

# Comprehensive System of Personnel Development: Staffing

## A. INTRODUCTION

The Comprehensive System of Personnel Development (CSPD) is an active process, which includes pre-service (undergraduate/graduate coursework) activities, in-service activities, and technical assistance for parents and all system personnel and administrators with the **end result being higher quality programs and services for all infants and toddler**. IDEA requires a state-approved process for qualifying professionals who provide early intervention services to infants and toddlers eligible for BabyNet.

South Carolina Comprehensive System of Personnel objectives are to assure that all BabyNet system personnel will:

1. Meet personnel standards for the roles in which they serve the system (Table 1a).
2. Meet the personnel standards for the service/s they provide (Table 1b).
3. Demonstrate the state's early intervention competencies (Table 2).
4. Meet the training requirements for the role/s in which they serve the system.

## B. STATE SYSTEM REQUIREMENTS

1. IDEA requires each state's early intervention system to have a comprehensive system of personnel development that includes:
  - a. Training of paraprofessionals and the training of primary referral sources with respect to the basic components of early intervention services
  - b. Implementing innovative strategies and activities for the recruitment and retention of early education service providers;
  - c. Promoting the preparation of early intervention providers who are fully and appropriately qualified to provide early intervention services
  - d. Training personnel to coordinate transition services for infants and toddlers
  - e. Training personnel to work in rural and inner city areas; and
  - f. Training personnel in the emotional and social development of young children.

Policies and procedures relating to the establishment and maintenance of qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including the establishment and maintenance of qualifications that are consistent with any State-approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which such personnel are providing early intervention services.

State early intervention systems may include the use of use of paraprofessionals and assistants who are appropriately trained and supervised in accordance with State law, regulation, or written policy, to assist in the provision of early intervention services under this part to infants and toddlers with disabilities

2. The term 'early intervention services' means developmental services that are provided by qualified personnel, including—
  - a. Special educators;

- b. Speech-language pathologists and audiologists;
- c. Occupational therapists;
- d. Physical therapists;
- e. Psychologists;
- f. Social workers;
- g. Nurses;
- h. Registered dietitians;
- i. Family therapists;
- j. Vision specialists, including ophthalmologists and optometrists;
- k. Orientation and mobility specialists; and
- l. Pediatricians and other physicians.

### **C. PURPOSE OF CSPD**

1. South Carolina's comprehensive system of personnel development is managed by the University of South Carolina's Center for Disability Resources. Technical assistance is a cornerstone of the CSPD, including content that is:
  - a. Relevant and applicable to the service delivery contexts of families, children, and teams,
  - b. Designed to be reinforced by effective supervision mechanisms, and
  - c. Provides enhanced support to system's ability to apply policies and procedures in a manner consistent with current evidence-based practice and scientifically-based research in the following areas:
  - d. Assists BabyNet System Personnel in meeting the interrelated social or emotional, health, developmental, and educational, early literacy & language needs of eligible children under this part;
  - e. Assists BabyNet System Personnel in assisting families in enhancing the development of their children, and in participating fully in the development and implementation of IFSPs;
  - f. Assists BabyNet System Personnel in meeting the service coordination & service delivery needs of children who are:
    - (i) Involved in substantiated child abuse or neglect,
    - (ii) In foster care,
    - (iii) Wards of the state,
    - (iv) In the transition process, or
    - (v) Identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure
  - g. Assists BabyNet System Personnel in meeting the service coordination & service delivery needs of families and children who reside in rural and inner city areas, on Indian reservations, and who are homeless.
2. BabyNet system personnel roles include:
  - a. System Managers

- b. SPOE Supervisors
- c. BabyNet Intake Coordinators
- d. Curriculum-Based Assessment Providers
- e. Eligibility Evaluation Team Members
- f. BabyNet Service Coordinator Supervisors
- g. BabyNet Service Coordinators
- h. BabyNet Service Providers

