

CHAPTER 6: COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

REVISION DATES: 07/01/2021, 12/14/2018

EFFECTIVE DATES: 04/01/2022, 07/01/2019

INTENDED USER(S): All ADES/AzEIP personnel, AzEIP Service Providing Agencies including all employees, contractors, subcontractors, and volunteers.

REFERENCES/AUTHORITY:

6.0 Overview

- 6.0.1 ADES/AzEIP coordinates and maintains a comprehensive system of personnel development known as the AzEIP Professional Development, Learning, and Sustainability System, which directly coordinates with the General Supervision System. The AzEIP Professional Development, Learning, and Sustainability System includes:
- A. Training for personnel to implement innovative strategies and activities for the recruitment and retention of early intervention service providers.
 - B. Promoting the preparation of early intervention service providers who are fully and appropriately qualified to provide early intervention services in AzEIP; and
 - C. Training early intervention service providers to coordinate transition services for children in AzEIP and their families who are transitioning to an early childhood program, including a special education preschool, Head Start; and training personnel to support families in participating fully in the development and implementation of child's and family's Individualized Family Service Plan.
- 6.0.2 In addition, ADES/AzEIP may collaborate with other training systems, such as Arizona's Parent Training and Information Center (Raising Special Kids) and other early education agencies to ensure training of families and other stakeholders on the provisions of IDEA, Part C.
- 6.0.3 AzEIP Service Providing Agencies
- A. Coordinate in-service training and continuing professional development opportunities to ensure that the early intervention personnel, whether employed or contracted, are appropriately knowledgeable and skilled in the delivery of early intervention services, and understand the basic components and requirements of AzEIP
 - B. Establish and maintain consistent, statewide personnel qualifications for all employed or contracted early intervention service providers in accordance with AzEIP policies and procedures

- C. Monitor employees and contractors to ensure adherence to the personnel requirements
- D. Use a flexible combination of methods to ensure that personnel are trained, by collaborating to:
 - 1) Provide training directly to personnel
 - 2) Develop and share training across agencies
 - 3) Contract with knowledgeable individuals or organizations to provide training
 - 4) Sponsor or endorse existing conferences or training events that promote the knowledge and skills of early intervention personnel and/or the awareness and understanding of AzEIP.

6.0.4 General Supervision

- A. ADES/AzEIP monitors compliance with the Professional Development System requirements through the General Supervision System and implements Corrective Action Plans when a program or agency has not complied with the requirements.
- B. The AzEIP Professional Development, Learning, and Sustainability System coordinates with the AzEIP Technical Assistance (TA) System to provide ongoing guidance and assistance to early intervention professionals to enhance their knowledge, confidence, and performance.

6.0.5 Preservice Professional Preparation

- A. The AzEIP Professional Development, Learning, and Sustainability System promotes varied approaches to extend the appropriate knowledge, skills, and understanding of AzEIP to preservice professional preparation programs. The AzEIP Professional Development, Learning, and Sustainability System provides technical assistance and guidance to assist universities and college programs to successfully integrate the identified requirements for professional knowledge, skills, and understanding of AzEIP into course work and curricula.
- B. Pre-service training programs may request approval from ADES/AzEIP to offer a pre-service training program as a mechanism to fulfill certain AzEIP Standards of Practice (SOP) requirements. Upon completion, graduates of ADES/AzEIP-approved pre-service training programs will have satisfied the agreed-upon requirements for the AzEIP SOP.

6.0.6 Collaboration with IDEA, Part B

- A. The AzEIP Professional Development, ADES web-based training system is consistent with the comprehensive personnel development system for IDEA, Part B, as appropriate.
- B. ADES/AzEIP and the ADE work jointly to ensure consistent training for IDEA, Part C and IDEA, Part B personnel on the requirements of the Transition Intergovernmental Agreement and the Child Find Intergovernmental Agreement.

