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Chapter 12: Personnel

Practitioner Qualifications

1. Personnel providing Part C early intervention supports and services in Virginia must meet the discipline-specific qualifications specified in Table C at the end of this chapter.
2. Individual practitioners of early intervention services, except physicians, audiologists and registered dietitians, must be certified by the State Lead Agency as an Early Intervention Professional, Early Intervention Specialist, or Early Intervention Case Manager*. Audiologists who provide early intervention services other than audiological testing are strongly encouraged to become certified as Early Intervention Professionals.
3. In order to provide both service coordination and another early intervention service, a practitioner must be certified as both an Early Intervention Professional and an Early Intervention Case Manager or as both an Early Intervention Specialist and an Early Intervention Case Manager.
4. A one-page fact sheet for individuals interested in providing early intervention services in Virginia is available at <http://infantva.org/documents/Info%20for%20New%20Providers%20-%205-26-17.pdf>.

* In order to allow Medicaid reimbursement for service coordination provided to children with Medicaid/FAMIS through the Early Intervention Targeted Case Management (EI TCM) program, the legislative terminology of “case manager” must be used for the certification. The service provided by certified Early Intervention Case Managers is service coordination.

Scope of Practice

1. Qualified practitioners have those responsibilities designated in Table C.
2. Certified Early Intervention Specialists must work under the supervision of an Early Intervention Professional who has completed the Infant & Toddler Connection of Virginia

supervision training module and passed the competency test with at least 80% accuracy. Early Intervention Specialists may be supervised by an Early Intervention Professional from any discipline unless discipline-specific regulations specify otherwise.

3. Certified Early Intervention Case Managers who have completed the supervision training module may supervise other certified Early Intervention Case Managers only.

Early Intervention Certification

There are three early intervention certifications: Early Intervention Professional, Early Intervention Specialist, and Early Intervention Case Manager. Certifications are granted for a three-year period. The date an individual initially receives his/her first certification (regardless of whether that's Early Intervention Practitioner, Early Intervention Specialist or Early Intervention Case Manager) will determine the 3-year certification cycle. If an additional certification is issued to that practitioner within that 3-year cycle, then the new certification will expire on the same date as the original certification.

Requirements and Process for Initial Certification as an Early Intervention Professional or Early Intervention Specialist:

1. Practitioners interested in providing early intervention services in the Infant & Toddler Connection of Virginia system complete an online application that can be found on the Infant & Toddler Connection of Virginia website at <https://eicert.dbhds.virginia.gov>. A *Practitioner Application Manual* is also available on the website at <http://www.infantva.org/documents/ei-Cert-usermanual.pdf> to assist applicants. The applicant must:
 - a. Meet the discipline-specific licensure/certification requirements that apply to his/her discipline; and
 - b. Complete the following Infant & Toddler Connection of Virginia online training courses, passing the competency test for each with at least 80% accuracy:
 - Overview: Mission and Key Principles of Early Intervention
 - The Early Intervention Process
 - Effective Practices for Implementing Early Intervention
 - Responsibilities of Early Intervention Practitioners
 - Child Development; and
 - c. Signify agreement with the assurances on the application, indicating that he/she has knowledge of and agrees to abide by federal and state regulations and the practices specified in the *Infant & Toddler Connection of Virginia Practice Manual*.
2. Once the online application is submitted, the applicant will receive a confirmation on the computer screen and in an email that the application has been submitted. If the applicant cancels his/her application before submitting it, a notice on the screen will confirm the cancellation.
3. The applicant is notified of the status of his/her application:
 - a. If the applicant has met all certification requirements, then the applicant receives notification that certification is granted.
 - b. If the application is incomplete, then the applicant receives notification that it is necessary to provide the missing information.
 - c. If the applicant does not meet all certification requirements, then the applicant receives notification that the request for certification is denied.
4. All certified practitioners are listed in the Infant & Toddler Connection of Virginia practitioner database, which is maintained by the State Lead Agency. The database will include the practitioner's name, discipline, licensure and certification information, and

contact information (which can include not only the practitioner's direct phone number and email address but also the name and contact information of the agency with which the practitioner is employed).

