



**Infant & Toddler Connection of Virginia  
Part C Update  
March 16, 2010**

**Note about This Update:**

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

**MEDICAID EARLY INTERVENTION INITIATIVE**

DMAS and the Part C Office are continuing to refine the processes and data system support for the Medicaid Early Intervention Initiative.

- Medicaid's billing system has been updated and claims for T1023 (Assessments for Service Planning) or T1024 (Team and Individual Follow up Evaluations and Team Based treatment) that were not fully reimbursed can now be resubmitted for payment if they met the following criteria:
  - Claims denials that were issued when the reimbursement for T1024 denied because another Early Intervention Service was paid on the same date of service.
  - Also, you may resubmit your claims for T1024 or T1023 when the service reimbursement was denied because you billed for the T1024 or T1023 services using multiple claim lines for the same date of service. Example: your agency provided both the OT and the PT for an evaluation each therapist provided 4 units of service and you billed for their services using two distinct claim lines for the same HCPCS code on the same date of service. OT 4 units T1023, PT 4 units T1023. The second claim line was denied but the first line was successfully reimbursed. The denial reason would have been 0301 in most of these circumstances. You will need to void the paid claim for the partial payment you received according to the instructions in chapter 5 of the Early Intervention Manual. Remember that agencies must combine the units on one line of the form if they are billing T1023 or T1024 for more than one practitioner for the same day.

- Claims error messages have been corrected. Claims that deny for error reason 0774 now state the correct error reason: “Child is not enrolled in EI on the dates of service”.

Providers and Local system managers must continue to check the Medicaid enrollment status for all of their children enrolled in the FAMIS and Medicaid program. Providers should check eligibility on a routine basis to ensure that children are in the Medicaid Early Intervention Program prior to providing reimbursable services. Minimally, providers should complete this function at least monthly.

- Providers must alert the Local System Manager if/when they become aware that a child with Medicaid coverage does not have (or no longer has) the Early Intervention Benefit. (This will become known to providers when they check to confirm that a child with Medicaid still has Medicaid and still has the EI benefit. Or they may become aware of this through a denied claim.
- Local System Managers must assure that **Medicaid/FAMIS** is checked in ITOTS for each child with Medicaid (including Medicaid HMO) or FAMIS coverage AND that the child’s name is listed in ITOTS as it is listed on the Medicaid card AND that the 12 digit Medicaid number is listed accurately in ITOTS.

### **Who do I Contact?**

For questions about claims, other than issues related to eligibility, contact Brian Campbell at [brian.campbell@dmas.virginia.gov](mailto:brian.campbell@dmas.virginia.gov) with a copy to Jeff Beard at [jeff.beard@dmas.virginia.gov](mailto:jeff.beard@dmas.virginia.gov).

For questions about enrollment of children in the Medicaid Early Intervention Program, contact David Mills at 804-371-6593 or [david.mills@dbhds.virginia.gov](mailto:david.mills@dbhds.virginia.gov) or Tamara Wilder at 804-786-0992 or [tamara.wilder@dbhds.virginia.gov](mailto:tamara.wilder@dbhds.virginia.gov).

When a child in the Part C system becomes eligible for Medicaid and that coverage is retroactive, the Local System Manager should send an email to Ms. Keisha L. White ([keisha.white@dbhds.virginia.gov](mailto:keisha.white@dbhds.virginia.gov)) with a copy to David Mills ([david.mills@dbhds.virginia.gov](mailto:david.mills@dbhds.virginia.gov)) stating the ITOTS ID of the child and the date their Medicaid was made retroactive to. This will give the Part C Office the information that is needed to enroll the child on their correct eligibility date.

For questions about certifications, contact Tamara Wilder at 804-786-0992 or [tamara.wilder@dbhds.virginia.gov](mailto:tamara.wilder@dbhds.virginia.gov) and copy David Mills at [david.mills@dbhds.virginia.gov](mailto:david.mills@dbhds.virginia.gov).