6.1 **Personnel Qualifications**

6.1.1 General

- A. ADES/AzEIP personnel qualifications apply to personnel who are providing early intervention services to children and their families.
- B. The personnel qualifications include two components: educational qualifications and the SOP, which apply to the following personnel categories:
 - 1) Service Coordinators
 - 2) core team members: Developmental Special Instructionists; Occupational Therapists; Physical Therapists; and Speech-Language Pathologists
 - 3) other team members: Psychologists, Social Workers, Teachers of the Visually Impaired, Teachers of the Deaf/Hard of Hearing and other IDEA, Part C early intervention service providers.
- C. The State of Arizona requires professional licensure, certification, and/or registration for many of the disciplines used in the provision of early intervention services. This licensure, certification, and/or registration are independent of AzEIP.
- D. ADES/AzEIP personnel qualifications 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 (CFR § 303.31). When seeking reimbursement from Arizona's Medicaid program (AHCCCS), EIPs shall consult the AHCCCS Medical Policy Manual (AMPM) Provider Qualifications and Provider requirements found on the AHCCCS website at <https://www.azahcccs.gov/>.

6.1.2 Service Coordinators

- A. Educational qualifications for Service Coordinators, include one of the following requirements:
- 1) a minimum of a bachelor's degree in Early Childhood, Early Childhood Special Education, Family Studies, or meeting the prescribed professional requirements and rules of professional conduct for one of the disciplines or professions outlined in 6.1.3.
 - 2) a bachelor's degree in a closely related field (e.g., Psychology, Social Work, Elementary Education, or Sociology) with review of coursework and approval by ADES/AzEIP; or
 - 3) if hired in the AzEIP system as a Service Coordinator before July 1, 2001, documentation of continued satisfactory work in the AzEIP system in a Service Coordinator position from that date of hire.
- B. Approval for Service Coordinators with a bachelor's degree in a closely related field requires a minimum of six courses related to the work of a Service Coordinator. Three of the courses must be specifically focused on early childhood development, including atypical development, education of exceptional children, and/or assessment and evaluation of infants and toddlers. An example of courses includes but is not limited to early childhood development; family relationships, infant and toddler mental health; early childhood psychology, and cultural competence for child and family relationships.
- C. An EIP, must receive prior approval from ADES/AzEIP to implement dual role service coordination. The dual role service coordinator must meet the:
- 1) Service coordinator educational requirements in 6.1.2A and 6.1.2B and
 - 2) The educational and licensing requirements for one of the following disciplines (see 6.1.3):
 - i. developmental special instructionist (OSI)
 - ii. occupational therapist (OT)
 - iii. physical therapist (PT)
 - iv. speech-language pathologist (SLP)

6.1.3 Core Team Members

- A. Educational qualifications for developmental special instructionists, include the following requirements:
- 1) A minimum of a bachelor's degree in Early Childhood, Child Development, Early Childhood Special Education, Special

- Education with an Early Childhood Endorsement, Family Studies;
or
- 2) If hired in the AzEIP system as a developmental special instructionist or before July 1, 2001, documentation of continued satisfactory work in the AzEIP system in the same position (i.e., Developmental Special Instructionist or Service Coordinator) from that date of hire.
 - 3) For developmental special instructionists, if hired, and approved with a related degree to provide services as a OSI prior to July 1, 2016, documentation of continued satisfactory work in the AzEIP system in the same position (i.e., developmental special instructionist) from that date of hire.
- B. Approval for a OSI to bill at a master's level requires:
- 1) A master's degree in one of the fields listed in 6.1.5.1.A.
 - 2) A minimum of five courses in the graduate program related to the work of a developmental special instructionist. An example of courses includes early childhood development, family relationships, infant and toddler mental health, early childhood psychology and cultural competence for child and family relationships.
- C. When a Core Team Member or Service Coordinator is employed or contracted as a professional to deliver services for which the State of Arizona has enacted or authorized certification, licensing, registration, or other comparable requirements through legislation or practice act, the core team member shall also meet the proscribed professional requirements and rules of professional conduct for that discipline or profession.
- 1) Occupational Therapist (OT) - Current, valid Arizona license from the Arizona Board of Occupational Therapy Examiners to practice occupational therapy.
 - 2) Physical Therapist (PT) - Current, valid Arizona license from the Arizona State Board of Physical Therapy to practice physical therapy.
 - 3) Speech and Language Pathologist (SLP) - Current, valid Arizona license from the Arizona Department of Health Services to practice as a Speech- Language Pathologist. (If a speech-language pathologist is completing a Clinical Fellowship Year (CFY), he or she must possess a valid, temporary Arizona license and documentation of an approved supervision plan under a Speech-Language Pathologist who has a current, valid Arizona license and the American Speech and Hearing Association Certificate of Clinical Competence (CCC).

