

# Personnel Standards for Alabama's Early Intervention System



**Developed by the ICC Personnel  
Subcommittee and State Office;  
approved by the AEIS  
Interagency Coordinating  
Council**

***In the provision of services and in employment practices, Alabama's Early Intervention System  
does not discriminate on the basis of race, sex, creed, national origin, religion, age or  
disabilities.***

**Federal Regulations (September 28, 2011):**

**§ 303.31 Qualified personnel**

*Qualified personnel* 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.  
(Authority: 20 U.S.C. 1432(4)(F))  
3FR 18294, Apr. 14, 1998].

This document has been developed by the AEIS State Office based on recommendations from the Personnel Subcommittee of the AEIS Interagency Coordinating Council. These standards are in response to the requirements of IDEA Regulations, Part 303.22. The standards designate the “minimum” requirements that individuals must achieve in each service area to be considered qualified to deliver that service. The standards are updated annually based on disciplinary board/organization changes at the state and/or national level as well as recommendations from the Personnel Subcommittee.

**Initial staff orientation and training requirements:**

Journey II Original Training is required of all new providers (defined as direct service providers, therapists, and developmental specialists) within six months of employment in AEIS (unless prior approval for an extended timeline is obtained from the AEIS state office).

The Journey II Refresher Training is required for providers (defined as direct service providers, therapists, and developmental specialists) who have been employed in EI for at least 3 years and have completed the original Journey II Training. All early intervention providers are required to complete the Journey II Refresher training every three years during their employment with AEIS.

Service Coordinators are also required to complete the Journey I and the Journey II training. The Journey I training can only be taken after a Service Coordinator has worked in the position for at least 30 days. However, Journey I and Journey II must be completed by the sixth month of employment (unless prior approval for an extended timeline is obtained from the AEIS state office). A Service Coordinator mentor must be assigned by the program to work with the new Service Coordinator (if a mentor is not available within the program, the AEIS Mentor Coordinator is available to assist the program with assigning a mentor). The mentorship must be in place for the first 3 months of employment, and the Service Coordinator handbook will be given to the new Service Coordinator as a guide.

**Child Outcome Summary Knowledge Checklist (COS-KC)**

Service Coordinators are required to complete the Child Outcome Summary Knowledge Checklist (COS-KC) within 3 months after attending Journey I. For those who do not pass the knowledge check after two attempts, follow-up training will be required, and additional knowledge checks will be performed. Further actions and TA will be required for ongoing issues.

**Service Coordination Documentation Training**

Service Coordinators must be employed as a service coordinator by an EI program for at least 15 days before completing the Service Coordination Documentation training.

(Effective 10/1/2021) All new Service Coordinators are required to complete the typical and atypical child development module from the Institute for Advancement of Family Support within 45 days of employment.

(Effective 01/01/2026) Service coordinators will attend the RBI training during Journey I. After completing the RBI training, service coordinators will be assigned an RBI-certified mentor and participate in monthly Q&As to discuss scenarios related to the RBI process. Service coordinators will have 4 to 6 months to practice the skills acquired through the training. After 4 to 6 months of practice, service coordinators are required to attend the 3-day RBI Refresher training and will participate in live scoring to become Alabama RBI Certified.

SERVICE COORDINATORS must meet Alabama requirements for Routines-Based Interview (RBI), which include:

1. Completing the RBI 3-Day Refresher Training.
  2. Participating in a live interview to determine fidelity.
  3. Achieving 80% scoring based on the live interview.
- Service Coordinators who score less than 80% must participate in TA with state office staff and submit IFSPs with handwork. The number of IFSPs submitted is at the discretion of the

state office staff.

- Service Coordinators whose IFSPs and handwork are not sufficient, or if they scored less than 70% on the live interview, must receive TA and participate in a second interview.
- Service Coordinators who do not achieve 80% on the second interview will no longer meet Personnel Standards for employment in AEIS.

### **Direct Service Provider Training with RBHV Principles**

- **Developmental Specialist Certification/Mentorship**

Alabama's Early Intervention System requires all approved Developmental Specialists who are currently employed to provide Special Instruction (SI) services for a program or as a vendor for AEIS to complete the Developmental Specialist Certification/Mentorship within 6 months of initial employment. To enroll in the training, the participant must be providing SI services to at least one child/family. Routines-Based Home Visiting (RBHV) practices and strategies are incorporated in the training.

- **SLP/OT/PT/COTA/LPTA Service Providers**

Alabama's Early Intervention System requires all therapists who are currently employed to provide OT, PT, and Speech services for a program or as a vendor for AEIS to complete the Therapist Training within 6 months of initial employment. To enroll in the training, the participant must be providing OT, PT, or Speech services to at least one child/family. Routines-Based Home Visiting (RBHV) practices and strategies are incorporated in the training.

### **Continuing Education Requirements:**

All licensed providers (SLP/OT/PT/COTA/LPTA) must maintain current licenses while providing EI services. All EI programs must keep a copy of each provider's current licenses on file. All early intervention personnel are required to complete the Journey II training every three years during their employment with AEIS. (Early Intervention Personnel are defined as direct service providers, such as developmental specialists, therapists, and service coordinators. Foreign Language Interpreters are not required to complete the Journey II training.

(Effective October 2024). There are two versions of the Journey II training. The Journey II Original Training is for providers who are new to EI and have not completed a Journey II training. The Journey II Refresher Training is for providers who have worked in EI for at least three years and have completed the original Journey II training.