For data entry questions related to completion of the online early intervention certification application, contact David Mills at 804-371-6593 or [david.mills@dbhds.virginia.gov](mailto:david.mills@dbhds.virginia.gov).

## **Certification**

As of 3/16/10, there are 1036 practitioners who are certified at this time. It has come to our attention in the Part C Office that there are practitioners who operate in dual roles with the Local Systems who do not have certificates for each area that they provide services for. It is imperative that they complete an application for certification in each of those areas. Also, the procedures for certifying practitioners is currently being revised to include specific timelines for when practitioners are required to submit required items that are requested when they are in review status (4 weeks) as well as what requirements constitutes a practitioner to be in review status (education verification, licensure verification, or training modules verification).

## **Individual Child Data Form (ICDF)**

A revised ICDF has been posted to the [www.infantva.org](http://www.infantva.org) web site. The document can be found under Reference Documents in the section For Providers. The direct link is:

<http://www.infantva.org/documents/forms/1137eR.doc>

## **Local Input on Practice Manual and Forms**

When the implementation of the Infant & Toddler Connection of Virginia Practice Manual and forms began on October 1, 2009 it was with the understanding that these would be considered working documents for the first 6 months. As we approach the end of that 6-month period, the Part C Office is seeking feedback on both the manual and the forms. Based on your experience using these documents, please help identify any sections/forms that need clarification in order to ensure consistent and accurate implementation. Please note the following when submitting your input:

Feedback must be submitted using the attached form only. Concisely-worded input is appreciated!

The form must be submitted no later than March 30th.

Please submit your form to Kyla Patterson at [kyla@alumni.duke.edu](mailto:kyla@alumni.duke.edu).

This opportunity to provide feedback on the practice manual and forms is also our mechanism for soliciting and considering input on the family cost share practices in Chapter 11 and related forms since this will allow us to receive direct input from all local systems and providers. We do not plan to reconvene the stakeholder group.

All feedback received will be considered fully by the Part C staff and the manual and forms will be revised, as needed. We anticipate that the final documents, reflecting these revisions, will be available to local systems and providers through our website by April 30. We will notify you once these revised documents are posted to the website.



Practice Manual -  
feedback for...

## **COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)**

### **Leadership Academy**

The Leadership Academy will be held April 12<sup>th</sup> from 10:00 a.m.- 5:00 p.m. and April 13<sup>th</sup> from 8:30 a.m. -3:30 p.m. at the Hotel Roanoke. Mileage reimbursement is available for any participant that travels more than 50 miles one way. The cost of hotel accommodations will be covered for participants who would like to share a room with a colleague. Topics included in the Leadership Academy include leadership versus management, oversight of the local system, effective use of data, fiscal responsibilities, and stakeholder collaboration. Participants will receive a letter that will provide detailed information about the Leadership Academy in the near future.

### **Kaleidoscope Revisions**

A group of stakeholders met on 2/19/10 to discuss revisions to Kaleidoscope: New Perspectives in Service Coordination, Levels I and II. Integrated Training Collaborative members, service coordinators, and Part C staff will assist as writers and reviewers for this project. The pilot versions of the revised KI and KII will be offered in late May/early June. Locations have not been determined.

### **Take Note-Professional Development Opportunities**

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

## **Annual Shining Stars Conference**

**Date and Time: 7/14/2010 12:00 pm ---- 7/16/2010 12:00 pm**

**Description:** Virginia's 7th Annual Early Childhood Conference "Shining Stars: Charting the Future for Today's Children" will be held at The Cavalier Hotel in Virginia Beach, VA, from Wednesday, July 14th through Friday, July 16th, 2010. This statewide conference will focus on instructional strategies that provide positive outcomes in quality inclusive settings for infants, toddlers, and preschoolers with and without disabilities. This conference is designed for early childhood special educators, early childhood educators, Head Start personnel, Title 1 personnel, Even Start providers, early intervention providers, administrators, paraprofessionals, and families. The registration fee for the conference is \$75.00.

