

# Personnel Standards for Alabama's Early Intervention System



**Developed by the ICC Personnel  
Subcommittee and State Office;  
approved by the AEIS  
Interagency Coordinating  
Council**

***In the provision of services and in employment practices, Alabama's Early Intervention System  
does not discriminate on the basis of race, sex, creed, national origin, religion, age or  
disabilities.***

**Federal Regulations (September 28, 2011):**

**§ 303.31 Qualified personnel**

*Qualified personnel* means personnel who have met State approved or recognized certification, licensing, registration, or other comparable requirements that apply to the areas in which the individuals are conducting evaluations or assessments or providing early intervention services. (Authority: 20 U.S.C. 1432(4)(F)) 3FR 18294, Apr. 14, 1998].

This document has been developed by the AEIS State Office based on recommendations from the Personnel Subcommittee of the AEIS Interagency Coordinating Council. These standards are in response to the requirements of IDEA Regulations, Part 303.22. The standards designate the “minimum” requirements that individuals must achieve in each service area to be considered qualified to deliver that service. The standards are updated annually based on disciplinary board/organization changes at the state and/or national level as well as recommendations from the Personnel Subcommittee.

**Initial staff orientation and training requirements:**

Attendance at the **Journey through Early Intervention in Alabama- Level II** training is required of all new vendors and other new disciplinary staff (defined as direct service providers, therapists, and contract staff) within six months of employment in AEIS (unless prior approval for an extended timeline is obtained from the AEIS state office).

Service Coordinators are required to complete the **Journey through Early Intervention in Alabama-Level I** training and the **Journey Level II**” training. This training can only be taken after a Service Coordinator has worked in the position for at least 60 days. This training, however, must be completed by the sixth month of employment (unless prior approval for an extended timeline is obtained from the AEIS state office). A Service Coordinator mentor must be assigned by the program to work with the new Service Coordinator (if a mentor is not available within the program, the AEIS Mentor Coordinators is available to help locate someone). The mentorship must be in place for at least the first 3 months of employment and the Service Coordinator handbook will be given to the new Service Coordinator as a guide.

Service Coordinators will be required to complete the Child Outcome Summary Knowledge Checklist (COS-KC) within 1 year of employment in AEIS following their participation in Journey I. For those not passing the knowledge check after two attempts, follow-up training will be required, and additional knowledge checks performed. Further actions and TA will be required for ongoing issues.

*(Effective 10/1/2021)* All new Service Coordinators are required to complete the typical and atypical child development module from the Institute for Advancement of Family Support within 45 days of employment.

**SERVICE COORDINATORS** must meet Alabama requirements for Routines-Based Interview (RBI), which include:

1. Completing the RBI Modules.
  2. Participating in a live review to determine fidelity.
  3. Achieving 80% scoring based on the live review.
- Service Coordinators who score less than 80% must participate in TA and submit 2 IFSPs with handwork.
  - Service Coordinators whose IFSPs and handwork are not sufficient, or if they scored less than 70% on the live review, must receive TA and participate in a second review.
  - Service Coordinators who do not achieve 80% on the second review will no longer meet Personnel Standards for employment in AEIS.

**SERVICE PROVIDERS** must meet Alabama requirements for Routines-Based Home Visiting (RBHV), which include:

1. Completing the RBHV modules
  2. Scoring an 80% passing grade on the RBHV module post-test
- Providers who score less than 80% on the RBHV posttest must participate in TA, review RBHV resource materials and retake the test.
  - Providers who do not score 80% on the second posttest will no longer meet Personnel Standards for employment in AEIS.

## **Continuing Education Requirements:**

*(Effective January 1, 2007. Includes individuals hired under temporary status.)* Individuals with no certification or licensure requirement for continuing education are required to participate in 20 contact hours, every 2 years of continuing education activities related to early intervention/pediatrics, working with children and families, or child development. Acceptable continuing education activities would include conferences such as the Alabama Early Intervention and Preschool Conference; AEIS Developmental Specialist Certification/Mentorship; AEIS Social-Emotional Webinar; workshops such as those sponsored by the AEIS District Coordinating Councils; and other related training activities for which certificates of contact hours are issued.

*(Effective June 16, 2010)* All early intervention personnel are required to complete the training **Journey Level II** within every three years during their employment with AEIS. (Early Intervention Personnel are defined as direct service providers, therapists, early intervention administrators, service coordinators, contract staff and vendors providing one of the 17 deliverable services, and Interpreters who interpret a language for a provider to provide a service for a family.) The required 3-year timeline does not restart in the event of transfer to a different program. Early intervention personnel are required to take Journey II every three years.

## **Supervision:**

The purpose of supervision of assistants is to assure collaboration and safe, quality services for children and families in accordance with the AEIS Core Values. Alabama's Early Intervention System (AEIS) defines "assistants" as Certified Occupational Therapy Assistants, and Licensed Physical Therapist Assistants, AEIS standards require supervision of assistants who are assisting in the delivery of services-

Supervision requirements for therapy assistants are as follows:

- a. One-on-one joint visits will be conducted by the supervising therapist with the licensed assistant who has been in Alabama's Early Intervention System for less than one year or has not practiced as a LPTA or COTA for Alabama's Early Intervention System within the past 3 years. These joint visits will be conducted every 6<sup>th</sup> visit or 90 days, whichever comes first.
- b. Once past the one-year timeline, joint visits will no longer be required between the supervising therapist and the assistant. Instead, the supervising therapist will provide the service every 6<sup>th</sup> visit or 90 days, with formal, ongoing communication occurring between the supervising therapist and assistant using the **"6<sup>th</sup> Visit/90-Day Supervisory Form"** (Appendix A). This form is to be completed by the licensed assistant and given to the supervising therapist PRIOR to the 6<sup>th</sup> visit/90-day supervisory visit.
- c. The supervisory form, as with all therapy notes, will not be considered complete until it is in the child's record and co-signed by the supervising therapist and the assistant as per licensure rules for Physical Therapists and per AEIS rules for Occupational Therapists. This rule is new for Occupational Therapists. Monitors will be reviewing these notes regularly.

NOTE: It is the responsibility of each practicing therapist (PT and OT) to follow all supervisory requirements for billing purposes.

Additional types of supervisory activities include verbal communication, review of progress notes, attending team meetings, and video review. Assistants and the supervising professionals share responsibility for assuring that licensure standards and payer requirements are met.