### **Supervision:**

The purpose of supervision of assistants is to ensure collaboration and safe, quality services for children and families in accordance with the AEIS Core Values. Alabama's Early Intervention System (AEIS) defines "assistants" as Certified Occupational Therapy Assistants and Licensed Physical Therapist Assistants. AEIS standards require supervision of assistants who assist in the delivery of services.

### **Supervision requirements for therapy assistants are as follows:**

- a. For PT and LPTA: The supervising therapist will provide the service every 6<sup>th</sup> visit or 90 days. Also, the supervising therapist will ensure formal, ongoing communication occurs between the PT and LPTA. The LPTA will complete the 6<sup>th</sup> Visit/90-Day Supervisory Form (Appendix A). The supervisory form must be signed by both the LPTA and PT.
- b. For OT and COTA: The supervising therapist will ensure formal, ongoing communication between the OT and COTA. The COTA will complete the 6<sup>th</sup> Visit/90-Day Supervisory Form (Appendix A), which must be signed by both the COTA and OT.
- c. The supervisory form will not be considered complete until it is in the child's record. Monitors will review the supervisory notes regularly.

NOTE: Each practicing therapist (PT and OT) is responsible for following all supervisory requirements for billing purposes.

Additional types of supervisory activities include verbal communication, review of progress notes, attending team meetings, and video review. Assistants and the supervising professionals share responsibility for assuring that licensure standards and payer requirements are met.

### **Supervision Requirements for Conditional Developmental Specialists:**

Conditional Developmental Specialists will be required to have the following experiences, in the order listed below, prior to reaching the mentorship component of the Developmental Specialist Certification/Mentorship:

- A minimum of 5 visits observing a qualified Developmental Specialist and/or other disciplines before delivering Special Instruction services. Documentation of the observation will occur using the “Developmental Specialist Observation Learning Tool” (Appendix B) to be completed by the conditional Developmental Specialist and signed by the professional who is being observed. (NOTE: This tool is for learning purposes only and should not go in the child’s record.) This tool is to be kept on file by the program and made available by request.
- Direct, onsite supervision (joint visits) by a qualified Developmental Specialist\* or a qualified PT, OT, or SLP at a minimum of 2 times per month or more frequently if needed, as determined by the supervising service provider, up until entering the DS Mentorship. Supervisory visits will include observation of the conditional Developmental Specialist using the observation tool, the “Developmental Specialist\_Observation Learning Tool” (Appendix B), to be completed by the supervising service provider. NOTE: This tool is for learning purposes only and should not be included in the child’s record. It must be kept on file by the program and made available upon request.

\*Qualified Developmental Specialist is defined as an approved Developmental Specialist as per the AEIS Personnel Standards, with 1 year of employment in AEIS as a Developmental Specialist. They must adhere to the AEIS Developmental Specialist Scope of Practice. For assistance in identifying a qualified Developmental Specialist as per the definition above, contact the AEIS Mentor Coordinator.

\*\*Qualified PT, OT, or SLP is an approved EI Provider as per the AEIS Personnel Standards with 1 year of employment in AEIS.

Use of Interns: Interns/students cannot provide services alone. Interns/students may only provide services under the direct, onsite supervision of licensed professionals. Students should adhere to university department policies, professional organization guidelines, and licensure regulations.

### **Permanent Approval for Developmental Specialists:**

Individuals who successfully complete the Developmental Specialist Certification/Mentorship and receive a certificate of completion are considered permanent. These individuals also meet personnel standards, requiring a minimum of a bachelor’s degree in one of the 17 deliverable services (excluding Transportation services), as determined by the AEIS Personnel Standards. It’s the program’s responsibility to ensure that the candidate meets personnel standards. The program must obtain the candidate’s official college transcript, which documents their degree.

NOTE: Individuals with a degree in a related field that is not listed in the Personnel Standards may be considered for Conditional Developmental Specialist status. The candidate must submit an official college transcript, a resume and the EI Experience Form to the CSPD coordinator. These documents will be submitted to the Personnel Review Committee for consideration. The following criteria must also be met:

1. Coursework includes child development specific to birth to three (if appropriate, child psychology could be considered as a child development course if it included child development).
2. Coursework includes family support/coaching, cultural awareness, and/or family-focused intervention.
3. The individual must have acceptable grades in these classes (A or B).
4. The applicant must be able to complete the EI Experience Form in full and should demonstrate at least 2 years’ experience in working with young children, children with disabilities, and families.

Should the “Conditional” candidate be approved, they have 6 months to complete the Developmental Specialist Certification/Mentorship (unless obtaining special permission from the state office) while providing SI services. The 6-month timeline does not restart upon employment with a different AEIS program. Inquiries and documents for review should be submitted to AEIS State Office, 602 S. Lawrence Street, Montgomery, AL 36104.

Any individual employed by an AEIS program who meets personnel standards for one or more of the 17 deliverable services (excluding Transportation services) may participate in the Developmental Specialist Certification/Mentorship with approval by the state office. In order to be approved for enrollment in the workshop, a copy of their official college transcript must be submitted to the state office for confirmation of their degree.

#### **ADRS Early Intervention Vendor applicants:**

Individuals wishing to apply as a “Conditional” Developmental Specialist for ADRS Early Intervention through the District Offices must complete the AEIS Vendor Application and submit it to the CSPD coordinator. If approved, the candidate must complete the Developmental Specialist Certification/Mentorship within 6 months.