Requirements and Process for Initial Certification as an Early Intervention Case Manager:

1. The requirements and process for initial certification as an Early Intervention Case Manager are the same as those for an Early Intervention Professional or Specialist except that:
 - a. Instead of meeting the discipline-specific licensure/certification requirements that apply to his/her discipline, the applicant must hold:
 - A minimum of a bachelor's degree in any of the following fields:
 - Allied health, including rehabilitation counseling, recreation therapy, occupational therapy, physical therapy, or speech or language pathology;
 - Child and family studies;
 - Counseling;
 - Early childhood;
 - Early childhood growth and development;
 - Early childhood special education;
 - Human development;
 - Human services;
 - Music therapy;
 - Nursing;
 - Psychology;
 - Public health;
 - Social work;
 - Special education – hearing impairments;
 - Special education – visual impairments;
 - Other related field or interdisciplinary studies approved by the State Lead Agency; or
 - An associate degree in a related field such as occupational therapy assistant, physical therapy assistant, or nursing; or
 - A high school diploma or general equivalency diploma, or an undergraduate degree in an unrelated field, plus three years' full-time experience coordinating direct services to children and families and implementing individual service plans. Direct services address issues related to developmental and physical disabilities, behavioral health or educational needs, or medical conditions. Experience may include supervised internships, practicums, or other field placements. Parents' experience coordinating their child's services in Part C early intervention and in Part B early childhood special education will be considered to meet the requirement for full-time experience, and both the time coordinating their child's services in early intervention and in Part B will count toward the requirement for three years' experience.
 - Three years means 36 months or more;
 - Full-time means 32 hours/week.
 - b. The applicant must complete the following Infant & Toddler Connection of Virginia online training courses, passing the competency test for each with at least 80% accuracy:
 - Overview: Mission and Key Principles of Early Intervention

- The Early Intervention Process
- Effective Practices for Implementing Early Intervention
- Responsibilities of Early Intervention Practitioners
- Child Development
- The Many Facets of Service Coordination

Requirements and Process for Recertification:

1. Practitioners interested in renewing their certification to provide early intervention services in the Infant & Toddler Connection of Virginia system complete an online application that can be found on the Infant & Toddler Connection of Virginia website at <https://eicert.dbhds.virginia.gov> at least 30 business days before their current certification expires. The applicant must:
 - a. Meet the discipline-specific licensure/certification requirements that apply to his/her discipline;
 - b. Complete 30 hours of training over the 3-year certification period with content that addresses one or more of the following and is applicable to early intervention:
 - Evidence based practices
 - Changes in policies, procedures and practices
 - Topics identified on the practitioner's professional development plan (see Responsibilities of Certified Practitioners section below for more information on professional development plans); and
 - Training needed for new responsibilities.
 - c. Complete Kaleidoscope training within 15 months of initial certification as an Early Intervention Case Manager unless the applicant completed this training prior to certification. When completed after certification, the Kaleidoscope training counts towards the 30 hours of training required for the practitioner's first recertification.
 - d. Signify agreement with the assurances on the application, indicating that he/she has knowledge of and agrees to abide by federal and state regulations and the practices specified in the Infant & Toddler Connection of Virginia Practice Manual.
2. Once the online application is submitted, the applicant will receive a confirmation on the computer screen and in an email that the application has been submitted. If the applicant cancels his/her application before submitting it, a notice on the screen will confirm the cancellation.
3. The applicant is notified of the status of his/her application:
 - a. If the applicant has met all certification requirements, then the applicant receives notification that the certification is granted.
 - b. If the application is incomplete, then the applicant receives notification that it is necessary to provide the missing information.
 - c. If the applicant does not meet all certification requirements, then the applicant receives notification that the request for certification is denied.

Lapsed Certification

1. A practitioner with a lapsed certification may neither provide nor bill (Part C or DMAS) for early intervention services until his/her certification has been restored.