Supervision Requirements for Conditional Developmental Specialists:

Conditional Developmental Specialists (those without a degree in Early Childhood Special Education, Teacher of the Visually Impaired or Teacher of the Hearing Impaired) will be required to have the following experiences, in the order listed below, prior to reaching the mentorship component of the Developmental Specialist Certification/Mentorship:

- A minimum of 10 visits observing a qualified Developmental Specialist and/or other disciplines before delivering Special Instruction services. Documentation of the observation will occur using the "Developmental Specialist Observation Learning Tool" (Appendix B) to be completed by the conditional Developmental Specialist and signed by the professional who is being observed. (NOTE: This tool is for learning purposes only and should not go in the child's record.)

- Direct, onsite supervision (joint visits) by a qualified Developmental Specialist\* or a qualified PT, OT, or SLP\*\* at a minimum of 2 times per month or more frequently as needed as determined by the supervising service provider up until entering the DS Mentorship. Supervisory visits will include observation of the conditional Developmental Specialist using the observation tool, the “Developmental Specialist Observation Learning Tool” (Appendix B) to be completed by the supervising service provider. (NOTE: This tool is for learning purposes only and should not go in the child’s record.)

\*Qualified Developmental Specialist is defined as an approved Developmental Specialist as per the AEIS Personnel Standards with 2 years of employment in AEIS as a Developmental Specialist and who adheres to the AEIS Developmental Specialist Scope of Practice. (For assistance in identifying a qualified Developmental Specialist as per the definition above, contact the state office as needed.)

\*\*Qualified PT, OT, or SLP is an approved EI Provider as per the AEIS Personnel Standards with 2 years of employment in AEIS.

**Use of Interns:** Interns/students cannot provide services alone. Interns/students may only provide services under the direct, onsite supervision of licensed professionals. Students should adhere to university department policies, professional organization guidelines, and licensure regulations.

**Conditional Approval for Developmental Specialists:**

Individuals wanting to provide special instruction services within AEIS must have a degree in Early Childhood Special Education, Teacher of the Visually Impaired, or Teacher of the Hearing Impaired. Individuals without a degree in one of these areas would, upon the recommendation by the Personnel Review Committee (within 10 business days) and approval by the AEIS State Office, be eligible for employment in AEIS and considered a “Conditional Developmental Specialist”.

Conditional Candidates:

An individual falling within the “Conditional” category for Developmental Specialist Services must meet personnel standards with a minimum of a bachelor’s degree under one of the 17 deliverable services (excluding Transportation services) as determined by the AEIS state office based on the recommendation of the Personnel Review Committee. **The candidate’s official college transcript documenting his or her degree, a resume and completed EI Experience Form must be submitted to the state office for review.**

Individuals with a degree in a related field that is not listed in the Personnel Standards may be considered for Conditional Developmental Specialist status if they meet the following criteria:

1. Coursework includes child development specific to birth to three (if appropriate, child psychology could be considered as a child development course if it can be determined to have included child development).
2. Coursework includes family support/coaching, cultural awareness, and/or family focused intervention.
3. The individual must have acceptable grades in these classes (A or B).
4. The applicant must be able to complete the EI Experience Form in full and should demonstrate at least 2 years’ experience in working with young children, children with disabilities, and families.

Should the “Conditional” candidate be approved, then, **in accordance with the Developmental Specialist supervision requirements as described above**, they may provide special instruction services for up to 6 months from initial employment in AEIS while working towards the completion of the Developmental Specialist Certification/Mentorship (unless obtaining special permission from the state office). **The candidate must enroll in the Developmental Specialist Certification/Mentorship process upon hire after completion of the application and will have 6 months to complete the process.** The 6-month timeline does not restart upon employment with a different AEIS program. Inquiries and documents for review should be submitted to AEIS State Office, 602 S. Lawrence Street, Montgomery, AL 36104.

Any individual employed by an AEIS program who meets personnel standards for one or more of the 17 deliverable services (excluding Transportation services) may participate in the Developmental Specialist Certification//Mentorship with approval by the state office. In order to be approved for enrollment in the workshop, a copy of their official college transcript must be submitted to the state office for confirmation of their degree.

ADRS Early Intervention Vendor applicants:

Individuals wishing to apply as a “Conditional” Developmental Specialist for ADRS Early Intervention through the District Offices must complete the AEIS Vendor Application (available for download on the AEIS website at [www.rehab.alabama.gov/services/ei](http://www.rehab.alabama.gov/services/ei)) and submit the application along with official transcripts to the state office for confirmation. If approved, **the candidate must enroll in the Developmental Specialist Certification//Mentorship upon hire.**

Specialists from Other States:

An individual from outside of Alabama who is interested in being employed as a Developmental Specialist in AEIS will be determined qualified to pursue Developmental Specialist employment under the following considerations:

The individual:

- a. Has an appropriate college degree (per the AEIS Personnel Standards);
- b. Has been employed as a “Developmental Specialist” (or similar category) for a minimum of 6 months within the past 2 years in another state;
- c. Provides satisfactory job references;
- d. Provides documentation of training related to service delivery for infants, toddler with disabilities and families; and
- e. Is approved by the Personnel Review Committee as designated by the AEIS Personnel Subcommittee.

The same documents as listed above must be submitted to the state office for review.

Request for exemption from Developmental Specialist Certification//Mentorship:

An individual falling within the “Conditional” category for Developmental Specialist services through AEIS (i.e., other than Early Childhood Special Education, Teacher of the Visually Impaired or Teacher of the Hearing Impaired) who requests a waiver from the Developmental Specialist Certification/Mentorship must submit the following records to be reviewed by the Personnel Review Committee:

- a. Early Intervention Experience Form (located in Appendix C)
- b. Resume or Vita
- c. Official college transcript

The Personnel Review committee will examine the records of each individual requesting an exemption and make a determination within 10 days of submission as to whether the Developmental Specialist Certification/Mentorship will be waived. Criteria for consideration include the following:

- Coursework should include child development specific to birth to three (if appropriate, child psychology could be considered as a child development course if it can be determined to have included child development).
- Coursework should include family support/coaching, cultural awareness, and/or family focused intervention.
- The individual must have acceptable grades in these classes (A or B).
- The applicant should be able to complete the EI Experience Form in full and should demonstrate at least 2 years’ experience in working with young children, children with disabilities, and families.