#### **Specialists from Other States:**

An individual from outside of Alabama who is interested in being employed as a Developmental Specialist in AEIS will be determined qualified to pursue Developmental Specialist employment under the following considerations:

The individual:

- a. Has an appropriate college degree (per the AEIS Personnel Standards).
- b. Has been employed as a “Developmental Specialist” (or similar category) for a minimum of 6 months within the past 2 years in another state.
- c. Provides satisfactory job references.
- d. Provides documentation of training related to delivery service for infants, toddlers with disabilities, and families; and
- e. Is approved by the Personnel Review Committee as designated by the AEIS Personnel Subcommittee.

The same documents as listed above must be submitted to the state office for review.

#### **Considerations for employment for individuals who do not meet personnel standards:**

The Personnel Review committee will review the records/documentation of each individual requesting consideration for employment and make a determination within 10 days of submission as to whether the degree/experience meets personnel standards. The criteria to be met include the following:

- Coursework should include child development specific to birth to three (if appropriate, child psychology could be considered as a child development course if it can be determined to have included child development).
- Coursework should include family support/coaching, cultural awareness, and/or family-focused intervention.
- The individual must have acceptable grades in these classes (A or B).
- The applicant should be able to complete the EI Experience Form in full and should demonstrate at least 2 years’ experience in working with young children, children with disabilities, and families.

The Personnel Review Committee will include:

- 1 professional (with Developmental Specialist experience) from the Personnel Subcommittee
- 1 ECSE professional from the university level
- 1 EI Professional provider working in the field
- 1 state office liaison (ADRS, DMH, and AIDB)

#### **Evaluator Qualifications:**

Individuals providing evaluations to determine eligibility under AEIS must submit documentation to their supervisor of the following criteria which will be reviewed through the monitoring process. For vendors applying as evaluators, documentation of completion of all the following criteria must be submitted along with their vendor application. All criteria must be met.

- a. Meets personnel standards for one of the EI services (excluding Transportation).

- b. Has had child development coursework that includes infants and toddlers or has completed the Developmental Specialist Certification/Mentorship (coursework in Human Development will not meet this criterion).
- c. Has had training or coursework on the specific tool(s) to be used and is in conformity with test protocol requirements for administering the test (to be monitored through the monitoring process).
- d. Has completed a minimum of 1 observation (by a mentor approved by the state office) administering the tool(s) and a minimum of 1 supervised administration of the tool(s) (by a mentor approved by the state office). The Evaluator Checklist will be used by the mentor to document that this requirement has been completed (available on the AEIS website).

**Use of Paraprofessionals as Evaluators:**

As per the requirements under each disciplinary section of the personnel standards, paraprofessionals are not eligible to serve as evaluators for AEIS, except under Nursing Services where assessment of health status for the provision of nursing care is allowed.

**Foreign Language Services**

A foreign language interpreter may be deemed certified or non-certified.

For non-certified interpreters, AEIS minimum qualifications are:

- High school diploma or GED
- One (1) year of experience in language translation and interpretation in a work environment
- Must be proficient in English and another language

Programs must use the Foreign Language Interpretation Questionnaire when determining whether a non-certified interpreter is “qualified.”

Early Intervention Providers/Programs documentation, including certification and licensure, must be kept on file for Certified Interpreters and made available upon request by the lead agency for review.

DESCRIPTION OF SERVICES		Discipline and Credentials
<p><b>1. ASSISTIVE TECHNOLOGY</b></p>	<ul style="list-style-type: none"> <li>○ The evaluation of the needs for assistive technology of a child with a disability, including a functional evaluation of the child in the child’s customary environment.</li> <li>○ Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices.</li> <li>○ Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices</li> </ul>	<p>Audiologist: Doctoral Degree plus 4<sup>th</sup> year internship (for new licenses beginning January 2007); Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).</p> <p>SLP: Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines.</p> <p>PT: Physical Therapist licensed by Alabama Board of Physical Therapy.</p> <p>OT: Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)</p> <p>Ophthalmologist: Licensed Doctor of Medicine (MD) and Licensed Ophthalmologist in Alabama</p> <p>Optometrist: Licensed Optometrist in Alabama</p> <p>Physician: Licensed Doctor of Medicine (MD)</p> <p>Certified Nurse Practitioner: Certified Registered Nurse Practitioner within their scope of practice in Alabama</p> <p>Rehabilitation Technology Specialist: Bachelor’s degree in rehabilitation engineering, industrial design, biomedical engineering, electrical engineering, industrial engineering, mechanical engineering, or closely related field</p>
	<ul style="list-style-type: none"> <li>○ Coordinating and using other therapies, interventions, or services with assistive technology devices</li> </ul>	<p>Audiologist: Doctoral Degree plus 4<sup>th</sup> year internship (for new licenses beginning January 2007); Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).</p> <p>SLP: Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines.</p> <p>PT: Physical Therapist licensed by Alabama Board of Physical Therapy.</p> <p>OT: Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)</p> <p>Developmental Specialist meeting AEIS Personnel Standards.</p> <p>Rehabilitation Technology Specialist: Bachelor’s degree in rehabilitation engineering, industrial design, biomedical engineering, electrical engineering, industrial engineering, mechanical engineering, or closely related field.</p>