Restoration of Lapsed Certification:

1. The State Lead Agency may restore an expired certification under the following conditions and with the following documentation from the practitioner:
 - a. The individuals' certification has lapsed for a period less than one year; and
 - b. The certification has lapsed because:
 - The practitioner failed to complete the three-year recertification requirements and the individual provides documentation to the State Lead Agency demonstrating (i) he/she meets the discipline-specific licensure/certification requirements that apply to his/her discipline , and (ii) he/she has completed at least 30 hours of training related to evidence-based practices in early intervention; changes in policies, procedures and practices; topics identified on the practitioner's professional development plan; or training needed for new responsibilities; or
 - The practitioner's discipline-specific qualifications expired and the practitioner documents that he/she now holds a current license, certification, endorsement, or other qualification for the practice of his/her discipline or profession in the Commonwealth of Virginia.
2. When a practitioner's certification is restored, he/she is restored to active status in the practitioner database.

Termination of Certification:

1. A practitioner's early intervention certification will be terminated if:
 - a. The practitioner's discipline-specific license, certification, or endorsement has been suspended or terminated; or
 - b. The practitioner, after a year of having a lapsed certification, fails to comply with the recertification requirements; or
 - c. The practitioner fails to comply with the signed assurances.

Procedures for Reconsideration of Decision to Deny or Terminate Certification:

1. If a practitioner disagrees with the decision to deny or terminate certification, he/she may request reconsideration by the commissioner of the State Lead Agency. The request must be made in writing within 30 days of the date of the written notice of denial or termination and may include relevant additional information or documentation to support the request.
2. The commissioner will review the request for reconsideration and information presented and will issue a decision in writing within 30 business days following receipt of the request. The decision of the commissioner is a final case decision that may be appealed under the Virginia Administrative Process Act.

Responsibilities of Certified Practitioners

1. Certified Early Intervention Professionals who provide supervision of certified Early Intervention Specialists must document their ongoing clinical supervision of services provided by the early intervention specialist and must maintain that documentation for at least 3 years. Although the Infant & Toddler Connection of Virginia does not prescribe the frequency of supervision, there must be documentation that the supervision is ongoing and that supervision is at a clinical level and not just an administrative level (i.e., documentation of annual or semi-annual performance reviews is not adequate). If an Early Intervention Professional observes an Early Intervention Specialist during a service session, then both the Early Intervention Professional and the Early Intervention Specialist must sign the contact note for that session.

2. Maintain a Professional Development Plan – This requirement recognizes the individualized nature of the training and experience of individuals providing early intervention services and provides a mechanism for individuals to customize their continuing education to meet their specific needs. Each practitioner needs to only develop and manage one professional development plan regardless of the number of early intervention certifications held or added during a 3-year certification cycle. If an additional certification is granted during the 3-year certification cycle, the practitioner is expected to review his/her existing professional development plan to determine whether revisions are needed to address the new certification area. Each practitioner is responsible for maintaining a copy of her/his own professional development plan and for making that available to the local system manager and the State Lead Agency upon request.
 - a. Practitioners may use the *Early Intervention Individual Professional Development Plan* form available at <http://www.infantva.org/Pr-PracticeManual-Forms.htm> or may use an alternate form provided through their agency.
 - b. Practitioners who work independently, rather than for an agency, must have their plan reviewed and signed by the local system manager or designee in at least one of the local Infant & Toddler Connection systems in which they work.

The professional development plan is fluid and can change over the 3-year period to reflect emerging/changing needs.

3. Complete 30 hours of training every 3 years that meets the recertification requirements specified above. All training hours completed count toward all certifications held by the practitioner (e.g., it is not necessary to complete 30 hours for the Early Intervention Professional recertification and another 30 hours for Early Intervention Case Manager recertification).
 - a. What Constitutes a Training Activity: In order to count toward the required hours for recertification, a training activity must be at least 1 hour in length.
 - b. Training Opportunities: The State Lead Agency provides information to local systems and practitioners about available training opportunities that have been made known to the Infant & Toddler Connection of Virginia Office, which include a mix of trainings that are free and those that require a fee. It is expected that practitioners will also investigate additional available training opportunities. Most, if not all of the training required to maintain early intervention certification also will meet discipline-specific continuing education requirements.
 - c. Documentation of Completed Training: For each training activity, documentation maintained by the practitioner must include a description of the activity and sponsoring organization, if applicable; the date or dates of training; the number of hours; and a copy of a certificate or verification of attendance, if applicable. Practitioners are required to retain documentation of successful completion of the 30-hour training requirement for recertification for three years following issuance of the renewal certification (i.e., until the issuance of their next renewal certification). That documentation must be made available to the State Lead Agency upon request.
 - d. Types of Training Allowed: Table A following this section specifies the categories of training activities that may be completed as part of the 30 hours of training required for recertification. Following the table is a text box that addresses Frequently Asked Questions about what counts and what does not count as training for Part C recertification.
4. Beginning October 1, 2017, all certified Early Intervention Specialists and Early Intervention Professionals who provide services other than eligibility determination and