The Personnel Review Committee will include:

- 1 professional (with Developmental Specialist experience) from the Personnel Subcommittee
- 1 invited ECSE professional from the university level
- 1 invited EI Professional provider working in the field
- 1 state office liaison (ADRS, DMH, AIDB)
- 1 state office liaison (ADRS, DMH, AIDB)

The Personnel Review committee will review the records/documentation of each individual requesting consideration for employment and make a determination within 10 days of submission as to whether the degree/experience meets personnel standards. The criteria to be met include the following:

- Coursework should include child development specific to birth to three (if appropriate, child psychology could be considered as a child development course if it can be determined to have included child development).

- Coursework should include family support/coaching, cultural awareness, and/or family focused intervention.
- The individual must have acceptable grades in these classes (A or B).
- The applicant should be able to complete the EI Experience Form in full and should demonstrate at least 2 years' experience in working with young children, children with disabilities, and families.

**Evaluator Qualifications:**

Individuals providing evaluations to determine eligibility under AEIS must submit documentation to their supervisor of the following criteria which will be reviewed through the monitoring process. For vendors applying as evaluators, documentation of completion of all the following criteria must be submitted along with their vendor application. All criteria must be met.

- a. Meets personnel standards for one of the EI services (excluding Transportation).
- b. Has had child development coursework that includes infants and toddlers or has completed the Developmental Specialist Certification/Mentorship (coursework in Human Development will not meet this criterion).
- c. Has had training or coursework on the specific tool(s) to be used and is in conformity with test protocol requirements for administering the test (to be monitored through the monitoring process).
- d. Has completed a minimum of 1 observation (by a mentor approved by the state office) administering the tool(s) and a minimum of 1 supervised administration of the tool(s) (by a mentor approved by the state office). The Evaluator Checklist will be used by the mentor to document that this requirement has been completed (available on the AEIS website).

**Use of Paraprofessionals as Evaluators:** As per the requirements under each disciplinary section of the personnel standards, paraprofessionals are not eligible to serve as evaluators for AEIS, except under Nursing Services where assessment of health status for the provision of nursing care is allowed.

## Requirements for Individuals Delivering Early Intervention Services

**Minimum Qualifications:** To meet minimum standards, individuals must possess a degree/license/certificate equal to or higher than the minimum requirements listed below. Discipline-specific requirements for billing purposes may vary per funding source.

### 1. Assistive Technology

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
AUDIOLOGY	Audiologist	Doctoral Degree plus 4 <sup>th</sup> year internship (for new licenses beginning January 2007)	Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).
EDUCATION	Early Childhood Educator: ECE	Bachelor's degree in Early Childhood Education	
	Early Childhood Special Educator: ECSE	Bachelor's degree in Early Childhood Special Education	
	Education for Hearing Impairment: HI	Bachelor's degree in Education of the Hearing Impaired	
	Education for Visual Impairment: VI	Bachelor's degree in Education of the Visually Impaired	
	Elementary Educator	Bachelor's degree in Elementary Education	
	Special Educator	Bachelor's Degree in Special Education, Collaborative Teacher	
MEDICINE	Physician		Licensed Doctor of Medicine (MD) *Physician Assistant and Certified Registered Nurse Practitioner within their scope of practice in Alabama
	Physician Assistant		M.S.P.A.S., Licensed as PA in Alabama
NURSING	Certified Registered Nurse Practitioner: CRNP – RN	Bachelor's degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; certified by the ABN in the practice of advanced practice nursing; and subject to collaborative practice agreements with an Alabama physician (MD or DO).
	Clinical Nurse Specialist: CNS – RN	Bachelor's degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; <u>and</u> certified by the ABN in the practice of advanced practice nursing
	Licensed Practical Nurse <b>Supervised</b>	Practical Nursing	Licensed by the Alabama Board of Nursing (supervised by RN or physician as it pertains to nursing services)
	RN	BSN Bachelor's Degree	Licensed as a registered nurse by the Alabama Board of Nursing
O & M	Orientation/Mobility Specialist: OMS	Bachelor's degree in Visual Impairment	Certification in O & M by the Association for Education and Rehabilitation of the Blind and Visually Impaired
OCCUPATIONAL THERAPY	Occupational Therapist	Occupational Therapy	Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)
	Occupational Therapy Assistant: COTA	Associate Degree	Licensed by Alabama Board of Occupational Therapy (ASBOT), and supervised by a licensed Occupational Therapist as required by the AL Board of OT and the AEIS

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
	<b>Supervised</b>		Personnel Standards.
PHYSICAL THERAPY	Physical Therapist: PT	Physical Therapy	Physical Therapist licensed by Alabama Board of Physical Therapy
	Physical Therapist Assistant: PTA <b>Supervised</b>	Associate Degree	Licensed by Alabama Board of Physical Therapy, and supervised by a licensed Physical Therapist as required by the AL Board of PT and the AEIS Personnel Standards.
REHABILITATION SPECIALISTS	Rehabilitation Counselor	Master's Degree in Rehabilitation Counseling	
	Rehabilitation Technology Specialist: RTS I	Bachelor's degree in rehabilitation engineering, industrial design, biomedical engineering, electrical engineering, industrial engineering, mechanical engineering, or closely related field	
SPEECH PATHOLOGY	Speech/Language Pathologist: SLP		Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines
VISION SPECIALISTS	Ophthalmologist		Licensed Doctor of Medicine (MD) and Licensed Ophthalmologist in Alabama
	Optometrist		Licensed Optometrist in Alabama

## 2. Audiology

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
AUDIOLOGY	Audiology	Doctoral Degree plus 4 <sup>th</sup> year internship (for new licenses beginning January 2007)	Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).
PHYSICIANS	Physician		Licensed Doctor of Medicine (MD) *Physician Assistant and Certified Registered Nurse Practitioner within their scope of practice in Alabama
	Physician Assistant		M.S.P.A.S., Licensed as PA in Alabama
SLP	Speech/Language Pathology: SLP		Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines

## 3A. Family Training/Home Visits



Other related degrees may be considered and approved for Family Training/Home Visits as determined by the AEIS State Office.