DESCRIPTION OF SERVICES	Discipline and Credentials
<ul style="list-style-type: none"> <li>○ Training or technical assistance for a child with disabilities or, if appropriate, that child's family</li> </ul>	<p>Audiologist: Doctoral Degree plus 4<sup>th</sup> year internship (for new licenses beginning January 2007); Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).</p> <p>SLP: Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines.</p> <p>PT: Physical Therapist licensed by Alabama Board of Physical Therapy.</p> <p>LPTA: Licensed by Alabama Board of Physical Therapy and supervised by a licensed Physical Therapist as required by the AL Board of PT and the AEIS Personnel Standards</p> <p>OT: Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)</p> <p>COTA: Licensed by Alabama Board of Occupational Therapy (ASBOT) and supervised by a licensed Occupational Therapist as required by the AL Board of OT and the AEIS Personnel Standards</p> <p>Developmental Specialist meeting AEIS Personnel Standards</p> <p>Rehabilitation Technology Specialist: Bachelor's degree in rehabilitation engineering, industrial design, biomedical engineering, electrical engineering, industrial engineering, mechanical engineering, or closely related field</p> <p>Orientation and Mobility Specialist: Certification in O &amp; M by the Association for Education and Rehabilitation of the Blind and Visually Impaired</p> <p>Ophthalmologist: Licensed Doctor of Medicine (MD) and Licensed Ophthalmologist in Alabama</p> <p>Optometrist: Licensed Optometrist in Alabama</p> <p>Physician: Licensed Doctor of Medicine (MD)</p> <p>Certified Nurse Practitioner: Certified Registered Nurse Practitioner within their scope of practice in Alabama</p>
<ul style="list-style-type: none"> <li>○ Training or technical assistance for professionals (including individuals providing early intervention services), or other individuals who provide services to or are otherwise substantially involved in the major life functions of individuals with disabilities existing education and rehabilitation plans and programs.</li> </ul>	<p>Audiologist: Doctoral Degree plus 4<sup>th</sup> year internship (for new licenses beginning January 2007); Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).</p> <p>Physician: Licensed Doctor of Medicine (MD)</p> <p>Certified Nurse Practitioner: Certified Registered Nurse</p>

DESCRIPTION OF SERVICES		Discipline and Credentials
		<p>Practitioner within their scope of practice in Alabama</p> <p>Orientation and Mobility Specialist: Certification in O &amp; M by the Association for Education and Rehabilitation of the Blind and Visually Impaired</p> <p>SLP: Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines.</p> <p>PT: Physical Therapist licensed by Alabama Board of Physical Therapy.</p> <p>OT: Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)</p> <p>Rehabilitation Technology Specialist: Bachelor's degree in rehabilitation engineering, industrial design, biomedical engineering, electrical engineering, industrial engineering, mechanical engineering, or closely related field</p> <p>Ophthalmologist: Licensed Doctor of Medicine (MD) and Licensed Ophthalmologist in Alabama</p> <p>Optometrist: Licensed Optometrist in Alabama</p>
<p><b>2. AUDIOLOGY</b></p>	<ul style="list-style-type: none"> <li>○ Identification of children with auditory impairment, using at risk criteria and appropriate audiologic screening techniques.</li> <li>○ Determination of the range, nature and degree of hearing loss and communication functions by use of audiological evaluation procedures.</li> <li>○ Referral for medical and other services necessary for the habilitation or rehabilitation of children with auditory impairment</li> <li>○ Provision of auditory training, aural rehabilitation, speech reading and listening device orientation and training, and other services</li> <li>○ Determination of the child's need for individual amplification, including selecting, fitting, and dispensing appropriate listening and vibrotactile devices and evaluating the effectiveness of those devices.</li> <li>○ Provision of services for the prevention of hearing loss</li> </ul>	<p>Audiologist: Doctoral Degree plus 4<sup>th</sup> year internship (for new licenses beginning January 2007); Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).</p> <p>SLP: Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines.</p> <p>Physician: Licensed Doctor of Medicine (MD)</p> <p>Certified Nurse Practitioner: Certified Registered Nurse Practitioner within their scope of practice in Alabama</p>

DESCRIPTION OF SERVICES	Discipline and Credentials
<p><b>3. FAMILY TRAINING, COUNSELING, AND HOME VISITS</b></p> <p>TRAINING REQUIREMENT: Disciplines requiring completion of the Developmental Specialist Certification/Mentorship to deliver these services must complete the training within 6 months of employment.</p>	<p>○ Family Training and Home Visits (i.e., services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child eligible under this part [IDEA, Part C] in understanding the special needs of the child and enhancing the child’s development [in coordination with and under the guidance of the IFSP team and as outlined on the IFSP]).</p> <p>Developmental Specialist meeting AEIS Personnel Standards.</p> <p>SLP: Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines.</p> <p>PT: Physical Therapist licensed by Alabama Board of Physical Therapy.</p> <p>OT: Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)</p> <p>Social Worker: Bachelor’s Degree in Social Work</p> <p>Psychologist: Licensed by Alabama Board of Examiners in Psychology with coursework and supervised experience in area of child and family</p> <p>Licensed Professional Counselor: Master’s or Doctoral Degree in Counseling from a CACREP or CORE accredited program</p> <p>Licensed Marriage and Family Therapist: Masters or Doctoral Degree in Marriage and Family Therapy and completion of 12-month internship as per Board approved rules and regulations plus passage of marriage and family therapy Board approved examination</p> <p>Service Coordinator meeting AEIS Personnel Standards</p>
<p><b>4. HEALTH SERVICES</b></p>	<p>○ Services such as clean intermittent catheterization, tracheotomy care, tube feeding, the changing of dressings or colostomy collection bags, and other health services.</p> <p>Registered Nurse: Licensed as a registered nurse by the Alabama Board of Nursing</p> <p>Physician: Licensed Doctor of Medicine (MD)</p> <p>Nutritionist: Licensed by Alabama Board of Examiners for Dietitian/Nutrition Practice</p> <p>○ Consultation by physicians with other service providers concerning the special health care needs of eligible children that will need to be addressed in the course of providing other early intervention services.</p> <p>Physician: Licensed Doctor of Medicine (MD)</p> <p>Certified Nurse Practitioner: Certified Registered Nurse Practitioner within their scope of practice in Alabama</p>
<p><b>5. MEDICAL SERVICES</b></p>	<p>○ Diagnostic purposes.</p> <p>○ Evaluation purposes.</p> <p>Physician: Licensed Doctor of Medicine (MD)</p> <p>Certified Nurse Practitioner: Certified Registered Nurse Practitioner within their scope of practice in Alabama</p>