assessment for service planning must complete fidelity assessment requirements as follows:

- a. New practitioners who are hired by or contract with a local Infant & Toddler Connection system on or after October 1, 2017 must, in each of their first two years in the Infant & Toddler Connection of Virginia, complete at least 2 self-assessments using the *Coaching in Action* checklist and be observed at least once by a qualified observer. In the first year, one of the self-assessments and the observation may be completed using the requirements detailed in the *Orientation to Coaching and Natural Learning Environment Practices* checklist instead of using the *Coaching in Action* checklist.
- b. Practitioners already working in a local Infant & Toddler Connection system as of October 1, 2017 must complete at least 2 self-assessments using the *Coaching in Action* checklist by September 30, 2018 and at least 2 additional self-assessments between October 1, 2018 and September 30, 2019. Each practitioner must also be observed at least once by a qualified observer by September 30, 2019.

Once the requirements are met in the second year, the need for and frequency of additional self-assessment and observation will be determined by the supervisor for each individual practitioner based on the results of the year two self-assessments, observation, record reviews, and ongoing supervision. Please note that practitioners who work for more than one local Infant & Toddler Connection system are not required to complete the fidelity assessment requirements separately for each local system with which they work. Table B, at the end of this section, provides further details regarding fidelity assessment requirements.

5. Complete the *Early Intervention Training Record* form, which is available along with a sample, partially-completed form at <http://www.infantva.org/Pr-PracticeManual-Forms.htm>. Practitioners must use this form to track the professional development activities completed during each 3-year certification cycle. Practitioners must retain a copy of the completed training record form for three years following issuance of the recertification that is based on that training record.
 - a. The practitioner’s supervisor must sign off on each line of the training record to indicate his/her awareness of the trainings/activities the employee is accessing as well as approval of the activities.
 - b. Independent practitioners who practice without a supervisor are required to obtain the initials of the local system manager or designee in at least one of the local Infant & Toddler Connection systems in which they work.
6. Ensure the correct and current profile information (contact information, affiliations with local systems, etc.) is listed in the online Early Intervention Certification (EICERT) website. This includes ensuring correct and current discipline-specific licensure, certification or endorsement information, updating the expiration date for each qualification (license, certification or endorsement), as needed, to match the date on the most current license, certification or endorsement. For more specific instructions, practitioners can go to the EICERT website (<https://eicert.dbhds.virginia.gov>) and click on the User Manual link at the top of the left menu.
7. Immediately notify the State Lead Agency of any change that may affect their certification status or their participation in the Infant & Toddler Connection of Virginia.

Table A: Types of Training Allowed

Training Category	Description	Hours	Documentation Required
College	<ul style="list-style-type: none"> • Must be earned at a 	1 semester hour =	Transcript

courses	regionally accredited 2-year or 4-year college; <ul style="list-style-type: none"> • Must be taken for credit; • Must earn passing grade; • Could be pass-fail. 	10 hours	
Professional development activities	<ul style="list-style-type: none"> • Self-study: online; journal; book group; may be group or individual. • Mentoring • Online training • In-service training: Examples include a training within the practitioner's own agency; attending a meeting with speaker (only the time when the speaker is presenting counts as training); a brown bag lunch series; etc. • Fidelity self-assessment and/or observation 	Hours based on amount of time spent (1 hour spent = 1 hour) Maximum of 5 hours of training per 3-year period may be self-study Maximum of 15 hours per 3-year period may be claimed by qualified observer for time spent doing observation	<ul style="list-style-type: none"> • Self-study: Written summary of what was done, amount of time spent, sources used • Mentoring: Written summary of activities completed, amount of time spent, name and qualifications of mentor • Online training: Printed certificate, if available, or printed summary of training topic, sponsor organization, training content • In-service training: Certificate, if available, or written summary of training topic, sponsor organization, training content • Fidelity assessment: Copies of completed fidelity checklists, written record of amount of time spent
Professional conference	4 or more hours in length	Certificate will give # of hours, which will include time in conference sessions, not counting breaks or meals	Certificate