- D. The roles and responsibilities of core team members implementing the AzEIP Team-based Early Intervention Services require independence and the ability to make changes with the families to the recommendations and strategies for the family to achieve their outcomes. Individuals are responsible for knowing and complying with the AzEIP personnel qualifications as provided in these policies, including complying with and maintaining any applicable State or other licensure requirement.
- E. A Core Team Member, who meets the requirements stated in 6.1.5, may act as a Team Lead, and may also act as a Service Coordinator (i.e., dual role Service Coordinator). EIP's may use the dual-role Service Coordinator approach, provided that all core team members must be available for this role.

6.1.4 Other Team Members

- A. When a team member is employed or contracted as a professional to deliver services for which the State of Arizona has enacted or authorized certification, licensing, registration, or other comparable requirements through legislation or practice act, the team member shall also meet the proscribed professional requirements and rules of professional conduct for that discipline or profession.
 - 1) Deaf Mentor - is a service provided by ASDB for ASDB eligible children. A Deaf Mentor must meet the following qualifications:
 - a. Fluent in American Sign Language (ASL); and
 - b. Bachelor's or master's degree in early childhood education, deaf education, deaf studies, ASL-ED or closely related degree with minimum of 3 years' experience in early childhood education and/or related Deaf Education
 - c. American Sign Language proficiency level 4 or Sign Language Proficiency Interview (SLPI) level Advanced or higher
 - d. Current SKI-HI Deaf Mentor Certification
 - e. Native signer or heritage language user with an education plan (if individual does not meet minimum education requirements).
- B. The AzEIP Personnel Qualifications at the end of this policy chapter lists the early intervention services along with the qualified personnel who may provide those services.

6.1.5 Ongoing Efforts to Recruit Personnel

- A. AzEIP makes ongoing good-faith efforts to support recruitment and ensuring personnel are appropriately and adequately trained to support families of children who are AzEIP eligible. In geographic areas of the State where there are significant, documented shortages of personnel that meet the State's qualifications, hiring the most qualified personnel available who are making satisfactory progress toward completing the degree requirements is permitted in those exceptional circumstances under the following conditions:
- 1) The employer/contractor and the individual develop and complete a written education plan for the individual to obtain the course work necessary to meet the bachelor's degree requirement within three years from the date of hire into the AzEIP system and submit to ADES/AzEIP for review and approval
 - 2) The employer/contractor will review the individual's progress toward completing the education plan annually and maintain documentation of the progress in the individual's personnel file to continue employment/contracting
 - 3) While in the process of completing the requirements of the degree and/or AzEIP SOP, the employer/contractor will review quarterly, at a minimum, ten percent of the employee's caseload using the Child File Audit tool, in order to maintain quality assurance
 - 4) The employer/contractor will conduct a final evaluation of the individual's knowledge of early intervention and skills in delivering early intervention services at the end of the three-year period from the initial hire date if the individual has not completed the degree requirement. The evaluation will take into consideration the documentation of job performance, demonstration of annual progress in completing the degree plan, individual circumstance which prohibits the completion of the degree plan, and successful completion of the AzEIP SOP. Should the employer/contractor determine that the individual should be retained, the employer/contractor may apply to ADES/AzEIP for an extension to complete the bachelor's degree to retain the individual
 - 5) All the above documentation must be maintained in the individual's personnel file to be reviewed during monitoring.
- B. The above provision shall not enable the State or any of its providers to hire or employ individuals in positions requiring professional licensure, certification, or registration, unless they comply with the licensure, certification, or registration requirements appropriate for their field.