DESCRIPTION OF SERVICES		Discipline and Credentials
<b>6. NURSING SERVICES</b>	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development.</li> <li>○ Administration of medications, treatments, and regimens prescribed by a licensed physician.</li> </ul>	<p>Certified Nurse Practitioner: Certified Registered Nurse Practitioner within their scope of practice in Alabama</p> <p>Registered Nurse: Licensed as a registered nurse by the Alabama Board of Nursing</p>
<b>7. NUTRITION</b>	<ul style="list-style-type: none"> <li>○ Conducting individual assessments in nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.</li> <li>○ Developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part, based on the findings of the individual nutritional assessment.</li> <li>○ Making referrals to appropriate community resources to carry out nutritional goals.</li> </ul>	<p>Nutritionist: Licensed by Alabama Board of Examiners for Dietitian/Nutrition Practice</p>
<b>8. OCCUPATIONAL THERAPY</b>	<ul style="list-style-type: none"> <li>○ Identification, assessment, and intervention of children birth to three</li> </ul>	<p>OT: Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)</p>
	<ul style="list-style-type: none"> <li>○ Adaptation of the environment and selection, design, and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills.</li> <li>○ Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.</li> </ul>	<p>OT: Occupational Therapist licensed by Alabama Board of Occupational Therapy (ASBOT)</p> <p>COTA: Licensed by Alabama Board of Occupational Therapy (ASBOT) and supervised by a licensed Occupational Therapist as required by the AL Board of OT and the AEIS Personnel Standards.</p>
<b>9. PHYSICAL THERAPY</b>	<ul style="list-style-type: none"> <li>○ Screening, evaluation, and assessment of infants and toddlers to identify movement dysfunction.</li> </ul>	<p>PT: Physical Therapist licensed by Alabama Board of Physical Therapy.</p>
	<ul style="list-style-type: none"> <li>○ Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.</li> </ul>	<p>PT: Physical Therapist licensed by Alabama Board of Physical Therapy.</p> <p>LPTA: Licensed by Alabama Board of Physical Therapy and supervised by a licensed Physical Therapist as required by the AL Board of PT and the AEIS Personnel Standards</p>

DESCRIPTION OF SERVICES		Discipline and Credentials
<p><b>10. PSYCHOLOGICAL SERVICES</b></p>	<ul style="list-style-type: none"> <li>○ Administering psychological and developmental tests and other assessment procedures.</li> <li>○ Interpreting assessment results.</li> <li>○ Obtaining, integrating and interpreting information about child behavior, and child and family conditions related to learning, mental health, and development.</li> <li>○ Planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, and parent training, and education programs.</li> </ul>	<p>Psychologist: Licensed by Alabama Board of Examiners in Psychology with coursework and supervised experience in area of child and family</p>
<p><b>11. SERVICE COORDINATION</b></p>	<p>Intake activities: Initial contact with caregiver to discuss Alabama’s Early Intervention System. Scheduling eligibility evaluation(s) with parent or caregiver and providers. Complete Release of Information for medical documentation if needed. Obtaining medical documentation regarding a qualifying diagnosis prior to eligibility determination.</p> <p>Eligibility activities: Review written eligibility reports from evaluators. Discussion of evaluation results that determine if a child is eligible for early intervention services. Completion of required procedural safeguards.</p> <p>Initial Individual Family Service Plan (IFSP) activities: Completing early intervention procedural safeguards to allow a child to receive services. Reviewing of the early intervention vital message. Development of the IFSP and the IFSP document. Coordinate the provision of initial early intervention services.</p> <p>Individual Family Service Plan (IFSP) Review activities: Facilitating and participating in the review of the IFSP at the six-month, annual intervals or at parent or team request.</p> <p>Transition Meeting activities: Assisting the family in the transition process by scheduling and facilitating the 27-month and 33-month transition meetings. Attending Part B portion of 33-month LEA Referral meeting</p> <p>Other Service Coordination activities: Assisting families in gaining access to early intervention services identified in the IFSP.</p>	<p>Service Coordinator meeting AEIS Personnel Standards.</p> <p>Individuals who meet the minimum qualifications for case management of the targeted population under Alabama Medicaid Agency (BA or BS, preferably in human services related field or SW) or Bachelor’s degree in related area such as, but not limited to, education, social science, behavioral science, health services administration, rehabilitation, allied health, child/human development, and RN in Alabama.</p> <p>To be employed as a Service Coordinator in Alabama’s Early Intervention System, an individual should have a degree that meets personnel standards.</p> <p>Individuals wanting to apply for employment as a Service Coordinator or who have a degree that does not meet personnel standards but have Early Intervention experience or experience working with families of young children may submit a request for review of transcripts and EI Service Coordinator Experience Form to the state office for review (<b>Appendix D</b>).</p>