Frequently Asked Questions about What Counts as Training for Recertification:

1. Is it possible to use an observation as a training activity (i.e. someone wants to learn about how speech therapy works by observing a therapist)?
In order to be considered as part of the 30 hours, the experience would need to be more structured than simply observing. For example, the activity might include preparation of the learner prior to the observation (reading materials, identification of what to be on the lookout for during the observation) and follow up discussion/mentoring after the observation.
2. How much flexibility do we have in using coordination with those who have expertise in a particular area – i.e. scheduling 1:1 to meet with a system manager about Part C updates?
One-on-one training with individuals with the expertise the learner is seeking makes sense. However, discussion with system managers about Part C Updates would not meet the intent of the training requirements.
3. To what extent can meetings serve as trainings – particularly in the area of updating on Part C – i.e. council meetings, service coordination meetings?
Meetings do not count toward the 30 hours of required training.
4. Does the Part C Leadership Academy count?
Yes, if for the individual attending the training it addresses one of the 4 topic areas specified in 1b under “Requirements and Process for Recertification.”
5. When a service coordinator attends Kaleidoscope I and II, does that count towards her 30 hours?
Yes
6. Does it count toward my 30 hours if I’m the one providing the training?
Being the trainer does not give you hours toward recertification.

Table B: Fidelity Assessment Requirements Beginning October 1, 2017

Practitioner Responsibilities

- Ensure required self-assessments are completed at least 4 months and no more than 6 months apart, unless completing more than 2 self-assessments per year
- Record the amount of time spent completing the self-assessments and reviewing the results of the self-assessment and observation with supervisor and/or observer for credit toward the 30 hours of professional development required for EI certification
- Maintain a copy of the completed checklists (self-assessments and observation) for at least 3 years and make available to the local system manager and the State Lead Agency upon request
- Share results of the self-assessment with his/her supervisor and revise his/her Professional Development Plan as needed, based on the self-assessment and/or observation results and need for additional professional development and support

Qualified Observer Responsibilities

- Meet one of the following qualifications:

- Master Coach plus completion of the Texas Early Childhood Intervention *Coaching Families* Module in accordance with Infant & Toddler Connection of Virginia instructions. For purposes of this qualification, Master Coach is defined as an individual who has completed the 3-day face-to-face Master Coach training by Dathan Rush and M'Lisa Shelden and the 6-month community of practice following that training (completing coaching logs and participating in the monthly technical assistance call in at least 4 of the 6 months). This training may have occurred in Virginia or elsewhere. Documentation of completion may include a certificate of participation, a letter of commendation from Catherine Hancock (that was sent to Virginia Master Coaches after completion of the community of practice), or other records maintained in the individual's personnel file documenting completion of these requirements at the time they were completed
- At least 6 months experience using Rush and Shelden or similar model of coaching plus 8 hours of professional development* on coaching plus completion of the Texas Early Childhood Intervention *Coaching Families* Module in accordance with Infant & Toddler Connection of Virginia instructions
- At least 4 months experience using Rush and Shelden or similar model of coaching plus 4 hours of professional development* on coaching and observed plus approved by master coach or other qualified observer plus completion of the Texas Early Childhood Intervention *Coaching Families* Module in accordance with Infant & Toddler Connection of Virginia instructions

*Professional development may include but is not limited to: Rush and Shelden regional training, book study of *Early Childhood Coaching Handbook*, Coaching Implementation Project participation, local or regional coaching training, participation in coaching community of practice, book study, classes, webinars, supervision of and feedback on your own coaching practices, observation/work with mentor

- Maintain documentation of his/her qualifications to be an observer for fidelity assessment and produce those upon request by the local or state lead agency. To document completion of the Texas Early Childhood Intervention *Coaching Families* Module, document the time spent and date completed and keep the *Coaching in Action* checklists (one for Henley and one for Lennox) filled in during the Practice Activities section of the module.
- When the observer is not the practitioner's supervisor, coordinate with the practitioner and supervisor to ensure information from the observation is shared and used to identify and meet the practitioner's need for ongoing supervision, professional development and support related to coaching.
- Record the amount of time spent completing the observation and reviewing the results of with the practitioner and/or his/her supervisor for credit (up to 15 hours) toward the 30 hours of professional development required for EI certification.