**D. PROCEDURES FOR MEETING CSPD REQUIREMENTS**

1. All current system personnel must meet the personnel standards for their role and/or service as noted in Tables 1a and 1b of this appendix.
2. BabyNet system personnel newly hired after August 1, 2006 must meet the Personnel Qualifications as approved by the South Carolina Interagency Coordinating Council and as noted in Table 1.
3. All BabyNet System Personnel must meet the qualifications set by BabyNet for their role, by the respective State Licensure Board and by any applicable Professional Association standards, including applying for and maintaining the BabyNet Infant-Toddler Credential, completing all trainings identified for their role/s, and demonstrating the competencies for early intervention contained in Table 2. The following types of BNSPs are exempt from the state Part C Credential requirements:
  - a. Physicians
  - b. Transportation Providers
  - c. DME providers
  - d. Foreign Language Interpreters
4. The Credential application must be completed and submitted to the Team for Early Childhood Solutions office with 2 weeks of employment within the BabyNet system, or approval of a service provider contract with DHEC. A copy of the application is contained in this appendix; full procedures for Credentialing can be found on the TECS' website at <http://www.sc.edu/tecs>.

<b>BABYNET EARLY INTERVENTION SYSTEM ROLES</b>	
<b>BabyNet System Manager</b>	
<b>Description</b>	
<b>Responsibilities</b>	
<b>Function</b>	
<b>System Point of Entry (SPOE) Supervisor</b>	
<b>Description</b>	
<b>Responsibilities</b>	
<b>Function</b>	
<b>DHEC BabyNet Intake Coordinator (BNIC)</b>	
<b>Description</b>	Personnel shall be trained and qualified to perform job duties according to BabyNet Policies and Procedures. This person may also serve as a BN Service Coordinator. All system personnel must meet the personnel standards for their role and/or service as noted in Table 1.
<b>Responsibilities</b>	The DHEC BabyNet Coordinator is a trained and qualified specialist in service coordination and BabyNet Policies/Procedures, serving children age birth to three years of age and their families. They are responsible for overseeing initial intake and eligibility as well as ongoing BN Service Coordination, when required.
<b>Functions</b>	<ol style="list-style-type: none"> <li>1. Advising parents of their rights and procedural safeguards;</li> <li>2. Coordinating services with multiple agencies that are required to meet the child’s needs;</li> <li>3. Coordinating services with medical and health providers;</li> <li>4. Ensuring choice of providers is maintained in accessing services;</li> <li>5. Documenting in the child’s record within 24 hours after services are rendered;</li> <li>6. Ensuring the IFSP meets BabyNet guidelines and IDEA Part C regulations for BabyNet eligible children;</li> <li>7. Ensuring the completion of evaluations and assessments within the required timeline;</li> <li>8. Providing assistance in crisis intervention and emergency planning for families as needed;</li> <li>9. Coordinating determination of program eligibility in accordance with established BN guidelines;</li> <li>10. Demonstrating professionalism and the principles of family centered care when interacting with other professionals, parents and providers;</li> <li>11. Completing <i>BabyNet Payment Authorizations</i> in accordance with BabyNet Policies/Procedures;</li> <li>12. Facilitating and participating in public awareness/child find activities as coordinated/directed by BN Central Office;</li> <li>13. Completing Parent Evaluation of Developmental Status (PEDS) and Ages and Stages Questionnaire –Social Emotional (ASQ-SE) and/or curriculum-based assessments with children and families as needed.</li> <li>14. Interpreting results of Ages and Stages Questionnaire (ASQ) if submitted with referral.</li> <li>15. Completing the initial IFSP within 45 days of referral and facilitating the initial IFSP Team Meeting.</li> </ol>