DESCRIPTION OF SERVICES		Discipline and Credentials
	<p>Review of progress notes to ensure that all services are being provided per the IFSP. Maintaining monthly contact with families to ensure services are being provided and new concerns are addressed. Attending home visits with service providers to ensure that services are being provided per the IFSP (outcomes are addressed (caregiver training, follow-through, etc.) Identifying and coordinating community resources and services to enable the child and family to receive maximum benefit from EI serves.</p> <p>Closing Case activities: Closing a child's case with Early Intervention through contact with the parent ensuring they understand services are ending and helping the family to connect with other resources as appropriate.</p>	
<p><b>12. SIGN LANGUAGE AND CUED LANGUAGE</b></p>	<ul style="list-style-type: none"> <li>○ Teaching sign language, cued language.</li> </ul>	<p>American Sign Language Instructor</p>
	<ul style="list-style-type: none"> <li>○ Auditory/oral language.</li> </ul>	<p>Audiologist: Doctoral Degree plus 4<sup>th</sup> year internship (for new licenses beginning January 2007); Licensed by the Alabama Board of Examiners in Speech/ Language Pathology and Audiology (unless exempt from licensure).</p> <p>SLP: Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines.</p>
	<ul style="list-style-type: none"> <li>○ Providing oral transliteration services (such as amplification) and providing sign and cued language interpretation.</li> </ul>	<p>Interpreter</p>

DESCRIPTION OF SERVICES		Discipline and Credentials
<p><b>13. SOCIAL WORK SERVICES</b></p>	<ul style="list-style-type: none"> <li>○ Making home visits to evaluate the child's living conditions and patterns of parent-child interaction.</li> <li>○ Preparing a social or emotional development assessment of the child within the family context.</li> <li>○ Providing individual and family-group counseling with parents and other family members and providing appropriate social skill-building activities with the child and parents.</li> <li>○ Working with those problems in a child's and family's living situation (home, community, and any center where early intervention services are provided) that affect the child's maximum utilization of early intervention services.</li> <li>○ Identifying, mobilizing, and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services.</li> </ul>	<p>Social Worker: Licensed Clinical Social Worker</p>

DESCRIPTION OF SERVICES		Discipline and Credentials
<p><b>14. SPECIAL INSTRUCTION SERVICES</b></p>	<ul style="list-style-type: none"> <li>○ Special Instruction includes the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas. It provides information and support related to enhancing the skill development of the child to attain his or her maximum functional level.</li> <li>○ These activities are based on the family's daily routines, provided in the child's natural environment, and are coordinated with all other services in the plan. These activities provide assistance with acquisition, retention or improvement in skills related to routine activities of daily living, communicating with caregivers, and social and adaptive skills.</li> <li>○ These activities also address the 3 OSEP child outcome areas of 1) Developing Positive social-emotional skills (including social relationships), 2) Acquiring and using knowledge and skills (including early language/communication and cognitive), and 3) Using appropriate behaviors to meet his or her needs. Integral to this service is family training, education, and support-based visits to assist the family of a child eligible for services in understanding the special needs of their child and enhancing their child's development.</li> </ul> <p>TRAINING REQUIREMENT: Approved disciplines other than ECSE, VI, and HI <b>must enroll in the Developmental Specialist Certification/Mentorship</b>. Special Instruction services, in accordance with the AEIS supervision requirements, may be provided for up to 6 months from initial employment in AEIS while working towards the completion of the <b>Developmental Specialist Certification/Mentorship</b>. The 6-month timeline does not restart upon employment with a different AEIS program.</p>	<p>Developmental Specialist meeting Personnel Standards.</p> <p>Individuals who meet have a bachelor's degree in related area such as, but not limited to, teacher of the hearing impaired, teacher of the vision impaired, early childhood special education, education, social science, behavioral science, health services administration, rehabilitation, allied health, child/human development, and social work.</p> <p>Other related degrees may be considered and approved for conditional Developmental Specialist status as determined by the AEIS State Office.</p>

DESCRIPTION OF SERVICES		Discipline and Credentials
<p><b>15. SPEECH-LANGUAGE PATHOLOGY</b></p>	<ul style="list-style-type: none"> <li>○ Identification of children with communicative or oropharyngeal disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills.</li> <li>○ Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communicative or oropharyngeal disorders and delays in development of communication skills.</li> <li>○ Provision of services for habilitation, rehabilitation, or prevention of communicative or oropharyngeal disorders and delays in development of communication skills.</li> </ul>	<p>SLP: Certificate of Clinical Competence in Speech/Language Pathology and licensed by the Alabama Board of Examiners for Speech/Language Pathology and Audiology (unless exempt from licensure) <u>OR</u> in clinical fellowship year with supervision in accordance with ASHA guidelines.</p>
<p><b>16. TRANSPORTATION</b></p>	<ul style="list-style-type: none"> <li>○ Cost of travel (e.g. mileage or travel by taxi, common carrier, or other means) and other costs (e.g. tolls and parking expenses) that are necessary to enable a child eligible under this part and the child’s family to receive early intervention services.</li> </ul>	<p>Parent reimbursement only</p>
<p><b>17. VISION SERVICES</b></p>	<ul style="list-style-type: none"> <li>○ Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities.</li> <li>○ Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both.</li> </ul>	<p>Ophthalmologist: Licensed Doctor of Medicine (MD) and Licensed Ophthalmologist in Alabama</p> <p>Optometrist: Licensed Optometrist in Alabama</p> <p>Physician: Licensed Doctor of Medicine (MD)</p>
	<ul style="list-style-type: none"> <li>○ Communication skills training, orientation and mobility training for all environments, visual training, independent living skills training, and additional training necessary to activate visual motor abilities.</li> </ul>	<p>Developmental Specialist meeting AEIS Personnel Standards.</p> <p>Orientation and Mobility Specialist: Certification in O &amp; M by the Association for Education and Rehabilitation of the Blind and Visually Impaired</p>