Supervisor Responsibilities:

- Review results of the self-assessments and observation to inform ongoing supervision and support
- Review the practitioner's Professional Development Plan to determine the need to add activities related to coaching

Local System Manager Responsibilities:

- Submit fidelity assessment data to the State Lead Agency as required by the terms of the *Local Contract for Participation in Part C Early Intervention*
- Use fidelity assessment results to identify and address local professional development needs related to coaching

TABLE C: PRACTITIONER QUALIFICATIONS AND RESPONSIBILITIES

Discipline	Qualifications	Practitioner Level		Scope of Responsibilities						EI Services
		Professional	Specialist	Screening	Elig Det.	Assessment	Direct Child/Family	Teaming	Supervise Staff	
Audiologist	Licensure in Audiology by the Board of Audiology and Speech-Language Pathology	X		X	X	X	X	X	X	Audiology, Developmental Services
Assistant Behavior Analyst	Licensed as Assistant Behavior Analyst by the Virginia Board of Medicine		X	X w/training			X w/supervision	X		Developmental Services
Behavior Analyst	Licensed as Behavior Analyst by the Virginia Board of Medicine	X		X	X	X	X	X	X	Developmental Services
Certified Therapeutic Recreation Specialist	Certification through the National Council on Therapeutic Recreation Certification	X		X	X	X	X	X	X	Developmental Services, Assistive Technology Services
Counselor - including Licensed Professional Counselor	Licensure as Licensed Professional Counselor by the Virginia Board of Counseling	X		X	X	X	X	X	X	Counseling Services
School Counselor	Licensure with an endorsement as a School Counselor (pre K - 12) by the Virginia Board of Education	X		X	X	X	X	X	X	Counseling Services
Early Intervention Assistant	GED, High School Diploma or College Degree		X	X w/training			X w/Supervision	X		Developmental Services
Early Intervention Service Coordinator	Combination of education and experience that meets requirements specified earlier in this chapter	N/A	N/A	X w/training			X	X	X other SCs	Service Coordination

Discipline	Qualifications	Practitioner Level		Scope of Responsibilities						EI Services
		Professional	Specialist	Screening	Elig Det.	Assessment	Direct Child/Family	Teaming	Supervise Staff	
Educators -including Early Childhood Special Education	Licensure with an endorsement in Special Education - Early Childhood (birth-5) by the Virginia Board of Education	X		X	X	X	X	X	X	Developmental Services, Assistive Technology Services
Educators (cont.) Educator	Licensure with endorsement in Early/Primary Education (PreK – 3) or NK-4 or elementary education (PreK-6) by the Virginia Board of Education									Developmental Services, Assistive Technology Services
	Licensure with endorsement in adapted curriculum (K-12) or general curriculum (K-12)	X		X	X	X	X	X	X	
	Licensure with endorsement in Career and Technical Education-Family and Consumer Sciences by the Virginia Board of Education									
Educator of the Hearing Impaired	Technical Professional License in Career and Technical Education-Family and Consumer Sciences by the Virginia Board of Education									Developmental Services, assistive Technology Services
	Licensure with endorsement in Special Education - Hearing Impairments (pre K – 12) by the Virginia Board of Education	X		X	X	X	X	X	X	