6.2 **Standards of Practice**

6.2.1 General

- A. The AzEIP Standard of Practice (SOP) describes the basic knowledge required to provide early intervention services. The knowledge component involves individuals demonstrating knowledge in three content areas, see section 6.2.2., which provides a foundation for early intervention practice.
- B. The implementation of early intervention knowledge by the Core Team members, Service Coordinators and other team members is overseen by ADES/AzEIP through the integrated monitoring activities of the General Supervision system. ADES/AzEIP assesses the skills of early intervention professionals through review of data, interviews, observations, self-report, and onsite activities, and implements appropriate technical assistance and program improvement activities to ensure compliance and performance requirements are met.
- C. All early intervention service providers have three years from the date of hire into early intervention in Arizona to complete the knowledge components of the SOP.
- D. After completion of the knowledge component of the Standards of Practice, a Certificate of Completion for the SOP will be issued to the individual and a copy must be maintained in the individual's personnel file.
- E. ADES/AzEIP's oversight of the implementation of early intervention practice by Core Team members and other team members is ongoing as part of its General Supervision requirements.

6.2.2 Knowledge Component Policy

- A All service providers demonstrate knowledge in the following content areas:
 - 1) foundations of IDEA, Part C and the AzEIP mission and key principles, and laws and policies that govern AzEIP)
 - 2) initial eligibility and ongoing functional assessment (including the determination of eligibility, the difference between evaluation and assessment and how to collect information to facilitate planning meaningful child and family assessment in natural environments)
 - 3) development and implementation of the IFSP (including an introduction to the IFSP process, how to develop and review the IFSP, and providing evidence-based early intervention services using coaching).

B. All service providers demonstrate knowledge by completing the AzEIP Standards of Practice Checklist

6.3 Provider Registry

- 6.3.1 EIP's ensure that all personnel (employed and contracted) are registered in the ADES data system(s) within one week of hire, have up to date information, and are suspended access to the ADES data system(s) within one week of termination of employment/contract.
- 6.3.2 Early Intervention Core Team, Service Coordinators and other team members must register in the Provider Registry prior to providing early intervention services in the ADES data system(s) within one week of hire and suspend access to the system within one week of termination of employment/contract.

6.4 AzEIP Personnel Qualifications

- 6.4.1 Assistive Technology
- A. Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an infant or toddler with a disability. The term does not include a medical device that is surgically implanted, including a cochlear implant, or the optimization (e.g., mapping), maintenance, or replacement of that device.
- B. Assistive technology service means any service that directly assists an infant or toddler with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:
- 1) The evaluation of the needs of an infant or toddler with a disability, including a functional evaluation of the infant or toddler with a disability in the child's customary environment
 - 2) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by infants or toddlers with disabilities
 - 3) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices
 - 4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs
 - 5) Training or technical assistance for an infant or toddler with a disability or, if appropriate, that child's family
 - 6) Training or technical assistance for professionals (including individuals providing education or rehabilitation services) or other

individuals who provide services to or are otherwise substantially involved in the major life functions of, infants and toddlers with disabilities.

- C. Qualified personnel for early intervention services and defined qualifications are as follows:
- 1) Speech language pathologist: Arizona licensure
 - 2) Occupational therapist: Arizona licensure
 - 3) Physical therapist: Arizona licensure
 - 4) Developmental special instructionist: Assistive technology certification
 - 5) Teacher of the Deaf and Hard of Hearing: ADE teacher certification hearing impaired special education
 - 6) Teacher of the Visually Impaired: ADE teacher certification visually impaired special education
 - 7) Audiologist: Arizona licensure; A certificate of completion of the National Center for Hearing Assessment and Management (NCHAM) Newborn Hearing Screening Curriculum or Registration with the Early Hearing Detection and Intervention-Pediatric Audiology Links to Services (EHDI- PALS) national web-based directory, displayed as meeting compatibility criteria for services (evaluation, aid dispensing and ear mold impressions) to children from birth to three years of age.

6.4.3 Audiology Services

- A. Audiology services include:
- 1) Identification of children with auditory impairments, using at-risk criteria and appropriate audiologic screening techniques
 - 2) Determination of the range, nature, and degree of hearing loss and communication functions, by use of audiological evaluation procedures
 - 3) Referral for medical and other services necessary for the habilitation or rehabilitation of an infant or toddler with a disability who has an auditory impairment
 - 4) Provision of auditory training, aural rehabilitation, speech reading and listening devices, orientation and training, and other services
 - 5) Provision of services for prevention of hearing loss; and children from birth to three years of age.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:

- 1) Audiologist: Arizona licensure; A certificate of completion of the National Center for Hearing Assessment and Management (**NCHAM**) Newborn Hearing Screening Curriculum or Registration with the Early Hearing Detection and Intervention-Pediatric Audiology Links to Services (EHDI- PALS) national web-based directory, displayed as meeting compatibility criteria for services (evaluation, aid dispensing and ear mold impressions) to children from birth to three years of age.