<b>Curriculum-Based Assessment Provider</b>	
<b>Description</b>	<p>Personnel shall be trained and qualified to conduct curriculum-based assessments of children’s strengths and needs for the purposes of eligibility determination and development/ evaluation of the Individualized Family Service Plan. All system personnel serving as CBA Providers must meet the personnel standards for their role and/or service as noted in Table 1.</p> <p>Supervision of BabyNet Service Providers (BNSPs) contracted with DHEC as CBA providers will be provided by mechanisms within BabyNet Central Office. Supervision of BNSPs who provide CBAs through the provision of special instruction will be provided by supervisory personnel of either the Department of Disabilities and Special Needs or the S.C. School for the Deaf and the Blind as appropriate.</p>
<b>Responsibilities</b>	<p>The CBA provider role is designed to assist the BabyNet system in meeting the following two federal requirements through the provision of curriculum-based assessments:</p> <ul style="list-style-type: none"> <li>• That each BabyNet eligible child be assessed in five developmental domains prior to the Initial IFSP; and</li> <li>• That the Initial IFSP be conducted within 45 calendar days from the date of referral to BabyNet.</li> </ul>
<b>Functions</b>	<ol style="list-style-type: none"> <li>1. Maintaining ongoing access to a computer with internet and printing capabilities for communication and billing purposes;</li> <li>2. Successfully completing initial and ongoing CBA training requirements</li> <li>3. Obtaining and maintaining the BabyNet Infant-Toddler Credential;</li> <li>4. Providing the CBA in settings that are part of the family’s home and community routines and activities (natural environment);</li> <li>5. Demonstrating excellent written and verbal skills necessary for sharing assessment information through written reports and during Individualized Family Service Plan (IFSP) meetings.</li> <li>6. Using the CBA report format provided by BabyNet.</li> <li>7. Conducting the CBA, and completing and submitting the CBA report to the BNIC within 2 weeks after the referral is received by the CBA provider.</li> <li>8. Attending the Initial and/or annual IFSP meeting (to be scheduled as quickly as possible after the report is received. NOTE: For the Initial IFSP, these timelines are not guaranteed. The federal requirement is that these activities be completed within 45 calendar days from the date of referral to BabyNet. Every effort will be made to expedite the eligibility determination process to ensure sufficient time to complete pre-IFSP and IFSP activities).</li> <li>9. Activity and Maximum Units Billable: <ol style="list-style-type: none"> <li>a. Assessment: 10 units</li> <li>b. Report Development: 4 units</li> <li>c. IFSP Participation: 8 units</li> </ol> </li> </ol> <p>No shows, preparatory activities for services, unauthorized services, etc., are not billable activities.</p>

<b>Eligibility Determination Team (EDT) Members</b>	
<b>Description</b>	
<b>Responsibilities</b>	
<b>Function</b>	
<b>BabyNet Service Coordinator (BNSC) Supervisor</b>	
<b>Description</b>	<p>Supervision shall be provided through qualified professionals that demonstrate a working knowledge of policies, procedures and standards related to children birth to three with special needs and meet the following qualifications. All system personnel must meet the personnel standards for their role and/or service as noted in Table 1.</p> <p>Per individual agency policies of DHEC or BabyNet Partnering Agencies, the BabyNet Service Coordinator Supervisor may additionally serve as the System Point of Entry (SPOE) Supervisor or the Special Instruction Supervisor.</p>
<b>Responsibilities</b>	<p>The BabyNet Service Coordinator Supervisor is a trained and qualified specialist in BabyNet services, serving children age birth to three years and their families. The BabyNet Service Coordinator Supervisor has the responsibilities of monitoring and assisting the BN Coordinator in the provision of eligibility determination, BN Service Coordination and consulting with the BN Coordinator on an individual basis to ensure quality services are being rendered in accordance with BabyNet Policies and Procedures and Medicaid standards. The BN Service Coordinator Supervisor also communicates with the BN Coordinators regarding changes in BabyNet Policies and Procedures.</p>
<b>Function</b>	<ol style="list-style-type: none"> <li>1. Conduct an annual job performance review for each BN Coordinator;</li> <li>2. Attend or designate an appropriate staff person to attend BabyNet Coordination Team meetings;</li> <li>3. Review a minimum of two files per caseload per month as part of ensuring quality and compliance with BabyNet and Medicaid policies/procedures (see Section 13 of this manual for a more complete description of the BabyNet Early Intervention Educational Record);</li> <li>4. Provide or ensure that initial orientation and ongoing training is provided;</li> <li>5. Ensure the BN Coordinator is providing services according to the IFSP and relevant standards;</li> <li>6. Maintain communication with BN Central Office District Consultant regarding current program status, needs, and issues;</li> <li>7. Ensure that BabyNet eligibility policies are being followed by all BabyNet personnel;</li> <li>8. Demonstrate positive interagency collaboration and problem-solving skills;</li> <li>9. Assign cases to BN Coordinators;</li> <li>10. Submit to <b>TECS</b> monthly, a list of credentialed employees including date of hire.</li> </ol>

