

# Early Support for Infants and Toddlers – Qualified Personnel Guidelines

## Background

Early intervention services, according to Part C of the Individuals with Disabilities Education Act (IDEA), are developmental services provided under public supervision and provided by qualified personnel (CFR303.13). Qualified personnel means personnel who have met state requirements in the areas in which they are conducting evaluations, assessments, or are providing services (CFR303.31). The services and personnel listed in this guidance are not exhaustive. Providers and employers should consult with their County Lead Agency (CLA) or their Early Supports for Infants and Toddlers (ESIT) Regional Technical Assistance Specialist with questions about including other types of services or personnel on the Individualized Family Service Plan (IFSP).

## Personnel Requirements in Washington State for ESIT Professionals

The following table summarizes a review of all Washington statutes and the rules of all Washington agencies applicable to serving children eligible under Part C of IDEA and their families and was current as of the date of this guidance. Employers and applicants should consult the websites of the Washington State Department of Health (DOH) and Office of Superintendent of Public Instruction (OSPI) for the most current requirements. These sites also address appropriate credentials and procedures for applicants from out of state.

Early Intervention Service (CFR303.13(b))	Discipline (CFR303.13(c))	Education	Credential
<b>Assistive Technology</b> Assists in the selection, acquisition, or use of an assistive technology device used to increase, maintain, or improve functional capabilities of child	Teacher, Occupational Therapist, Physical Therapist, Speech Language Pathologist, Audiologist, etc.	Specialized knowledge of technologies in their field	DOH license in their field or OSPI Educational Staff Associate (ESA) Certificate
<b>Audiology</b> Identifies auditory impairments, provides auditory training, assists in selecting/fitting devices, etc.	Audiologist	Master’s or Doctorate in Audiology	<u>DOH license</u> RCW 18.35 WAC 246-828
	School Audiologist	Master’s in Audiology	OSPI ESA Certificate
<b>Family Training Counseling and Home Visits</b> Assists the family in understanding the child’s special needs and enhancing the child’s	Social workers, psychologists, and other qualified personnel when	All qualified personnel listed here except Family	Related DOH license

Early Intervention Service (CFR303.13(b))	Discipline (CFR303.13(c))	Education	Credential
development	training caregivers in their field of practice	Resources Coordinators (FRCs)	
<b>Health Services</b> Provides services necessary for child to benefit from Early Intervention such as consultation physicians on special health care needs, etc.	See Nursing Services		
<b>Medical Services</b> Assists in determining developmental status and need for Part C services	Physician (e.g., Family Practitioner, Pediatrician, Ophthalmologist)	Doctor of Medicine Graduation from an accredited or approved medical school	<a href="#">DOH license</a> RCW 18.71 WAC 246-918
<b>Nursing Services</b> Improves or restores functioning, promotes health and development, etc.	Registered Nurse (RN)	Graduation from approved nursing program	<a href="#">DOH license</a> RCW 18.79 WAC 246-840
	Licensed Practical Nurse under supervision of RN	Completion of approved nursing program	<a href="#">DOH license</a>
	School Nurse	Bachelor's in nursing from an accredited program	<a href="#">DOH license</a> or <a href="#">OSPI ESA Certificate</a>
<b>Nutrition Services</b> Provides nutrition and feeding assessments, addresses nutritional needs, provides referrals to carry out nutrition goals	Nutritionist	Bachelor's in nutrition, dietetics or related field	<a href="#">DOH license</a> RCW 18.138 WAC 246-822
	Dietician	Bachelor's in nutrition, dietetics or related field	<a href="#">DOH license</a> RCW 18.138 WAC 246-822
<b>Occupational Therapy</b> Addresses functional needs related to adaptive development, behavior, play, sensory, motor, and postural development	Occupational Therapist	Graduation from a nationally accredited, board-approved school	<a href="#">DOH license</a> RCW 18.59 WAC 246-847
	Occupational Therapist Assistant under supervision of an OT	Graduation from a nationally accredited, board-approved school	<a href="#">DOH license</a> RCW 18.59 WAC 246-847

Early Intervention Service (CFR303.13(b))	Discipline (CFR303.13(c))	Education	Credential
	School Occupational Therapist	Bachelor's from an American OT Association approved institution	<a href="#">OSPI ESA Certificate</a>
<b>Physical Therapy</b> Addresses sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status, and effective environmental adaptation	Physical Therapist	Graduation from an accredited school	<a href="#">DOH license</a> RCW 18.74 WAC 246-915
	Physical Therapist Assistant under supervision of a PT	Graduation from an accredited school	<a href="#">DOH license</a> RCW 18.74 WAC 246-915
	School Physical Therapist	Bachelor's from an American PT Association approved Institution	<a href="#">OSPI ESA Certificate</a>
<b>Psychological Services</b> Administers assessments; interprets information about child behavior and conditions related to learning, mental health, and development; and provides psychological counseling for children, parents, and families; consults on child development, parent training, and education	Psychologist	Doctorate from a regionally accredited institution	<a href="#">DOH license</a> RCW 18.83 WAC 246-924
	School Psychologist	Master's in School Psychology	<a href="#">OSPI ESA Certificate</a>
<b>Service Coordination (Family Resources Coordination)</b> Assists and enables a child and family to receive services and understand rights, including procedural safeguards, required under part C of IDEA	Family Resources Coordinator	Complete introductory training provided by DCYF/ESIT	Family Resources Coordinator
<b>Sign Language or Cued Language</b> Teaches sign language, cued language, and auditory/oral language; provides oral transliteration services (such as amplification); provides interpretation	Speech-language Pathologist personnel	See Speech-Language Pathology	See Speech-Language Pathology
	Teacher of the Deaf	See Special Instruction	See Special Instruction