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
AUDIOLOGY	Audiologist <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Audiology	NA
CHILD DEV	Child Development: CD <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Child Development	NA
COUNSELING	Counselor <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in counseling	NA
EDUCATION	Early Childhood Educator: ECE <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Early Childhood Education	NA
	Early Childhood Special Educator: ECSE	Bachelor's degree or Certification in Early Childhood Special Education	NA
	Teacher of the Hearing Impaired: HI	Bachelor's degree in Education of the Hearing Impaired	NA
	Teacher of the Visually Impaired: VI	Bachelor's degree in Education of the Visually Impaired	NA
	Elementary Educator <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Elementary Education	NA
	Special Educator <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's Degree in Special Education, Collaborative Teacher	NA
MUSIC THERAPY	Music Therapist <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in music therapy curriculum	NA
NURSING	Certified Registered Nurse Practitioner: CRNP – RN <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Nursing	NA
	Clinical Nurse Specialist: CNS – RN <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Nursing	NA
	Registered Nurse <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	BSN Bachelor's Degree	NA
OT	Occupational Therapist <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Occupational Therapy	NA
O & M	Orientation/Mobility Specialist: OMS <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Visual Impairment	NA

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
PT	Physical Therapist <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Physical Therapy	NA
REHABILITATION	Rehabilitation Counselor <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Rehabilitation Counseling	NA
	Rehabilitation –Disability Studies <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's Degree in Rehabilitation Studies – Disability Studies	NA
PSYCHOLOGY	Psychologist <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's Degree in Psychology	NA
SOCIAL WORK	Social Worker <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's Degree in Social Work	NA
SOCIOLOGY	Sociology <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's Degree in Sociology	NA
SPEECH	Speech/Language Pathology <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's degree in Speech/Language Pathology	NA
	Communication Science/Disorders <b>Prerequisite:</b> Developmental Specialist Certification//Mentorship	Bachelor's Degree in Communication Science and Disorders.	NA

### 3B. Counseling

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
COUNSELERS	Associate Licensed Counselor: ALC	Master's degree or above in counseling,	Six months supervised experience as an Associate Licensed Counselor in Alabama by a qualified Supervising Licensed Professional Counselor, and passage of Board approved examination
	Licensed Professional Counselor LPC	Master's or Doctoral Degree in Counseling from a CACREP or CORE accredited program	3000 hours supervised experience in professional counseling with Board approved supervision, and passage of Board approved examination
MARRIAGE AND FAMILY THERAPISTS	Licensed Marriage & Family Therapist: LMFT	Masters or Doctoral Degree in Marriage and Family Therapy and completion of 12 month internship as per Board approved rules and regulations plus passage of marriage and family therapy Board approved examination	2 years post-degree full time experience, 200 hours post degree supervision, and 1000 post degree direct client hours
	Marriage & Family Therapy Associate <b>Supervised</b>	Masters or Doctoral Degree in Marriage and Family Therapy and completion of 12 month internship as per Board approved rules and regulations	

	<b>DISCIPLINE</b>	<b>EDUCATIONAL CREDENTIALS</b>	<b>CERTIFICATION/LICENSURE</b>
PSYCHOLOGY	Psychology: Licensed Psychologist	Ph.D.	Licensed by Alabama Board of Examiners in Psychology with coursework and supervised experience in area of child and family
REHAB	Rehabilitation Counselor	Master's Degree in Rehabilitation Counseling	Rehabilitation Counselor
SOCIAL WORKERS	Social Work: Licensed Graduate Social Worker: LGSW	Master's degree in Social Work from a program accredited by the Council on Social Work Education.	NOTE: LGSW must be supervised by a LCSW for two years to obtain board approval to take the LCSW exam.
	Social Work: Licensed Certified Social Worker: LCSW	Master's degree in Social Work from a program accredited by the Council on Social Work Education.	

### 4. Health

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
DIETITIAN	Dietitian: RD	Bachelor's degree in Nutrition	Licensed by Alabama Board of Examiners for Dietitian/Nutrition Practice
PHYSICIANS	Physician		Licensed Doctor of Medicine (MD) *Physician Assistant and Certified Registered Nurse Practitioner within their scope of practice in Alabama
	Physician Assistant		M.S.P.A.S., Licensed as PA in Alabama
NURSES	Certified Registered Nurse Practitioner: CRNP – RN	Bachelor's degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; certified by the ABN in the practice of advanced practice nursing; and subject to collaborative practice agreements with an Alabama physician (MD or DO).
	Clinical Nurse Specialist: CNS – RN	Bachelor's degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; <u>and</u> certified by the ABN in the practice of advanced practice nursing
	Licensed Practical Nurse <b>Supervised</b>	Practical Nursing	Licensed by the Alabama Board of Nursing (supervised by RN or physician as it pertains to nursing services)
	RN	BSN Bachelor's Degree	Licensed as a registered nurse by the Alabama Board of Nursing

### 5. Medical

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
PHYSICIANS	Physician		Licensed Doctor of Medicine (MD) *Physician Assistant and Certified Registered Nurse Practitioner within their scope of practice in Alabama
	Physician Assistant		M.S.P.A.S., Licensed as PA in Alabama
NURSES	Certified Registered Nurse Practitioner: CRNP – RN	Bachelor's degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; certified by the ABN in the practice of advanced practice nursing; and subject to collaborative practice agreements with an Alabama physician (MD or DO).

## 6. Nursing

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
NURSES	Certified Registered Nurse Practitioner: CRNP – RN	Bachelor’s degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; certified by the ABN in the practice of advanced practice nursing; and subject to collaborative practice agreements with an Alabama physician (MD or DO).
	Clinical Nurse Specialist: CNS – RN	Bachelor’s degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; <u>and</u> certified by the ABN in the practice of advanced practice nursing
	Licensed Practical Nurse <b>Supervised</b>	Practical Nursing	Licensed by the Alabama Board of Nursing (supervised by RN or physician as it pertains to nursing services)
	RN	BSN Bachelor’s Degree	Licensed as a registered nurse by the Alabama Board of Nursing

## 7. Nutrition

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
DIETITIAN	Dietitian: RD	Bachelor’s degree in Nutrition	Licensed by Alabama Board of Examiners for Dietitian/Nutrition Practice
NURSES	Certified Registered Nurse Practitioner: CRNP – RN	Bachelor’s degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; certified by the ABN in the practice of advanced practice nursing; and subject to collaborative practice agreements with an Alabama physician (MD or DO).
	Clinical Nurse Specialist: CNS – RN	Bachelor’s degree in Nursing	Licensed as a registered nurse by the Alabama Board of Nursing (ABN); completion of an organized program of nursing education at the graduate level for advanced practice roles; <u>and</u> certified by the ABN in the practice of advanced practice nursing
	Licensed Practical Nurse	Practical Nursing	Licensed by the Alabama Board of Nursing (supervised by RN or physician as it pertains to nursing services)
	RN	BSN Bachelor’s Degree	Licensed as a registered nurse by the Alabama Board of Nursing
PHYSICIANS	Physician		Licensed Doctor of Medicine (MD) *Physician Assistant and Certified Registered Nurse Practitioner within their scope of practice in Alabama
	Physician Assistant		M.S.P.A.S., Licensed as PA in Alabama