6.4.4 Family Training, Counseling, and Home Visits

- A. Family training, counseling, and home visits means services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of an infant or toddler with a disability in understanding the special needs of the child and enhancing the child's development.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
 - 1) Social worker: Arizona licensure
 - 2) Psychologist: Arizona Board of Psychologists licensure or ADE school psychologist certification
 - 3) Family therapist: Arizona licensure
 - 4) Teacher of the Deaf and Hard of Hearing: ADE teacher certification hearing impaired special education
 - 5) Teacher of the Visually Impaired: ADE teacher certification visually impaired special education

6.4.5 Health Services

- A. Health services mean services necessary to enable an otherwise eligible child to benefit from the other early intervention services under this part during the time that the child is eligible to receive early intervention services. The term includes:
 - 1) Such services as clean intermittent catheterization, tracheostomy care, tube feeding, the changing of dressings or colostomy collectionbags, and other health services
 - 2) Consultation by physicians with other service providers concerning the special health care needs of infants and toddlers with disabilities that will need to be addressed in the course of providing other early intervention services.
 - 3) The term does not include services that are:
 - a. Surgical in nature (such as cleft palate surgery, surgery for club

foot, or the shunting of hydrocephalus)

- b. Purely medical in nature (such as hospitalization for management of congenital heart ailments, or the prescribing of medicine or drugs for any purpose)
- c. Related to the implementation, optimization (e.g., mapping), maintenance, or replacement of a medical device that is surgically implanted, including a cochlear implant.
 - i. Nothing in this part limits the right of an infant or toddler with a disability with a surgically implanted device (e.g., cochlear implant) to receive the early intervention services that are identified in the child's IFSP as being needed to meet the child's developmental outcomes.
 - ii. Nothing in this part prevents the EIS provider from routinely checking that either the hearing aid or the external components of a surgically implanted device (e.g., cochlear implant) of an infant or toddler with a disability are functioning properly.
- 4) Devices (such as heart monitors, respirators and oxygen, and gastrointestinal feeding tubes and pumps) necessary to control or treat a medical condition; and
- 5) Medical-health services (such as immunizations and regular "well-baby" care) that are routinely recommended for all children.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
 - 1) Physician: Arizona licensure
 - 2) Nurse: Arizona licensure

6.4.6 Medical services

- A. Medical services mean services provided by a licensed physician for diagnostic or evaluation purposes to determine a child's developmental status and need for early intervention services.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
 - 1) Physician: Arizona licensure

6.4.7 Nursing services

- A. Nursing services include:
 - 1) 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
- 2) The provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development
 - 3) The administration of medications, treatments, and regimens prescribed by a licensed physician.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
- 1) Nurse: Arizona licensure

6.4.8 Nutrition services

- A. Nutrition services include:
- 1) Conducting individual assessments in:
 - a. Anthropometric, biochemical, and clinical variables
 - b. Feeding skills and feeding problems
 - c. Food habits and food preferences.
 - 2) Developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part.
 - 3) Making referrals to appropriate community resources to carry out nutrition goals.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
- 1) Registered Dietician: Arizona licensure

6.4.9 Occupational therapy

- A. Occupational therapy includes services to address the functional needs of an infant or toddler with a disability related to adaptive development, adaptive behavior, and play, and sensory, motor, and postural development. These services are designed to improve the child's functional ability to perform tasks in home, school, and community settings, and include
- 1) Identification, assessment, and intervention
 - 2) Adaptation of the environment, and selection, design, and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills and prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.
- B. Qualified personnel for early intervention services and defined qualifications

Are as follows

- 1) Occupational therapist: Arizona licensure

C. Physical therapy Physical therapy includes services to address the promotion of sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status, and effective environmental adaptation. These services include

- 1) Screening, evaluation, and assessment of children to identify movement dysfunction
- 2) Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems
- 3) Providing individual and group services or treatment to prevent, alleviate, or compensate for, movement dysfunction and related functional problems.

