

To: All Early Intervention contract managers and FCFC coordinators
From: Nathan DeDino
Date: May 22, 2020
Subject: Early Intervention Program Updates, #2013

MESSAGE FROM THE PART C COORDINATOR

Please take a few moments to review the [Phase III, Year 4 report](#) on progress in Ohio's State Systemic Improvement Plan (SSIP). We submitted this update to the Office of Special Education Programs (OSEP) at the end of March. The report reflects the hard work you do every day to improve outcomes for children and family through the use of evidence-based practices. Thank you!

I always invite your feedback. Do not hesitate to contact me at nathan.dedino@dodd.ohio.gov. I look forward to hearing from you.

PROGRAM UPDATES

Sharing Personally Identifiable Information

During the past several weeks, we have received a number of questions about when releases of information may be required to share personally identifiable information with other EI team members. For EI purposes, under the Family Educational Rights and Privacy Act (FERPA) and [Ohio Administrative Code \(OAC\) 5123-10-01\(B\)\(13\)](#), agencies providing part C services as part of local EI teams are considered "participating agencies." As a participating agency, no additional parent consents are necessary for the local EI team to share EI information with the participating agency (and vice versa). See OAC 5123-10-01(F)(2)(a). DODD-contracted hearing services providers, early childhood mental health consultation providers, and vision services providers are all considered participating agencies. Please reach out to your EI program consultant for additional information.

RESOURCES AND TRAINING OPPORTUNITIES

Bayley 4 and Telepractice

Pearson, the publishers of the Bayley, have provided resources for practitioners to consider when completing the Bayley 4 using technology. You can access these resources here:

<https://www.brainshark.com/pearsonassessments/vu?pi=zEez9AMPYz113Uz0>

ISC Credentialing: New (and Improved) Process Coming Soon!

DODD and OCCRRA are collaborating on a process to make it easier for EISCs and EISC Supervisors to have trainings verified for credential applications. DODD's MyLearning and OCCRRA's Ohio Professional Registry (OPR) will "communicate" with each other. This means that once an applicant has successfully completed a training in MyLearning, notification of completion will automatically upload to the OPR. The EISC/EISC Supervisor will no longer need to upload certificates for these courses.

We are in the testing stages with plans to complete testing by June 30, 2020. In preparation, we need you to review your profiles in MyLearning and the OPR. Your first name, last name and email address in MyLearning must match exactly the information in your OPR profile. If they do not match, please update your OPR profile to match your MyLearning profile.

If you have questions, please contact Lori Myers, lori.e.myers@dodd.ohio.gov or Tiffany Madden, tiffany.madden@dodd.ohio.gov.

Professional Development Requirements for the Infant Mental Health Credential

The goal of Ohio's Infant Mental Health credential is to implement a set of skills and core competencies that are developmentally appropriate and anchored in relationship-based practices that support the needs of infants and caregivers to reach their greatest wellness.

The credential has three levels:

- Ohio Infant Family Affiliate Level I (OIFA-I)
- Ohio Infant Family Practitioner Level II (OIFP-II), and
- Ohio Infant Mental Health Practitioner III (OIMHP III)

While no specific courses are required, there are *required content areas* and *required hours* for each level:

- OIFA-I: (20 hours required) Relationship-based training, child social-emotional development, maternal or infant health screening tools
- OIFP-II: (30 hours required) Relationship-based training, infant social-emotional development, maternal health, trauma, evidence-based interventions
- OIMHP-III: (40 hours required) Infant mental health, neurodevelopment, infant-family assessment, trauma, evidence-based treatment

Additional guidelines for trainings include:

- The training must be at least one-hour long. Trainings less than one hour will not display in the application.
- Up to three hours of a training will be applied. Only 3 hours of a training 3.5 hours or more will be applied to a content area.
- The training must be within that last six years. Trainings older than six years will not display in the application.
- A training can only apply to one content area.

Several state agencies offer courses that meet criteria for the content areas. See OCCRRA's Resources page for a [list](#) of these approved courses. Use the links below to access registration information.

DODD – [Early Intervention website, Providers Tab, Infant Mental Health credential tile](#)
OMHAS, ODE and ODJFS – [Ohio Professional Registry](#)
ODH – [OhioTRAIN](#)

OCCRRA's [Resources](#) page also includes FAQs, a guidance document and instructions for the application process.