**APPENDIX A**

**6TH VISIT/90 DAY SUPERVISORY FORM  
("HAND OFF" COMMUNICATION BETWEEN COTA AND OT/LPTA AND PT)**

***\*\*This form is to be completed by the licensed assistant and given to the supervising therapist PRIOR to the 6<sup>th</sup> visit/90-day supervisory visit\*\****

**Child's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Caregiver present for sessions and location for sessions (home, day care):**

\_\_\_\_\_  
**Update on child's progress as related to current IFSP outcomes:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Update on recent medical appointments/information per caregiver:**

\_\_\_\_\_  
\_\_\_\_\_

**Update on concerns/questions that family may have regarding their child's progress or diagnosis:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Other relevant information regarding the visits with this child and family/caregiver since the last supervisory visit:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Signature of Therapist**

\_\_\_\_\_  
**Signature of Licensed Assistant**

**APPENDIX B  
DEVELOPMENTAL SPECIALIST OBSERVATION LEARNING TOOL**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Session Start Time: \_\_\_\_\_ Session End Time: \_\_\_\_\_

	Yes	No	
Were skills discussed in the context of routines? (e.g., During what activity or routine during the day do you see this? During what activity or routine during the day would you like to see him/her do this?)			<i>Which skills and routines were discussed?</i>
Did the Service Provider arrive at a strategy for parent/caregiver training?			<i>What was the strategy?</i>
Did the Service Provider demonstrate the recommended intervention strategy to the parent/caregiver? Did the parent/caregiver have the opportunity to practice the recommended strategy?			<i>How did the service provider demonstrate the strategy to the parent/caregiver?</i>
Did the Service Provider ask the parent/caregiver if they thought the recommended intervention strategy is doable for them? (e.g., "Do you think this will work?", "With everything else you do at this time of the day, do you think you'll be able to do this?" or "I'm not sure I've described this very well. Is this something you think you will do"?)			<i>If the parent said no, then what did the Service Provider do next?</i>
Did the Service Provider go back and review what was done during the session today? Did the Service Provider go back and discuss what intervention strategies the parent/caregiver needs to do between now and the next visit?			<i>What parent/caregiver plan did the provider leave with the family/daycare?</i>
Did the Service Provider provide emotional support during this visit, if needed? (e.g., Respond to family concerns, pay attention to parent's comments, provider was friendly and not formal)			<i>If yes, how did you see emotional support being provided?</i>
Did the Service Provider provide material support during the visit, if needed? (e.g., Ensure equipment to promote the child's functioning, including adaptive equipment or communication devices, books, specific toys?)			<i>If yes, what did they provide?</i>
Did the Service Provider provide informational support, if needed? (e.g., Ensure family had access to information about the child's disability, child development, information about other possible resources)			<i>If yes, what did they provide?</i>

\_\_\_\_\_  
**Signature/Credentials of Observing Conditional DS**

\_\_\_\_\_  
**Signature/Credentials of Service Provider Observed**

NOTE: This tool is for learning purposes only and should not go in the child's record. It should be completed during the session and signed at the end of the session. The conditional Special Instructor should keep the completed form for future reference.

10/31/18 Version

## APPENDIX C

### EARLY INTERVENTION EXPERIENCE FORM

For Developmental Specialist candidates falling within the "Conditional Other" category of the AEIS Personnel Standards. Please describe your experience in working with very young children with disabilities, age birth to three and their families.

<p><b>A. NAME, ADDRESS, AND PHONE NUMBER:</b></p>
<p><b>B. TYPE OF AGENCY/ORGANIZATION WITH WHICH YOU HAVE EXPERIENCE (Check all that apply):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Service delivery agency</li> <li><input type="checkbox"/> Childcare program</li> <li><input type="checkbox"/> School System (preschool/primary/secondary)</li> <li><input type="checkbox"/> Hospital</li> <li><input type="checkbox"/> Private outpatient office or group practice</li> <li><input type="checkbox"/> Home care</li> <li><input type="checkbox"/> Academic institution (college, university, etc.)</li> <li><input type="checkbox"/> Health and wellness facility</li> <li><input type="checkbox"/> Research center</li> <li><input type="checkbox"/> Other _____</li> </ul>
<p><b>C. POSITION TITLE AND DESCRIPTION OF CURRENT/PREVIOUS JOB/DUTIES:</b></p>
<p><b>D. REFERENCES:</b></p> <p>1. Name, title and contact information of character reference:</p> <p>2. Name, title and contact information of work-related reference (immediate supervisor):</p> <p>3. Name, title and contact information of second work related reference:</p>
<p><b>E. DOCUMENTATION OF ACCEPTABLE EXPERIENCE CLOSELY RELATED TO SPECIAL INSTRUCTION FOR YOUNG CHILDREN:</b></p>
<p><b>F. LIST THE MOST COMMON TYPES OF DISABILITIES WITH WHICH YOU HAVE HAD EXPERIENCE (e.g., Developmental Delay, Cerebral Palsy, Down Syndrome, Autism, etc.):</b></p>
<p><b>G. PERSONAL EXPERIENCE WORKING WITH AN INDIVIDUAL WITH SPECIAL NEEDS:</b></p> <p>a. With whom did you gain experience (e.g., your child, another family member, employment)?</p> <p>b. What was the age of the person(s) with whom you had experience?</p> <p>c. What type of setting(s) (e.g., home, church, child care, school, other)?</p> <p>d. Describe the typical interactions (e.g., daily care, occasional babysitting, intervention).</p>
<p><b>H. EXPERIENCE IN COLLABORATING WITH/COACHING FAMILIES:</b></p>

I verify that the information provided above is accurate and provides a true representation of my experience with very young children with disabilities, age birth to five, and their families. I also give permission for this information to be verified with the contact person(s) listed above.