<b>BabyNet Service Coordinator (BNSC):</b>	
<b>Description</b>	Personnel shall be trained and qualified to perform job duties according to BabyNet Policies and Procedures. This person may also serve as a BN Intake Coordinator if employed by the Department of Health and Environmental Control. All system personnel must meet the personnel standards for their role and/or service as noted in Table 1.
<b>Responsibilities</b>	BN Service Coordination is an active, ongoing process provided to assist and enable an eligible child and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided through BabyNet. All system personnel must meet the personnel standards for their role and/or service as noted in Table 1.
<b>Function</b>	<ol style="list-style-type: none"> <li>1. Ensuring families gain access to services identified in the IFSP for their child including those available through Medicaid;</li> <li>2. Documenting all services needed, including those that may not be available within the immediate local community to ensure that they are provided;</li> <li>3. Coordinating transitions to and from preschool or other community services, as required by under Part C of IDEA and BabyNet Policies;</li> <li>4. Ensuring that IFSP meetings are convened and all participants are notified according to BabyNet requirements; participating in the Individualized Family Service Plan, meeting, organizing and documenting on the IFSP form the results of the meeting, carrying out strategies identified in the IFSP, and ensuring periodic IFSP reviews and revisions as required;</li> <li>5. Completing <i>BabyNet Payment Authorizations</i> in accordance with the BabyNet Service/Payment Guidelines;</li> <li>6. Coordinating services with medical and health providers;</li> <li>7. Documenting the provision of services in the child's record within 24 hours after rendering services;</li> <li>8. Ensuring the IFSP meets BabyNet guidelines and IDEA Part C regulations for BabyNet eligible children;</li> <li>9. Ensuring that evaluations/assessments are conducted and an IFSP meeting held for an eligible child and family within the required 45 day timeline;</li> <li>10. Contacting the BabyNet enrolled child/family at least one time per month or more frequent if called for in the IFSP;</li> <li>11. Informing families of the availability of advocacy services;</li> <li>12. Maintaining the child's BabyNet Record;</li> <li>13. Obtaining evaluation/assessment and quarterly reports from all providers who participate as a member of the child's IFSP team;</li> <li>14. Assisting the family in understanding and accessing Medicaid and third party insurance;</li> <li>15. Helping families to access needed services (i.e., WIC, housing, etc.) included in the IFSP section under Other Services;</li> <li>16. Informing parents of their rights and procedural safeguards;</li> <li>17. Providing families with written prior notice in accordance with BabyNet Policies.</li> </ol>

<b>Special Instruction Providers</b>	
<b>Description</b>	Personnel shall be trained and qualified to provide special instruction services to BN eligible infants and toddlers according to BabyNet policies and procedures. Special Instruction providers may also serve as the BN Service Coordinator. All system personnel must meet the personnel standards for their role and/or service as noted in Table 1.
<b>Responsibilities</b>	The Special Instructor is a trained and qualified specialist in providing special instruction under Part C of IDEA in accordance with BabyNet policies/procedures.
<b>Function</b>	<ol style="list-style-type: none"> <li>1. Special Instruction includes the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas including cognitive processes and social interaction; and providing families with information, skills and support related to enhancing the skill development of the child; and curriculum planning, including the planned interaction of personnel, materials, and time and space, that lead to achieving the outcomes in the child's IFSP. <u>These activities are coordinated with all other services (i.e., therapists) listed in the IFSP and provide assistance with acquisition, retention or improvement in skills related to activities of daily living.</u></li> <li>2. The focus of Special Instruction is to teach the parent/caregiver developmental skills to enhance their child's development. Documentation in the child's file must support that parent training is a core component of this service.</li> <li>3. Special Instruction providers use curriculum-based assessments (CBA) to determine the child's strengths and needs and current level of development. The assessment process is ongoing. Specific assessment responsibilities include: <ol style="list-style-type: none"> <li>i. Using the most appropriate assessment instruments to assess a child's developmental level;</li> <li>ii. Ensuring that the assessment is current, within 6 months, and updated as needed;</li> <li>iii. Ensuring the assessment includes: <ul style="list-style-type: none"> <li>• Cognitive development;</li> <li>• Gross and fine motor development;</li> <li>• Communication;</li> <li>• Emotional and social development;</li> <li>• Adaptive/self-help skills;</li> <li>• Visual and auditory status.</li> </ul> </li> <li>iv. Ensuring that provision of services directly relates to areas identified through the assessment.</li> </ol> </li> <li>4. Responsibility for coordinating all activities through the IFSP process and in conjunction with the outcomes established on the child's IFSP. Coordination and collaboration with IFSP team members is essential.</li> </ol>