Three New Infographics to Support EI Supervisors

A new three-infographic series on tele-supervision is now part of [the tele-intervention collection](#) developed by the Family, Infant and Preschool Program (FIPP). The new series focuses on how program managers, supervisors, and practice coaches can support early childhood intervention practitioners' use of evidence-based practices virtually.

[Tele-Supervision](#)

[Tele-Observation](#)

[Tele-Monitoring](#)

Caring for Children with Special Healthcare Needs during COVID-19

Children with special healthcare needs are experiencing unique barriers to care during the coronavirus disease 2019 (COVID-19) pandemic. Join Jessica Foster, MD, FAAP, in this "Ask the Expert" series webinar to learn about challenges and strategies to providing supports and care to children with feeding, developmental, and disability concerns. This webinar is May 27 at 12:00pm-1:00pm. You can learn more and register here:

https://goto.webcasts.com/starthere.jsp?ei=1317257&tp_key=d2e59e8f15&cid=e4eec95e36f0ca511a44ee9b1909390e

Jim Tressel Storytime

The Ohio Governor's Imagination Library (OGIL) has released a video of Jim Tressel reading "The Hog Mollies and the Pickle Pie Party." You can access this video here:

<https://www.youtube.com/watch?v=yYYoh6lUojk&feature=youtu.be>

Build Your Video Conferencing Skills: For Home Visitors—and Everyone Else!

This entertaining video from the Early Childhood Technical Assistance (ECTA) center presents important tips for improving your video conferencing skills. The lighthearted narration and whimsical illustrations can help you identify key technical, environmental, and interactional aspects to keep in mind. Download the accompanying one-page checklist to assess your skills

while watching the video. You can watch the video and download the checklist on ECTA's "Provider and Educator Use of Technology" page:

<https://ectacenter.org/topics/disaster/ti-service.asp#vcskills>

Did You Know...? Tips for Using the EI Website

Searching: The search field at the top of the website searches the entire website and gives webpage results. If you want to search a page for a specific word or phrase, use the keyboard shortcut CTRL+F to prompt an internal search for the word(s) you are looking for.

Home page: To return to the landing page from another page on the website, click the EI logo in the top left corner.

Building Resilience and Healing from Trauma in Early Childhood Settings

2.5 Hour Webinar Event



Who Is This For?

Parents, Teachers, Teaching Assistants, Center and Home-Based Providers, and others interested in promoting the social and emotional health of infants, toddlers, and/or preschoolers.

About the Webinar:

All children need a strong social and emotional foundation to support their health, happiness, and success in school and life. However, young children who have experienced trauma and toxic stress are more likely to face challenges that interfere with and undermine the likelihood of their well-being and future happiness and success. The goal of this webinar is to raise participant awareness around what trauma is and what the impact of trauma and toxic stress looks like in both young children and adults. This presentation will also focus on the well-being and resilience of adults who have experienced trauma and toxic stress. Participants will learn about the impact of early childhood trauma and toxic stress on brain development and behavior, as well as explore specific trauma-sensitive approaches and strategies and gain an understanding of how resilience-building practices support healing. We will discuss strategies for the home as well as preschool programs. We are all in this together, as a result, it is imperative that we think collectively about what can be done to support children's resilience in the home, schools, and communities. Such skills are teachable, observable and measurable! We can do this together.

In this webinar, you will:

- Reflect on critical experiences all children need in their lives in order to thrive.
- Recognize the importance of resilience as it relates to all children and adults, including those who may be healing from trauma.
- Participants will recognize the impact of risk, trauma, and toxic stress on young children.
- Participants will learn ways to embed trauma-sensitive practices and resilience-building strategies into their daily experiences with young children.

Your Presenter:



Nefertiti Poyner, Ed.D., Nefertiti is a National Trainer and Early Childhood Specialist with the Devereux Center for Resilient Children. In this role, Nefertiti conducts local and national presentations. She develops training curriculum, mentors trainers and provides on-site and distance coaching. Her research interest and the passion that guides her work revolve around better understanding how resilience contributes to effective education for children, staff, and communities.