D. Qualified personnel for early intervention services and defined qualifications are as follows:

- 1) Physical therapist: Arizona licensure

6.4.10 Psychological Services

A. Psychological services include:

- 1) Administering psychological and developmental tests and other assessment procedures
- 2) Interpreting assessment results
- 3) Obtaining, integrating, and interpreting information about child behavior and child and family conditions related to learning, mental health, and development
- 4) Planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training, and education programs.

B. Qualified personnel for early intervention services and defined qualifications are as follows:

- 1) Psychologist: Arizona Board of Psychologists licensure or ADE School Psychologist certification

6.4.11 Service Coordination Services

A. Service coordination (case management) services mean services provided

by a service coordinator to assist and enable an infant or toddler with a disability and the child's family to receive the services and rights, including procedural safeguards, required under this part. See § 303.34.

- B. Qualified personnel for early intervention services and defined qualifications are as follows:
- 1) Service Coordinator: bachelor's or master's degree
 - 2) Developmental Special Instructionist: bachelor's or master's degree
 - 3) Occupational therapist: Arizona licensure
 - 4) Physical therapist: Arizona licensure
 - 5) Speech language pathologist: Arizona licensure

6.4.12 Sign Language and Cued Speech Services

- A. Sign language and cued speech services include teaching sign language, cued speech, and auditory/oral language, providing oral transliteration services (such as amplification), and providing sign and cued speech interpretation.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
- 1) Teacher of the Deaf/Hard of Hearing (TOD): ADE Hearing Impaired Special Education certification
 - 2) Speech-language pathologist: Arizona licensure; Auditory Verbal Educator certification
 - 3) Audiologist: Arizona licensure
 - 4) Deaf Mentor: bachelor's or master's degree in early childhood education, deaf education, deaf studies, ASL-ED, or closely related degree

6.4.13 Social Work Services

- A. Social work services include:
- 1) Making home visits to evaluate a child's living conditions and patterns of parent-child interaction
 - 2) Preparing a social or emotional developmental assessment of the infant or toddler within the family context
 - 3) Providing individual and family-group counseling with parents and other family members, and appropriate social skill-building activities with the infant or toddler and parents
 - 4) Working with those problems in the living situation (home, community, and any center where early intervention services are provided) of an infant or toddler with a disability and the family of the

- child that affects the child's maximum utilization of early intervention services
- 5) Identifying, mobilizing, and coordinating community resources and services to enable the infant or toddler with a disability and the family to receive maximum benefit from early intervention services.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
 - 1) Social Worker: Arizona licensure

6.4.14 Special Instruction

- A. Special instruction includes:
 - 1) The design of learning environments and activities that promote the infant's or toddler's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction
 - 2) Curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the IFSP for the infant or toddler with a disability
 - 3) Providing families with information, skills, and support related to enhancing the skill development of the child
 - 4) Working with the infant or toddler with a disability to enhance the child's development.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
 - 1) Developmental Special Instructionist: bachelor's or master's degree

6.4.15 Speech-Language Pathology Services

- A. Speech language pathology services include:
 - 1) Identification of children with communication or language disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills
 - 2) Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communication or language disorders and delays in development of communication skills
 - 3) Provision of services for the habilitation, rehabilitation, or prevention of communication or language disorders and delays in development of communication skills.
- B. Qualified personnel for early intervention services and defined qualifications

Are as follows

- 1) Speech and Language Pathologist: Arizona licensure

6.4.16 Transportation and related costs

- A. Transportation and related costs include the cost of travel and other costs necessary to enable an infant or toddler with a disability and the child's family to receive early intervention services.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
 - 1) Per state approved contract

6.4.17 Vision Services

- A. Vision Services include:
 - 1) Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities that affect early childhood development
 - 2) Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both
 - 3) Communication skills training, orientation and mobility training for all environments, visual training, and additional training necessary to activate visual motor abilities.
- B. Qualified personnel for early intervention services and defined qualifications are as follows:
 - 1) Teacher of the Visually Impaired: ADE teacher certification visually impaired special education
 - 2) Certified Orientation and Mobility Specialist (COMS): Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) certification
 - 3) Ophthalmologist: Arizona licensure
 - 4) Optometrist: Arizona licensure