Applicant Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature of potential employer (if applicable): \_\_\_\_\_

## APPENDIX D

### EARLY INTERVENTION EXPERIENCE FORM SERVICE COORDINATION

A. NAME, ADDRESS, EMAIL AND PHONE NUMBER:

B. TYPE OF AGENCY/ORGANIZATION WITH WHICH YOU HAVE EXPERIENCE (Check all that apply):

- Service delivery agency
- Childcare program
- School System (preschool/primary/secondary)
- Hospital
- Private outpatient office or group practice
- Home care
- Academic institution (college, university, etc.)
- Health and wellness facility
- Research center
- Other \_\_\_\_\_

C. POSITION TITLE AND DESCRIPTION OF CURRENT/PREVIOUS JOB DUTIES:

D. REFERENCES:

1. Name, title and contact information of character reference:

2. Name, title, and contact information of work-related reference (immediate supervisor):

3. Name, title, and contact information of second work related reference:

E. The following knowledge and skills are important for service coordinators to have (National Service Coordinator Training Group/DEC, 8/12/2020). Please mark the ones for which you have experience and/or training:

- Infant and Toddler Development:** Service Coordinators should have knowledge of infant and toddler development including factors that contribute to development such as family context, relationships, culture, socio-economic considerations, environment, and experiences to inform intervention decisions, child development and learning within natural environments.
- Family-Centered Practices:** Service Coordinators should have the ability to respect and support the distinctive qualities of each family, recognizing the family as the teacher, support, decisionmaker and advocate for their child.
- Interviewing:** Service Coordinators must have skill in conducting interviews that includes advanced preparation, active listening, effective communication, reflection, and follow-up.
- Coordination of Services:** Service Coordinators should have the ability to coordinate and monitor the timely delivery of services.
- Transition:** Service Coordinators should implement smooth and effective transition plans with the family that identify the events, activities, and processes associated with key changes between environments or programs during the early childhood years.
- Professionalism:** Service Coordinators should demonstrate professionalism by using personal and professional boundaries, flexibility, resiliency, time management, dependability, and by engaging in ongoing professional development.
- Practical skills:** Service coordinators should have organizational skills, the ability to meet deadlines, task management skills, and the writing of plans.

Please provide a description of your experience and/or training in the areas that you marked above:

I verify that the information provided above is accurate and provides a true representation of my experience with infants and toddlers with disabilities and their families. I also give permission for this information to be verified with the contact person(s) listed above.

Signature: \_\_\_\_\_

Signature of potential employer (if applicable): \_\_\_\_\_

# Foreign Language Interpreter Questionnaire



1. Educational Attainment:

High school diploma or GED?  Yes  No  
 School and Year \_\_\_\_\_  
 College degree?  Yes  No  
 School, Degree and Year \_\_\_\_\_

2. Additional Education/Training in foreign language interpretation/translation?  
 \_\_\_\_\_

3. Foreign Language Certification/Licensure?  Yes  No  
 Certifying / Licensing Body and C/L # \_\_\_\_\_

4. Languages and Fluency: *(List primary language first)*

Language #1: \_\_\_\_\_ Fluency?  conversational  fluent  advanced fluency  
 Language #2: \_\_\_\_\_ Fluency?  conversational  fluent  advanced fluency  
 Language #3: \_\_\_\_\_ Fluency?  conversational  fluent  advanced fluency  
 Language #4: \_\_\_\_\_ Fluency?  conversational  fluent  advanced fluency

5. Years of experience as a foreign language interpreter? \_\_\_\_\_

6. Types of Interpretation:

Simultaneous interpretation?  Yes  No  
 Consecutive interpretation?  Yes  No  
 Sight translation?  Yes  No

7. Are you familiar with the common terminology used in: *(Check all that apply)*  CRS  EI  VRS  SAIL

8. Have you ever been disqualified from interpreting for poor performance or ethical concerns?  
 Yes  No

***I will adhere to the Code of Ethics for Foreign Language Interpreters.***

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

***I understand that my interpretation skills will be monitored by the Alabama Department of Rehabilitation for quality assurance purposes.***

Signature \_\_\_\_\_

**Code of Ethics for Foreign Language Interpreters**

**Accurate:** When you interpret, use the first person (“I”). Say exactly what was said. Do not add, delete, simplify, or explain. If you are not sure of a term, say so.

**Impartial:** Remain uninvolved with all parties and the case.

**No advice:** Do not give advice or make suggestions, even if asked to do so.

**Performance:** Do not accept or continue a job that you cannot do well. Examples, if you can’t hear, don’t know the specialized terms, or do not understand a person’s dialect.

**Confidential:** Do not repeat or talk about any case you interpret for.

**Professional:** If asked, give information about your training, credentials, and experience.

**Continuing Education:** Take classes and do activities to continuously improve your skills.