Please [register for this conference](#).

Participants must make hotel reservations for overnight stay by calling the Cavalier Hotel at 757-425-8555 or 888-SINCE-27. The conference rate for the rooms at The Oceanfront Cavalier will be \$148.00 per night from July 14-16, 2010. The Cavalier is also offering the

special rate of \$148.00 per night at their historic property, The Cavalier on the Hill. To receive these rates, please identify yourself as part of the SHINING STARS CONFERENCE.

### **PBS Highlights a Collaborative Approach to Autism**

Parents of children with an autism spectrum disorder (ASD) often find themselves functioning as full-time case managers, trying to identify and coordinate services and managing their child's schedule. The PBS show *A Wider World* recently featured Eastern Michigan University's Autism Collaborative Center, which provides assessment, intervention, and referral services for persons with ASD. The center is set up as a "one-stop shop" for families to receive the services they need to achieve the best possible outcomes by offering occupational therapy, speech-language therapy, dietetics and nutrition, psychology, social work, and more. [Watch the video online](#). For more information on the Autism Collaborative Center, [visit their Web site](#).

### ***Virginia's NEXT STEPS Transition Program for Families, Youth, and Professionals*** **"Building Effective Partnerships & Accessing Resources"**

The PEATC NEXT STEPS transition training program is offered to help families, youth with disabilities, and professionals develop effective partnerships while learning how to tap into valuable community resources. Armed with knowledge and tooled with partnership development skills, youth with disabilities and their families have an opportunity to plan a future of their own design.

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### **PEATC NEXT STEPS 2010 Transition Program Webinars**

*Bringing together all the elements needed for a successful transition for a youth with a disability can be a monumental effort. The Parent Educational Advocacy Training Center (PEATC) in collaboration with Virginia Commonwealth University - Rehabilitation Research Training Center is offering a webinar series for parents, students with disabilities, and the professionals who work with them.*

***All webinars are Free and begin at 2:00pm EST.***

***To register visit: [www.nextsteps.peatc.org](http://www.nextsteps.peatc.org)***

*Continuing Education Units (CEUs) and Continuing Rehabilitation Credits (CRCs) are available. For more information contact [partners@peatc.org](mailto:partners@peatc.org)*

- **April 5: Guardianship – Rights, Risks, and Responsibilities**  
Sue Swenson, former Ex. Director, US Arc, and former Commissioner of Administration on Developmental Disabilities — Local school divisions must inform parents of the rights of youth with disabilities a full year before the student with a disability reaches the age of majority. State directives about guardianship, conservatorship, powers of attorney and other information are made available to families. However, families should understand the full responsibilities and risks associated with assuming guardianship of their children. Sue Swenson, a parent and long time internationally renowned advocate, outlines the questions parents should be asking prior to taking these steps.
- **April 19: Parents As Essential Partners in Transition**  
Ann Turnbull, The Beach Center, Kansas University — Parents are looking for options for their young adult children with high support needs as they transition from high school to life. As partners with adult service providers parents can be the catalyst to ensure successful employment outcomes. But parents need help from service providers. They do not have access to evidence based practices found in professional journals nor do they have the time to devote to developing employment plans. Ann Turnbull from The Beach Center in Kansas University knows all too well the struggles parents of young adults with high support needs face in staring down convention and identifying alternative employment paths. Prevailing myths about the role parents play in supporting adult children’s work opportunities are explored.
- **May 3: The New Ticket To Work Program - What’s in it for Young People**  
Sally Rhodes, Social Security Administration — The Social Security Administration is serious about ensuring young people with disabilities have the option of embarking upon meaningful careers and life long self-sufficiency. The Ticket to Work program is one tool to support new job seekers. Learn how young people with disabilities can access the array of Social Security work incentive programs and how they can take advantage of the resources Ticket to Work employment networks provide.
- **May 17: Universal Design for Learning-a Pathway for Lifelong Learning**  
Frances G. Smith, Ed.D., CVE, Coordinator of Technology and Distance Learning VCU TTAC—Technology advances are opening doors for people with disabilities in ways never before imagined. Families and educators can learn how classroom accommodations may be transferred in the transition to post school life. Parents can leverage this information to help their transition age youth with disabilities embrace strategies to help them become life long learners.

