

How to Apply for Mississippi Early Intervention Unit Approval



Application
Packet for
Trainers &
Sponsors

This packet must be completed by event coordinators working for Early Intervention units to be credited to participants. The Mississippi State Department of Health Infant and Toddler Early Intervention Program, *First Steps*, requires training for early intervention providers in the State of Mississippi.

This application is for person(s) who will be sponsoring or conducting training/workshops for early intervention providers. Currently there is no fee for the endorsement. Upon completion and acceptance of this application, you will receive an approval letter with the EIU sign-in sheets and a master copy certificate attached. The attendees will be eligible to receive required Early Intervention Units for participating in your training/workshop. EI Units will be necessary for endorsement through the Mississippi State Department of Health in order to contract or be an employee working in an official capacity with the First Steps Early Intervention Program.

Providers are required to obtain 30 EI Units every two years. Approved events and a record of accumulated EIU's will be maintained by the Department of Health.

INSTRUCTIONS FOR COMPLETION OF TRAINER PACKET:

Appendix A: Application for Early Intervention Units

Complete Page 1. NOTE: CEUs are encouraged but not required. You will be responsible for CEU approval for your training. IF you have completed this, please provide a copy of the Approval Letters.

If you are not offering CEUs, please note under #10. **No CEUs offered.**

Page 2 provides a blank Early Intervention Continuing Education Timed Agenda form for you to complete and return with your application. (A sample is included)

Appendix B: Early Intervention Application Checklist

Competencies have been developed for Mississippi's early intervention personnel. The competency statements delineate the core knowledge and skills (competencies) that are expectancies for all early intervention personnel who provide services for infants and toddlers with disabilities and their families.

The competencies are categorized into the following seven competency core areas:

- I. Law and Policy
- II. Services and Resources
- III. Infant/Toddler Growth and Development
- IV. Family Systems and Theory
- V. Professional Collaboration and Teaming
- VI. Health
- VII. Assessment and Evaluation

Please circle the **ONE competency** (Between I and VII listed above), which best describes your training/workshop and **check appropriate statements** under that competency (Appendix B). There is a space provided on the last page of Appendix B for your name, title and date, and submission date.

You may submit one application for a workshop offered on multiple dates. A new vita may be requested yearly if the workshop is repeated.

Appendix C: This checklist is for the agency or person completing this form. Do not return the checklist to the Health Department.

Return completed A & B appendixes to:
First Steps Early Intervention
P.O. Box 1700, Jackson, MS 39215
If you have any questions call 1-800-451-3903.

**APPLICATION
FOR EARLY INTERVENTION UNITS**

Official CEUs for professional licensure for one or more disciplines requires a separate process and it is strongly recommended they be applied for in addition to this application.

INSTRUCTIONS

1. All items must be completed for review of application.
 2. Information must be typed or printed legibly.
 3. Incomplete applications will be returned.
 4. **Application must be received 30 calendar days prior to date of program.**
 5. A copy of the proposed program to include goals, objectives and time frames (form is attached), vita and biographical information on presenters and the evaluation tool must accompany the application. Only goals and objectives that correspond with early intervention professional competencies will be considered for early intervention units.
 6. Following completion of the training, a copy of the sign-in sheet and the evaluation summary must be submitted to the early intervention unit review committee within two weeks. (address given on page 1)
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1. **TITLE OF EVENT:** _____
2. **DATE(S):** _____
3. **LOCATION(S):** _____
4. **NUMBER OF HOURS OF TRAINING/WORKSHOP (1 direct instruction hour = 1 EI Unit):** _____
5. **NAME OF SPONSORING ORGANIZATION:** _____
7. **ADDRESS:** _____
CITY/STATE/ZIP CODE: _____
8. **PHONE:** _____ **FAX:** _____
9. **EMAIL:** _____
10. **PLEASE ATTACH CEU APPROVAL LETTER(S) FOR PROFESSIONAL DISCIPLINE(S) (IF APPLICABLE).**

SAMPLE

Early Intervention Continuing Education Timed Agenda Play Based Assessment Workshop

Date: _____ Title of Workshop: _____ Play Based Assessment Workshop

Time	Topic/Presenter(s)	Outcome/Objective	Early Intervention Competencies
8:30 - 9:45 am	Overview of play-based assessment methods - Sally Jones	Identify tools and methods appropriate for a transdisciplinary team to use in a play-based assessment	VII. 6. Assessment and Evaluation
10:00 - 11:45	Play-based assessment demonstration - Happy Times Assessment Team - Sally Jones, Jane Smith, Lucy Clay, Tom Fair	Observe and identify play facilitation strategies within TPBA	VII. 6 Assessment and Evaluation
	Lunch		
1:00 - 3:00	Overview of Integrated Report Writing - Jane Smith and Tom Fair	Identify the differences in interdisciplinary versus transdisciplinary report writing	VII. 6., 7., 8 Assessment and Evaluation

Early Intervention Continuing Education Agenda

Date: _____ Title of Workshop: _____

Time	Topic/Presenter(s)	Outcome/Objective	Early Intervention Competencies

EARLY INTERVENTION APPLICATION CHECKLIST

EARLY INTERVENTION SERVICE PROVIDER COMPETENCIES FOR MISSISSIPPI'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Instructions: Circle (1) **ONE competency** (Between I and VII listed), which best describes your training/workshop. Below the circled competency, **check appropriate statements** which best target your objectives.