## 8. Occupational Therapy

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
OCCUPATIONAL THERAPISTS/ASST	Occupational Therapist	Master's Degree in Occupational Therapy	Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)
	Occupational Therapy Assistant: COTA  <b>Supervised</b>	Associate Degree	Licensed by Alabama Board of Occupational Therapy (ASBOT) and supervised by a licensed Occupational Therapist as required by the AL Board of OT and the AEIS Personnel Standards.

## 9. Physical Therapy

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
PHYSICAL THERAPISTS/AS	Physical Therapist	Master's Degree in Physical Therapy	Physical Therapist licensed by Alabama Board of Physical Therapy
	Physical Therapist Assistant: LPTA  <b>Supervised</b>	Associate Degree	Licensed by Alabama Board of Physical Therapy and supervised by a licensed Physical Therapist as required by the AL Board of PT and the AEIS Personnel Standards.

## 10. Psychology

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
	Psychology: Licensed Psychologist	Ph.D.	Licensed by Alabama Board of Examiners in Psychology with coursework and supervised experience in area of child and family
	Psychology: Psychological Technician  <b>Supervised</b>	Master's degree in Psychology with coursework and supervised experience in area of child and family	Licensed by the Alabama Board of Examiners in Psychology (must be supervised by Licensed Psychologist
	*Other licensed mental health professionals including, but not limited to: School Psychologists, School Psychometrists, Licensed Social Workers, LMFTs, must be approved by Alabama Early Intervention state office to provide psychological services."		

\*License eligible candidates must acquire their respective licenses from their licensing boards within two years of date of hire, unless otherwise specified. Licensed providers must maintain their licenses as per their Licensing Boards and must notify their employers of any actions taken against them by their Boards, including the suspension or revocation of their licenses.

## 11. Service Coordination

To be employed as a Service Coordinator in Alabama's Early Intervention System, an individual should have a degree that meets personnel standards.

Individuals wanting to apply for employment as a Service Coordinator or who have a degree that does not meet personnel standards but have Early Intervention experience or experience working with families of young children may submit a request for review of transcripts and EI Service Coordinator Experience Form to the state office for review (**Appendix D**).

## 12. Sign Language/Cued Language

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
AUDIOLOGY	Audiologist: Au.D.	Doctoral Degree plus 4 <sup>th</sup> year internship (for new licenses beginning January 2007)	Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).
ASL	American Sign Language Instructor		Advanced Rating on Sign Communication Proficiency Interview (SCPI)
EDUCATORS	Teacher of the Hearing Impaired: HI	Bachelor's degree in Education of the Hearing Impaired	
INTERPRETER	Interpreter		Licensed/permitted
SLP	Speech/Language Pathology: SLP		Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines

## 13. Social Work

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
SOCIAL WORK	Social Work: LBSW (Licensed Bachelor Social Worker)	Bachelor's Degree in Social Work from a program accredited by the Council on Social Work Education and licensed by the Alabama Board of Social Work.	NOTE: LBSW must be supervised during the first two years in the same position/place of employment by a licensed MSW who is approved by the Social Work Board - either a LGSW (Licensed Graduate Social Worker) or a LCSW (Licensed Certified Social Worker) who is employed by the same agency or a PIP (Private Independent Practitioner) who does not have to be employed by the same agency. Change in position/job responsibilities or place of employment requires the LBSW to repeat six months of supervision.
	Social Work: Licensed Certified Social Worker: LCSW	Master's degree in Social Work from a program accredited by the Council on Social Work Education and licensed by the Alabama Board of Social Work.	
	Social Work: Licensed Graduate Social Worker: LGSW	Master's degree in Social Work from a program accredited by the Council on Social Work Education and licensed by the Alabama Board of Social Work.	NOTE: LGSW must be supervised by a LCSW for two years to obtain board approval to take the LCSW exam.

## 14. Special Instruction

Educational credentials listed below are for Developmental Specialist only. See specialty sections for certification/licensure requirements for specific disciplinary services. **Other related degrees may be considered and approved for conditional Developmental Specialist status as determined by the AEIS State Office.**

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
AUDIOLOGY	Audiologist <b>Prerequisite:</b> Developmental Specialist Workshop/Mentorship	Bachelor's degree in Audiology	NA
CHILD DEV	Child Development: CD <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Child Development	NA
COUNSELING	Counselor <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in counseling	NA
EDUCATION	Early Childhood Educator: ECE <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Early Childhood Education	NA
	Early Childhood Special Educator: ECSE	Bachelor's degree or Certification in Early Childhood Special Education	NA
	Teacher of the Hearing Impaired: HI	Bachelor's degree in Education of the Hearing Impaired	NA
	Teacher of the Visually Impaired: VI	Bachelor's degree in Education of the Visually Impaired	NA
	Elementary Educator <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Elementary Education	NA
	Special Educator <b>Prerequisite:</b> Developmental Specialist Workshop/Mentorship	Bachelor's Degree in Special Education, Collaborative Teacher	NA
MUSIC THERAPY	Music Therapist <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in music therapy curriculum	NA
NURSING	Certified Registered Nurse Practitioner: CRNP – RN <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Nursing	NA
	Clinical Nurse Specialist: CNS – RN <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Nursing	NA
	Registered Nurse <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	BSN Bachelor's Degree	NA
OT	Occupational Therapist <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Occupational Therapy	NA
O & M	Orientation/Mobility Specialist: OMS <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Visual Impairment	NA



	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
PT	Physical Therapist <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Physical Therapy	NA
REHABILITATION	Rehabilitation Counselor <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Rehabilitation Counseling	NA
	Rehabilitation –Disability Studies <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's Degree in Rehabilitation Studies – Disability Studies	NA
PSYCHOLOGY	Psychologist <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's Degree in Psychology	NA
SOCIAL WORK	Social Worker <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's Degree in Social Work	NA
SOCIOLOGY	Sociology <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's Degree in Sociology	NA
SPEECH	Speech/Language Pathology <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's degree in Speech/Language Pathology	NA
	Communication Science/Disorders <b>Prerequisite:</b> Developmental Specialist Certification/Mentorship	Bachelor's Degree in Communication Science and Disorders.	NA

### 15. Speech-Language Pathology

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
	Speech/Language Pathology: SLP		Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) OR in clinical fellowship year with supervision in accordance with ASHA guidelines

### 16. Transportation

Possession of a valid Alabama Driver's License or Commercial Driver's License (CDL, Class C or B) as appropriate

Cost of travel (e.g. mileage or travel by taxi, common carrier, or other means) and other costs (e.g. tolls and parking expenses) that are necessary to enable a child eligible under this part and the child's family to receive early intervention services.