## **Celebrating Babies and Tots 2010**

Announcing an exciting professional development opportunity for early care providers who serve infants and toddlers in Virginia!

For more information, to register on-line, or to view a full brochure, visit our website, [va-itsnetwork.org](http://va-itsnetwork.org)

*Please note that the registration date is flexible.*

### **ASHA Teleconferences**

**The Longwood Communication Sciences and Disorders program invites you to participate in ASHA Teleconferences**

For more information on the content of the seminars please visit the ASHA website:

[http://www.asha.org/ce/ASHAcourses/WebTeleSemIndex.htm#On\\_Demand](http://www.asha.org/ce/ASHAcourses/WebTeleSemIndex.htm#On_Demand)

### **Reflective Supervision Training**

Reflective Supervision. **A training provided by Virginia's Home Visiting Consortium in Collaboration with Healthy Families Virginia**

**You must register on-line at [www.jmu.edu/outreach](http://www.jmu.edu/outreach) before attending the training**

**This training is specifically designed for supervisors.** Training sessions have been added in Fairfax and Alexandria and there are spaces available in the trainings in Harrisonburg and Western Tidewater. See the attachments for a description of the training, training dates, times and locations, and instructions on how to register for the trainings.

If you have questions or need assistance with registration, please contact Heather Taylor at 540-568-8849 or [taylo2hl@jmu.edu](mailto:taylo2hl@jmu.edu)

### **Products for Practitioners from the Center on Everyday Child Language Learning**

The Center on Everyday Child Language Learning (CECLL) recently posted five new products for practitioners on their Web Site. These products are designed to assist practitioners in implementing an approach to early childhood intervention that uses everyday activities as sources of learning opportunities to promote the development of the language and communication skills of young children with disabilities and delays. CECLL is a model demonstration center funded by the U.S. Department of Education, Office of Special Education Programs and is a major initiative of the Center for Evidence-Based Practices at the Orelena Hawks Puckett Institute. To access the products, go to <http://www.cecll.org/articles1.php>. Included on this site is a document titled Characteristics and Consequences of Adult Learning Methods and Strategies ([http://www.cecll.org/download/Characteristics\\_02.pdf](http://www.cecll.org/download/Characteristics_02.pdf)).

### **Free Zero to Three Journal Article**

In *The Science and Psychology of Infant-Toddler Care: How an Understanding of Early Learning Has Transformed Child Care (Zero to Three*, November 2009, Volume 30, No. 2), author and ZERO TO THREE Board Member, J. Ronald Lally explores recent research on how infants and toddlers grow and learn. This research has provided compelling evidence for child care practices that support healthy development. Learn about 6 important approaches to care that support optimal development: helping infants form secure attachments; supporting positive identity formation; incorporating family practices; accommodating developmental differences; engaging in responsive caregiving; and using reflective curriculum planning. [Click here](#) to access this article. For more free articles and resources from *Zero to Three*, visit them on Facebook at [www.facebook.com/zerotothreejournal](http://www.facebook.com/zerotothreejournal)

### **New Web site from the American Academy of Pediatrics on Child Health and Parenting Issues**

The American Academy of Pediatrics (AAP) has launched a new Web site, [HealthyChildren.org](http://HealthyChildren.org), which was created to provide reliable, up-to-date information on child health and parenting issues. It also provides information on the AAP's many programs, activities, policies, guidelines and publications. To learn more, go to <http://www.healthychildren.org/english/our-mission/Pages/default.aspx>

### **On-Line Technical Assistance Materials on Early Literacy Practices for Young Children**

The Center for Early Literacy Learning (CELL) recently announced the availability of on-line technical assistance materials for promoting parent and practitioner use of early literacy learning practices. A number of different methods, materials, and practices that can be used to conduct training on early literacy learning are available on their Web site at <http://www.earlyliteracylearning.org/technicalasst.php>. The materials are organized in the following different categories: CELL Model and Approach, Intervention Practices, Implementation Practices, and Research Evidence. New materials will be added to the web site as they become available.