Discipline	Qualifications	Practitioner Level		Scope of Responsibilities						EI Services
		Professional	Specialist	Screening	Elig Det.	Assessment	Direct Child/Family	Teaming	Supervise Staff	
Educator of the Visually Impaired	Licensure with endorsement in Special Education - Visual Impairments (pre K – 12) by the Virginia Board of Education	X		X	X	X	X	X	X	Developmental Services, Vision Services, Assistive Technology Services
Family and Consumer Science Professional	Employed in Virginia's Part C system before July 1, 2009: Certification through the American Association of Family and Consumer Sciences. Employed on or after July 1, 2009: Certification with successful completion of the concentration examination in human development and family studies through the American Association of Family and Consumer Sciences.	X		X	X	X	X	X	X	Developmental Services, Assistive Technology Services
Family therapist	Licensure as Marriage and Family Therapist by the Virginia Board of Counseling	X		X	X	X	X	X	X	Counseling Services
Music Therapist	Certification by Certification Board for Music Therapy (MT-BC)	X		X	X	X	X	X	X	Developmental Services
Nurse - Includes Registered Nurse and Nurse Practitioner	Licensure by the Virginia Board of Nursing as a registered nurse or Licensure by the Virginia Board of Nursing as a nurse practitioner	X		X	X	X	X	X	X	Nursing Services, Developmental Services, Assistive Technology Services
Occupational Therapist	Licensure as Occupational Therapist by the Virginia Board of Medicine	X		X	X	X	X	X	X	Occupational Therapy, Assistive Technology Services

Discipline	Qualifications	Practitioner Level		Scope of Responsibilities						EI Services
		Professional	Specialist	Screening	Elig Det.	Assessment	Direct Child/Family	Teaming	Supervise Staff	
Occupational Therapy Assistant	Licensure as Occupational Therapy Assistant by the Virginia Board of Medicine		X	X w/training			X w/Supervision	X		Occupational Therapy, Assistive Technology Services
Orientation and Mobility Specialist	Certification by the National Blindness Professional Certification Board as a National Orientation and Mobility Certificant (NOMC); OR certification by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) as a Certified Orientation and Mobility Specialist (COMS)	X		X	X	X	X	X	X	Developmental Services, Vision Services, Assistive Technology Services
Physical Therapist	Licensure as Physical Therapist by the Virginia Board of Physical Therapy	X		X	X	X	X	X	X	Physical Therapy, Assistive Technology Services
Physical Therapist Assistant	Licensure as Physical Therapist Assistant by the Virginia Board of Physical Therapy		X	X w/training			X w/Supervision	X		Physical Therapy, Assistive Technology Services
Physician	Licensure in Medicine or Osteopathic Medicine by the Virginia Board of Medicine	X		X	X	X	X	X	X	Medical Services
Psychologist – including Clinical psychologist	Licensure as Clinical Psychologist by Virginia Board of Psychology	X		X	X	X	X	X	X	Psychological services
School psychologist	Licensure with endorsement in School Psychology through the Virginia Board of Education	X		X	X	X	X	X	X	Psychological services

Discipline	Qualifications	Practitioner Level		Scope of Responsibilities						EI Services
		Professional	Specialist	Screening	Elig Det.	Assessment	Direct Child/Family	Teaming	Supervise Staff	
Applied psychologist	Licensure as Applied Psychologist by Virginia Board of Psychology	X		X	X	X	X	X	X	Psychological services
Registered Dietitian	Registration by the Commission on Dietetic Registration	X		X	X	X	X	X		Nutrition Services
Social Worker – including Licensed Social Worker	Licensure as Licensed Social Worker by the Virginia Board of Social Work		X	X w/training			X w/Supervision	X		Social Work Services
Licensed Clinical Social Worker	Licensure as Licensed Clinical Social Worker by the Virginia Board of Social Work	X		X	X	X	X	X	X	Social Work Services
School Social Worker	Licensure with endorsement as a school social worker by the Virginia Board of Education	X		X	X	X	X	X	X	Social Work Services
Speech-Language Pathologist	Licensure in Speech-Language Pathology by the Virginia Board of Audiology and Speech-Language Pathology	X		X	X	X	X	X	X	Speech-Language Pathology, Assistive Technology Services
Licensed Practical Nurse	Licensure as Practical Nurse by the Virginia Board of Nursing		X	X w/training			X w/Supervision	X		Nursing Services, Developmental Services
Certified Nurse Aide	Certification as Nurse Aide by the Virginia Board of Nursing		X	X w/training			X w/Supervision	X		Nursing Services, Developmental Services

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