### 17. Vision

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
P H	Physician		Licensed Doctor of Medicine (MD) *Physician Assistant and Certified Registered

	DISCIPLINE	EDUCATIONAL CREDENTIALS	CERTIFICATION/LICENSURE
			Nurse Practitioner within their scope of practice in Alabama
	Physician Assistant		M.S.P.A.S., Licensed as PA in Alabama
VISION SPECIALISTS	Orientation/Mobility Specialist: OMS	Bachelor's degree in Visual Impairment	Certification in O & M by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)
	Ophthalmologist		Licensed Doctor of Medicine (MD) and Licensed Ophthalmologist in Alabama
	Optometrist		Licensed Optometrist in Alabama
	Vision Rehabilitation Therapist	Bachelor's degree with an emphasis in the area of VRT	(ACVREP) Certified Vision Rehabilitation Therapist (CVRT) by the Academy for Certification of Vision Rehabilitation & Education Professionals (ACVREP)
	Teachers of Visually Impaired (TVI)	Masters in Visual Impairment	Class A, Special Education: Visual Impairments: P-12

DESCRIPTION OF SERVICES / SCOPE OF PRACTICE	
<b>1. ASSISTIVE TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>○ The evaluation of the needs for assistive technology of a child with a disability, including a functional evaluation of the child in the child's customary environment.</li> <li>○ Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices.</li> <li>○ Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.</li> <li>○ Coordinating and using other therapies, interventions, or services with assistive technology devices.</li> <li>○ Training or technical assistance for a child with disabilities or, if appropriate, that child's family.</li> <li>○ Training or technical assistance for professionals (including individuals providing early intervention services), or other individuals who provide services to or are otherwise substantially involved in the major life functions of individuals with disabilities existing education and rehabilitation plans and programs.</li> </ul>
<b>2. AUDIOLOGY</b>	<ul style="list-style-type: none"> <li>○ Identification of children with auditory impairment, using at risk criteria and appropriate audiologic screening techniques.</li> <li>○ Determination of the range, nature and degree of hearing loss and communication functions by use of audiological evaluation procedures.</li> <li>○ Referral for medical and other services necessary for the habilitation or rehabilitation of children with auditory impairment.</li> <li>○ Provision of auditory training, aural rehabilitation, speech reading and listening device orientation and training, and other services.</li> <li>○ Determination of the child's need for individual amplification, including selecting, fitting, and dispensing appropriate listening and vibrotactile devices and evaluating the effectiveness of those devices.</li> <li>○ Provision of services for the prevention of hearing loss.</li> </ul>
<b>3. FAMILY TRAINING, COUNSELING, AND HOME VISITS</b>	<ul style="list-style-type: none"> <li>○ Family Training and Home Visits (i.e., services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child eligible under this part [IDEA, Part C] in understanding the special needs of the child and enhancing the child's development [in coordination with and under the guidance of the IFSP team and as outlined on the IFSP]).</li> <li>○ Counseling (Formal, therapeutic interventions specifically designed to meet the emotional needs of children and their families).</li> </ul> <p>TRAINING REQUIREMENT: Disciplines requiring completion of the Developmental Specialist</p>

<b>DESCRIPTION OF SERVICES / SCOPE OF PRACTICE</b>	
	Certification/Mentorship to deliver these services must complete the training within 6 months of employment..
<b>4. HEALTH SERVICES</b>	<ul style="list-style-type: none"> <li>○ Services such as clean intermittent catheterization, tracheotomy care, tube feeding, the changing of dressings or colostomy collection bags, and other health services.</li> <li>○ Consultation by physicians with other service providers concerning the special health care needs of eligible children that will need to be addressed in the course of providing other early intervention services.</li> </ul>
<b>5. MEDICAL SERVICES</b>	<ul style="list-style-type: none"> <li>○ Diagnostic purposes.</li> <li>○ Evaluation purposes.</li> </ul>
<b>6. NURSING SERVICES</b>	<ul style="list-style-type: none"> <li>○ The assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems.</li> <li>○ The provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development.</li> <li>○ Administration of medications, treatments, and regimens prescribed by a licensed physician.</li> </ul>
<b>7. NUTRITION</b>	<ul style="list-style-type: none"> <li>○ Conducting individual assessments in nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.</li> <li>○ Developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part, based on the findings of the individual nutritional assessment.</li> <li>○ Making referrals to appropriate community resources to carry out nutritional goals.</li> </ul>
<b>8. OCCUPATIONAL THERAPY</b>	<ul style="list-style-type: none"> <li>○ Identification, assessment, and intervention of children birth to three</li> <li>○ Adaptation of the environment and selection, design, and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills.</li> <li>○ Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.</li> </ul>
<b>9. PHYSICAL THERAPY</b>	<ul style="list-style-type: none"> <li>○ Screening, evaluation, and assessment of infants and toddlers to identify movement dysfunction.</li> <li>○ Obtaining, interpreting, and integrating information appropriate to program planning, to prevent, alleviate, or compensate for movement dysfunction and related functional problems.</li> <li>○ Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.</li> </ul>
<b>10. PSYCHOLOGICAL SERVICES</b>	<ul style="list-style-type: none"> <li>○ Administering psychological and developmental tests and other assessment procedures.</li> <li>○ Interpreting assessment results.</li> <li>○ Obtaining, integrating and interpreting information about child behavior, and child and family conditions related to learning, mental health, and development.</li> <li>○ Planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, and parent training, and education programs.</li> </ul>
<b>11. SERVICE COORDINATION</b>	<ul style="list-style-type: none"> <li>○ Coordinating all services across agency lines.</li> <li>○ Serving as the single point of contact in helping parents to obtain the services and assistance they need.</li> <li>○ Assisting parents of eligible children in gaining access to the early intervention services and other services identified in the IFSP.</li> <li>○ Coordinating the provision of early intervention services and other services (such as medical services for other than diagnostic and evaluation purposes) that the child needs or is being provided.</li> <li>○ Facilitating the timely delivery of available services.</li> <li>○ 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.</li> <li>○ Coordinating the performance of evaluations and assessments.</li> <li>○ Facilitating and participating in the development, review, and evaluation of IFSPs.</li> <li>○ Assisting families in identifying available service providers.</li> <li>○ Coordinating and monitoring the delivery of available services.</li> </ul>

