	DOPL DOPL
Marriage and Family Therapist	Master's degree and state license and education or experience in early childhood mental health	DOPL
Psychologist	Doctorate of psychology and state license	DOPL
School Psychologist	Master's degree and school psychologist certification	DOPL

Speech-Language Pathology Services		
Qualified Personnel	Minimum Standards	Regulatory Agency
Speech-Language Pathologist (SLP)	Master's degree and Utah state license and certification	ASHA, DOPL
Speech-Language Technician (SLT) * The SLT may perform some of the activities found in the definition of Speech-Language Pathology under supervision of a licensed SLP	Bachelor's degree and USBE Speech-Language Technician certificate	USBE
Vision Services		
Qualified Personnel	Minimum Standards	Regulatory Agency
Parent Infant Program Blind/ Visually Impaired Advisor (PIP BVI)	Bachelor's degree in Early Childhood Special Education, with Utah teaching license, and an Endorsement in Vision Impairment birth to 5 or endorsement in Vision Impairment birth to 3	USBE/USDB
Orientation and Mobility Specialists	Master's degree in Orientation & Mobility There is no license/endorsement at this time for an Orientation and Mobility Specialist	
Deaf/Blind Specialist	Bachelor's degree Special Education with Utah teaching license, and an Endorsement in Deaf/Blind services	ACVREP/USDB

ACVREP—Academy for Certification of Vision Rehabilitation and Educational Professionals

ASHA—American Speech-Language Hearing Association

BACB – Behavior Analyst Certification Board

BWEIP—Baby Watch Early Intervention Program

DOPL—Division of Occupational and Professional Licensing

USDB—Utah School for the Deaf and Blind

USBE—Utah State Board of Education