### **Continuing Education Opportunities:**

#### **Early Language Development and First Words in Young Children (Professionals)**

(Sponsored by Cochlear Americas Hope)

**Presenter:** Pauline Nott, Ph.D., Taralye-The Oral Language Centre for Deaf Children, Melbourne (AU) and Andrew Kendrick, LSLC Cert. AVT, M.SpEd, Senior Re/Habilitation Manager, Cochlear Asia Pacific, Sydney (AU)

**Date/Time:** Wednesday, May 12, 2010 at 3:00 p.m. (Eastern) / 12:00 p.m. (Pacific)

**Description:** This course is designed to provide information about the Diary of Early Language

Development (Di-EL) as a tool for monitoring early language development in young children with hearing loss. Material covered includes the rationale for such a tool, the design and validation of the Di-EL technique, early language outcomes for children with hearing loss using the Di-EL, and finally, guidelines for use of the Di-EL in the therapy and educational setting. **Attendees will receive a free electronic copy of the Di-EL product to use and share with families.**

**Course Type:** Live Course

**CEUs/Hours:** Under Review: AAA/0.1 Intermediate; ASHA/0.1 Intermediate, Professional; CAA/1.0; CASLPA/1.0; IHS/1.0

Sign-up is via the HOPE area of the Cochlear website at [www.cochlear.com/HOPE](http://www.cochlear.com/HOPE). (You may need to copy this link and paste in your browser). All Hope Online Webinars are FREE. A certificate is provided to participants who complete a feedback form following a webinar. In addition, those who would like to obtain CEUs/Hours may apply for these through Audiology Online for a fee.

### **Educational Opportunities:**

#### **Masters Degree and Advanced Certificate Program in Disabilities Studies (Georgetown University):**

Georgetown University School of Continuing Education, in collaboration with the Center for Child and Human Development, offers a Masters Degree and Advanced Certificate Program in Disability Studies. The program which has three tracks (Developmental Disabilities, Early Intervention, and Mental Health System of Care for Children and Youth) begins September, 2010

The Disability Studies program offers you the resources and knowledge you need to build a career collaborating with individuals with disabilities and special health care needs and their families helping them meet their goals and become active participants in the community. The program will prepare you to be a leader advocating for individuals with disability, providing community based services, developing policy, and participating in scholarship in the area of disability.

These three tracks build on the strengths of the existing work being done at GUCCHD and the Georgetown University community at-large. The GUCCHD was established over four decades ago to improve the quality of life for all individuals with disabilities and special health care needs and their families. The Center is founded on an interdisciplinary approach to service, training, research, community outreach, technical assistance, and public policy. The Center brings to bear its unique capacity on critical social issues most notably disability, poverty, homelessness, and social injustice by influencing local, national, and international programs and policy.

Unique to the Disability Studies program will be an on-line and classroom based program of study. All students will be required to meet as cohort groups at Georgetown University for specified amounts of time during each course. Ongoing instruction, however, will be delivered

through an on-line platform. This model offers greater flexibility building a vibrant, diverse community of learners.

The Center for Child and Human Development is excited to be collaborating with the School of Continuing Studies, providing a rich program of study.

For more information on the Disability Studies Program please go to <http://www12.georgetown.edu/scs/departments/32/master-of-professional-studies-in-disability-studies>

## **PART C STAFF CONTACT INFO**

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**Beverly Crouse, Part C Technical Assistance Consultant, [btcrouse@vt.edu](mailto:btcrouse@vt.edu) (540) 231-0803.**

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