<b>DESCRIPTION OF SERVICES / SCOPE OF PRACTICE</b>	
	<ul style="list-style-type: none"> <li>○ Informing families of the availability of advocacy services.</li> <li>○ Coordinating with medical and health providers.</li> <li>○ Facilitating the development of a transition plan to preschool services, if appropriate.</li> </ul>
<b>12. SIGN LANGUAGE AND CUED LANGUAGE</b>	<ul style="list-style-type: none"> <li>○ Teaching sign language, cued language.</li> <li>○ Auditory/oral language.</li> <li>○ Providing oral transliteration services (such as amplification) and providing sign and cued language interpretation.</li> </ul>
<b>13. SOCIAL WORK SERVICES</b>	<ul style="list-style-type: none"> <li>○ Making home visits to evaluate the child's living conditions and patterns of parent-child interaction.</li> <li>○ Preparing a social or emotional development assessment of the child within the family context.</li> <li>○ Providing individual and family-group counseling with parents and other family members and providing appropriate social skill-building activities with the child and parents.</li> <li>○ Working with those problems in a child's and family's living situation (home, community, and any center where early intervention services are provided) that affect the child's maximum utilization of early intervention services.</li> <li>○ Identifying, mobilizing, and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services.</li> </ul>
<b>14. SPECIAL INSTRUCTION SERVICES</b>	<ul style="list-style-type: none"> <li>○ Special Instruction includes the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas. It provides information and support related to enhancing the skill development of the child to attain his or her maximum functional level.</li> <li>○ These activities are based on the family's daily routines, provided in the child's natural environment, and are coordinated with all other services in the plan. These activities provide assistance with acquisition, retention or improvement in skills related to routine activities of daily living, communicating with caregivers, and social and adaptive skills.</li> <li>○ These activities also address the 3 OSEP child outcome areas of 1) Developing Positive social-emotional skills (including social relationships), 2) Acquiring and using knowledge and skills (including early language/communication and cognitive), and 3) Using appropriate behaviors to meet his or her needs. Integral to this service is family training, education, and support-based visits to assist the family of a child eligible for services in understanding the special needs of their child and enhancing their child's development.</li> </ul> <p>TRAINING REQUIREMENT: Approved disciplines other than ECSE, VI, and HI <b>must enroll in the Developmental Specialist Certification/Mentorship</b>. Special Instruction services, in accordance with the AEIS supervision requirements, may be provided for up to 6 months from initial employment in AEIS while working towards the completion of the <b>Developmental Specialist Certification/Mentorship</b>. The 6 month timeline does not restart upon employment with a different AEIS program.</p>
<b>15. SPEECH-LANGUAGE PATHOLOGY</b>	<ul style="list-style-type: none"> <li>○ Identification of children with communicative or oropharyngeal disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills.</li> <li>○ Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communicative or oropharyngeal disorders and delays in development of communication skills.</li> <li>○ Provision of services for habilitation, rehabilitation, or prevention of communicative or oropharyngeal disorders and delays in development of communication skills.</li> </ul>
<b>16. TRANSPORTATION</b>	<ul style="list-style-type: none"> <li>○ Cost of travel (e.g. mileage or travel by taxi, common carrier, or other means) and other costs (e.g. tolls and parking expenses) that are necessary to enable a child eligible under this part and the child's family to receive early intervention services.</li> </ul>
<b>17. VISION SERVICES</b>	<ul style="list-style-type: none"> <li>○ Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities.</li> <li>○ Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both.</li> </ul>

<b>DESCRIPTION OF SERVICES / SCOPE OF PRACTICE</b>	
	<ul style="list-style-type: none"><li>○ Communication skills training, orientation and mobility training for all environments, visual training, independent living skills training, and additional training necessary to activate visual motor abilities.</li></ul>

**APPENDIX A**

**6TH VISIT/90 DAY SUPERVISORY FORM  
("HAND OFF" COMMUNICATION BETWEEN COTA AND OT/LPTA AND PT)**

***\*\*This form is to be completed by the licensed assistant and given to the supervising therapist PRIOR to the 6<sup>th</sup> visit/90-day supervisory visit\*\****

**Child's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Caregiver present for sessions and location for sessions (home, day care):**

\_\_\_\_\_  
**Update on child's progress as related to current IFSP outcomes:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Update on recent medical appointments/information per caregiver:**

\_\_\_\_\_  
\_\_\_\_\_

**Update on concerns/questions that family may have regarding their child's progress or diagnosis:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Other relevant information regarding the visits with this child and family/caregiver since the last supervisory visit:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Signature of Therapist**

\_\_\_\_\_  
**Signature of Licensed Assistant**

**APPENDIX B  
DEVELOPMENTAL SPECIALIST OBSERVATION LEARNING TOOL**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Session Start Time: \_\_\_\_\_ Session End Time: \_\_\_\_\_

	Yes	No	
Were skills discussed in the context of routines? (e.g., During what activity or routine during the day do you see this? During what activity or routine during the day would you like to see him/her do this?)			<i>Which skills and routines were discussed?</i>
Did the Service Provider arrive at a strategy for parent/caregiver training?			<i>What was the strategy?</i>
Did the Service Provider demonstrate the recommended intervention strategy to the parent/caregiver? Did the parent/caregiver have the opportunity to practice the recommended strategy?			<i>How did the service provider demonstrate the strategy to the parent/caregiver?</i>
Did the Service Provider ask the parent/caregiver if they thought the recommended intervention strategy is doable for them? (e.g., "Do you think this will work?", "With everything else you do at this time of the day, do you think you'll be able to do this?" or "I'm not sure I've described this very well. Is this something you think you will do"?)			<i>If the parent said no, then what did the Service Provider do next?</i>
Did the Service Provider go back and review what was done during the session today? Did the Service Provider go back and discuss what intervention strategies the parent/caregiver needs to do between now and the next visit?			<i>What parent/caregiver plan did the provider leave with the family/daycare?</i>
Did the Service Provider provide emotional support during this visit, if needed? (e.g., Respond to family concerns, pay attention to parent's comments, provider was friendly and not formal)			<i>If yes, how did you see emotional support being provided?</i>
Did the Service Provider provide material support during the visit, if needed? (e.g., Ensure equipment to promote the child's functioning, including adaptive equipment or communication devices, books, specific toys?)			<i>If yes, what did they provide?</i>
Did the Service Provider provide informational support, if needed? (e.g., Ensure family had access to information about the child's disability, child development, information about other possible resources)			<i>If yes, what did they provide?</i>