Early Intervention Service (CFR303.13(b))	Discipline (CFR303.13(c))	Education	Credential
<p><b>Social Work Services</b> Addresses patterns of parent-child interaction; provides social or emotional developmental assessment, individual and family counseling, social skill building, and coordination with community resources</p>	<p>Licensed Independent Clinical Social Worker (LICSW) or Licensed Advanced Social Worker (LASW) or Associate-Advanced and Independent Clinical Social Worker (AACSW)</p>	<p>Master’s from accredited program</p>	<p><a href="#">DOH license</a> RCW 18.225 WAC 246-809</p>
	<p>School Social Worker</p>	<p>Master’s in social work or approved program</p>	<p><a href="#">OSPI ESA Certificate</a></p>
	<p>Agency Affiliated Counselor</p>	<p>Master’s from accredited program</p>	<p><a href="#">DOH License</a> RCW 18.19 WAC 246.810</p>
<p><b>Special Instruction</b> Promotes acquisition of skills in a variety of areas, including cognitive and social interaction; addresses learning environments; provides families with information, skills, and support to enhance skill development of the child; plans curriculum to achieve IFSP outcomes</p>	<p>Special Education Teacher</p>	<p>Graduation from an approved program</p>	<p><a href="#">OSPI Teacher Certificate</a></p> <p><a href="#">Special Education endorsement</a> required</p> <p><a href="#">Early Childhood Special Education endorsement</a> preferred (Exception: Endorsement is not required if a person applied for their certificate prior to July 1, 1987.)</p> <p><a href="#">WAC and Federal Regulation Resources</a></p>
	<p>Teacher of the Deaf</p>	<p>Graduation from an approved program</p>	<p><a href="#">OSPI Deaf Education endorsement</a></p>

Early Intervention Service (CFR303.13(b))	Discipline (CFR303.13(c))	Education	Credential
	Teacher of the Visually Impaired	Graduation from an approved program	<a href="#">OSPI Teacher of the Visually Impaired endorsement</a>
	Paraeducator under supervision	TBD	TBD
<b>Speech-Language Pathology</b> Identifies children with communication or language disorders and delays; provides habilitation, rehabilitation, or prevention of communication or language disorders and delays; provides referrals	Speech-Language Pathologist	Master’s degree in speech-pathology or communication disorders	<a href="#">DOH license</a> RCW 18.35 WAC 246-828
	Speech-Language Pathology Assistant under supervision of a SLP	Board-approved associate degree certificate of proficiency, or bachelor’s degree from a speech, language, and hearing program	<a href="#">DOH license</a> RCW 18.35 WAC 246-828
	School Speech-Language Pathologist	Master’s degree in speech-pathology or communication disorders	<a href="#">OSPI ESA Certificate</a>
<b>Vision Services</b> Assesses visual functioning, including diagnosis and appraisal of visual disorders, delays, and abilities that affect development; refers for medical and other services necessary for habilitation or rehabilitation of visual functioning disorders; provides communication skills training, orientation and mobility training, and visual training to activate visual motor abilities	Teacher of the Visually Impaired	Graduation from an approved program	OSPI Teacher of the Visually Impaired endorsement
	Orientation and Mobility Specialist (for the blind and visually impaired)	Bachelor’s and meets certification requirements for the Academy for the Certification of Vision Rehabilitation and Education Professionals (ACVREP)	OSPI Teacher of the Visually Impaired endorsement

### Use of Paraprofessionals and Assistants

TBD

### Temporary Employment

When qualified professionals, paraprofessionals, or assistants cannot be found after documented good faith efforts, the state may allow the most qualified individuals who are making documented progress toward the requirements to work under supervision (303.119(d)). DOH and OSPI generally allow the individual up to one year to complete necessary requirements to work unsupervised.

### Supervision Guidelines

Employers should refer to professional standards (i.e., OT, PT, ASHA links) governing particular disciplines as their guidance varies as to the nature, frequency, and length of supervision. In general, paraprofessionals, assistants, and emergency and temporary hires must have contact with the supervising therapist as often as needed for the provision of quality services. This means at least face to face contact at the beginning of services and at least once per month.

Documentation of supervisory activities should be recorded and available upon request of the Department of Children, Youth, and Families (DCYF) or the CLA. Supervisors may also need to sign off on records for billing purposes.

### Emergency and Chronic Personnel Shortages

When there is no qualified professional, assistant, nor anyone working toward requirements available, activities needed to meet outcomes must still be listed on the IFSP and must still be delivered. Teams may discuss alternative professionals to implement activities if appropriate, may connect with surrounding communities to cooperatively plan, may use tele-therapies if appropriate, or consult with an ESIT Regional Technical Assistance Specialist or the CLA.