I. Law and Policy

- 1. Assisting families to understand relevant laws and their rights with regard to federal, state, and program procedural safeguards (e.g., IDEA, ADA)
- 2. Using and applying procedural safeguards and family rights (e.g., getting consent/informed consent, not violating rights, confidentiality, appropriate written referral)
- 3. Complying with the professional ethics and standards in accordance with the Code of Ethical Conduct for the profession

II. Services and Resources

- 1. Developing IFSP outcomes that support positive growth for child and family
- 2. Identifying resources and options for service delivery and transition
- 3. Synthesizing information, recommendations, and strategies from the family and multiple disciplines in the design of intervention strategies
- 4. Designing intervention plans that incorporate the use of technology, including switches and adaptive toys and feeding equipment
- 5. Identifying learning opportunities, designing intervention strategies, and integrating instructional objectives within the context of the family's self-defined routines and activities
 - a. including siblings and extended family members in service delivery
 - b. using a variety of techniques to support infant and toddler learning (e.g., incidental teaching, prompting, elaborating, following the child's leads, teaching through play, and facilitating self-directed learning)
 - c. formulating strategies using a transdisciplinary approach to promote child growth in multiple developmental domains (see appendix for specific competency levels in various domains by discipline)
 - d. designing developmentally and individually appropriate environments
- 6. Applying data collection methods, such as evaluating the progress of IFSP and modifying intervention strategies
- 7. Preparing and maintaining accurate and current child and family records that comply with federal, state, and program standards

III. Infant/Toddler Growth and Development

- ❑ 1. Typical infant/toddler development to include benchmarks of development in order to make appropriate referrals
- ❑ 2. Atypical development: common genetic and medical conditions and their impact on development
- ❑ 3. The effects of stress, trauma, neglect, and abuse on development
- ❑ 4. The implications of diversity on development

IV. Family Systems and Theory

- ❑ 1. Using effective communication skills including written and alternate formats
- ❑ 2. Using appropriate learning principles and learning styles when working with families and other team members
- ❑ 3. Understanding the impact of the child's disabilities and medical conditions on the family, including knowledge of family resources within a family systems theory
- ❑ 4. Demonstrating skill in working with family members from a variety of backgrounds
- ❑ 5. Implementing family-centered practices for assessment and intervention

V. Professional Collaboration and Teaming

- ❑ 1. Facilitating transitions for children and families to a variety of settings (e.g., community based programs, school districts)
- ❑ 2. Demonstrating knowledge of different types of family support such as family to family and implementing appropriately
- ❑ 3. Understanding team members' roles and contributions and procedures, including the roles of the family and other agencies (e.g., timelines, eligibility, documentation, and transition)
- ❑ 4. Facilitating child, family, and professional advocacy public awareness, networking and making agency contacts
- ❑ 5. Developing, improving and expanding resources as needed by communities by public awareness, networking and making agency contacts
- ❑ 6. Communicating federal, state, and program regulations, standards, and rules
- ❑ 7. Complying with state mandates regarding children and families (e.g., abuse and neglect reporting, standards, confidentiality)
- ❑ 8. Communicating with health care professionals, (e.g., giving feedback and obtaining input regarding assessment and intervention)
- ❑ 9. Conducting applied research and program evaluation specific to the early intervention program
- ❑ 10. Supervising, monitoring, and evaluating assistants at the paraprofessional level who implement recommendations

VII. Health

- ❑ 1. Implementing basic health, nutrition, and safety management practices, including safeguards regarding illnesses and communicable disease
- ❑ 2. Obtaining medical records and managing and maintaining records received

VII. Assessment and Evaluation

- 1. Understanding and following the eligibility process for early intervention services in Mississippi
- 2. Explaining eligibility evaluation and ongoing assessment to others
- 3. Using a family interview to assess priorities, concerns, and resources
- 4. Engaging caregivers in the assessment of the child's performance
- 5. Selecting, administering, scoring and interpreting appropriate instruments
- 6. Within a transdisciplinary team selecting, administering, scoring and interpreting appropriate evaluation/assessment instruments and procedures, including:
 - a. cognitive development
 - b. communication development
 - c. motor development including oral, fine and gross motor development
 - d. social-emotional development
 - e. self-help, adaptive development to include oral motor and feeding
 - f. sensory integration to include attention and regulatory issues, sensory defensiveness, activity patterns and behavior
 - g. behavior with explanation to include attending, motivation, activity level, and self regulation
- 7. Integrating and summarizing evaluation and assessment findings and other pertinent information such as medical, nutritional, family history
- 8. Writing reports that are clear, informative, sensitive and useful

_____ : Applicant

_____ : Event title and date

_____ : Submission date

CHECKLIST

- A copy of speaker's resume/vita
 - Page 1, 2 - Appendix A – Completed
 - All 3 pages of Appendix B – Completed and Signed
 - CEU approval letters (if appropriate)
 - Evaluation form
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**Please make a copy of all forms for your records.
You will not receive any forms back.**

Thank you for submitting your application. If you do not receive confirmation within two weeks, please feel free to call 1-800-412-8153 or 601-576-7427, or email Arnesha.Keeler@msdh.state.ms.us.