\_\_\_\_\_  
**Signature/Credentials of Observing Conditional DS**

\_\_\_\_\_  
**Signature/Credentials of Service Provider Observed**

NOTE: This tool is for learning purposes only and should not go in the child's record. It should be completed during the session and signed at the end of the session. The conditional Special Instructor should keep the completed form for future reference.

## APPENDIX C

### EARLY INTERVENTION EXPERIENCE FORM

For Developmental Specialist candidates falling within the "Conditional Other" category of the AEIS Personnel Standards. Please describe your experience in working with very young children with disabilities, age birth to three and their families.

<p><b>A. NAME, ADDRESS, AND PHONE NUMBER:</b></p>
<p><b>B. TYPE OF AGENCY/ORGANIZATION WITH WHICH YOU HAVE EXPERIENCE (Check all that apply):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Service delivery agency</li> <li><input type="checkbox"/> Child care program</li> <li><input type="checkbox"/> School System (preschool/primary/secondary)</li> <li><input type="checkbox"/> Hospital</li> <li><input type="checkbox"/> Private outpatient office or group practice</li> <li><input type="checkbox"/> Home care</li> <li><input type="checkbox"/> Academic institution (college, university, etc.)</li> <li><input type="checkbox"/> Health and wellness facility</li> <li><input type="checkbox"/> Research center</li> <li><input type="checkbox"/> Other _____</li> </ul>
<p><b>C. POSITION TITLE AND DESCRIPTION OF CURRENT/PREVIOUS JOB/DUTIES:</b></p>
<p><b>D. REFERENCES:</b></p> <ol style="list-style-type: none"> <li>1. Name, title and contact information of character reference:</li> <li>2. Name, title and contact information of work related reference (immediate supervisor):</li> <li>3. Name, title and contact information of second work related reference:</li> </ol>
<p><b>E. DOCUMENTATION OF ACCEPTABLE EXPERIENCE CLOSELY RELATED TO SPECIAL INSTRUCTION FOR YOUNG CHILDREN:</b></p>
<p><b>F. LIST THE MOST COMMON TYPES OF DISABILITIES WITH WHICH YOU HAVE HAD EXPERIENCE (e.g., Developmental Delay, Cerebral Palsy, Down Syndrome, Autism, etc.):</b></p>
<p><b>G. PERSONAL EXPERIENCE WORKING WITH AN INDIVIDUAL WITH SPECIAL NEEDS:</b></p> <ol style="list-style-type: none"> <li>a. With whom did you gain experience (e.g., your child, another family member, employment)?</li> <li>b. What was the age of the person(s) with whom you had experience?</li> <li>c. What type of setting(s) (e.g., home, church, child care, school, other)?</li> <li>d. Describe the typical interactions (e.g., daily care, occasional babysitting, intervention).</li> </ol>
<p><b>H. EXPERIENCE IN COLLABORATING WITH/COACHING FAMILIES:</b></p>

I verify that the information provided above is accurate and provides a true representation of my experience with very young children with disabilities, age birth to five, and their families. I also give permission for this information to be verified with the contact person(s) listed above.

Applicant Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature of potential employer (if applicable): \_\_\_\_\_



## APPENDIX D

### EARLY INTERVENTION EXPERIENCE FORM SERVICE COORDINATION

A. NAME, ADDRESS, EMAIL AND PHONE NUMBER:

B. TYPE OF AGENCY/ORGANIZATION WITH WHICH YOU HAVE EXPERIENCE (Check all that apply):

- Service delivery agency
- Childcare program
- School System (preschool/primary/secondary)
- Hospital
- Private outpatient office or group practice
- Home care
- Academic institution (college, university, etc.)
- Health and wellness facility
- Research center
- Other \_\_\_\_\_

C. POSITION TITLE AND DESCRIPTION OF CURRENT/PREVIOUS JOB DUTIES:

D. REFERENCES:

1. Name, title and contact information of character reference:

2. Name, title, and contact information of work-related reference (immediate supervisor):

3. Name, title, and contact information of second work related reference:

E. The following knowledge and skills are important for service coordinators to have (National Service Coordinator Training Group/DEC, 8/12/2020). Please mark the ones for which you have experience and/or training:

- Infant and Toddler Development:** Service Coordinators should have knowledge of infant and toddler development including factors that contribute to development such as family context, relationships, culture, socio-economic considerations, environment, and experiences to inform intervention decisions, child development and learning within natural environments.
- Family-Centered Practices:** Service Coordinators should have the ability to respect and support the distinctive qualities of each family, recognizing the family as the teacher, support, decisionmaker and advocate for their child.
- Interviewing:** Service Coordinators must have skill in conducting interviews that includes advanced preparation, active listening, effective communication, reflection, and follow-up.
- Coordination of Services:** Service Coordinators should have the ability to coordinate and monitor the timely delivery of services.
- Transition:** Service Coordinators should implement smooth and effective transition plans with the family that identify the events, activities, and processes associated with key changes between environments or programs during the early childhood years.
- Professionalism:** Service Coordinators should demonstrate professionalism by using personal and professional boundaries, flexibility, resiliency, time management, dependability, and by engaging in ongoing professional development.
- Practical skills:** Service coordinators should have organizational skills, the ability to meet deadlines, task management skills, and the writing of plans.

Please provide a description of your experience and/or training in the areas that you marked above:

I verify that the information provided above is accurate and provides a true representation of my experience with infants and toddlers with disabilities and their families. I also give permission for this information to be verified with the contact person(s) listed above.

Signature: \_\_\_\_\_

Signature of potential employer (if applicable): \_\_\_\_\_