

# Application for Early Intervention Service Coordination and Supervisor Training Credit



Email completed application  
and supporting documents to  
[ei@dodd.ohio.gov](mailto:ei@dodd.ohio.gov)

## Documentation

Training requests must be received at least 30 days prior to the date of the first training.

An agenda or syllabus that contains the topic, brief description, timeline, and objectives of the training must be submitted with the application.

If you do not complete the application or neglect to include supporting documents, it will result in a delayed response to your application.

## On the Day of Training

Training instructors are responsible for maintaining records to sufficiently document attendance by participants.

Training participants must attend the entire session as described in the agenda or syllabus to receive credit. Partial credit will not be approved.

Training participants are responsible for securing verification of attendance and CPD approval codes at the conclusion of training.

## Checklist

Does the training pertain to one of the Service Coordinator's roles and responsibilities outlined in [34CFR 303.34]?      Yes       No

*If "yes", which one(s)? If "no", the training will not be approved for SC training credit.*

Does this training pertain to Early Intervention's target population: prenatal through age 3? \*      Yes       No

\*Training geared toward children older than age 3 or adults may not be approved for Early Intervention Service Coordination credit. Training or seminars geared toward interventionists will not be approved for Early Intervention SC training credit. For example, a training that teaches articulation techniques would not be approved for Early Intervention SC training credit.

## Application for Early Intervention Service Coordination and Supervisor Training Credit

Identify the federal mandate(s) that will be covered in the training you are seeking approval for service coordination training credit. Provide an explanation of how the training relates to the selected responsibilities.

- Assisting parents of infants and toddlers with disabilities in obtaining access to needed early intervention services and other services identified in the IFSP, including making referrals to providers for needed services and scheduling appointments for infants and toddlers with disabilities and their families;
- Coordinating the provision of early intervention services and other services (such as educational, social, and medical services that are not provided for diagnostic or evaluative purposes) that the child needs or is being provided;
- Coordinating evaluations and assessments;
- Facilitating and participating in the development, review, and evaluation of IFSPs;
- Conducting referral and other activities to assist families in identifying available EIS providers;
- Coordinating, facilitating, and monitoring the delivery of services required under this part to ensure that the services are provided in a timely manner;
- Conducting follow-up activities to determine that appropriate part C services are being provided;
- Informing families of their rights and procedural safeguards;
- Coordinating the funding sources for EI services on an IFSP; implementing SOP rule
- Facilitating the development of a transition plan to preschool, school, or, if appropriate, to other services.

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Does the information that will be presented outline reflect evidence-based practices? Yes  No

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of the service provider in early intervention is to work with and support the family members and caregivers in a child's life.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on the children's and families' needs and priorities.
6. The family's priorities, needs, and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations.

# Application for Early Intervention Service Coordination and Supervisor Training Credit

## Applicant

|      |       |
|------|-------|
| Name | Phone |
|------|-------|

|       |
|-------|
| Email |
|-------|

## Training

|                  |
|------------------|
| Name of Training |
|------------------|

|      |  |                    |
|------|--|--------------------|
| Date | <input type="checkbox"/> <i>check if this is an ongoing training</i> | Length of Training |
|------|--|--------------------|

|                                 |
|---------------------------------|
| Instructor Name and Credentials |
|---------------------------------|

|                             |
|-----------------------------|
| Objective or Topics Covered |
|-----------------------------|

|  |     |                          |    |                          |
|--|-----|--------------------------|----|--------------------------|
| Is this training open to all of Ohio's service coordinators? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|--|-----|--------------------------|----|--------------------------|

|  |     |                          |    |                          |
|--|-----|--------------------------|----|--------------------------|
| Is this training for a specific county or region?<br><i>If "yes", specify.</i> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|--|-----|--------------------------|----|--------------------------|

|   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| Does the information presented outline practices that are based on explicit principles, validated practices, best available research and relevant laws and regulations? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|---|-----|--------------------------|----|--------------------------|

|   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| Does the training cover topics such as safety in the community, locating resources, coordinating funding, locating services, collaborating with other community agencies, specific diagnoses such as autism, down syndrome, cultural diversity, empowering families, trauma, teaming practices, toxic stress, ethics, infant and toddler development, time management/effective organization, etc.? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|---|-----|--------------------------|----|--------------------------|