**Massachusetts Early Intervention Service (EIS) Provider**

**Required Professional Development FY25**

Under Part C of IDEA, [303.119](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-303/subpart-B/subject-group-ECFR8b0af1d9e085a1a/section-303.119), the Early Intervention Division is required to promote the preparation of early intervention service (EIS) providers who are fully and appropriately qualified to provide early intervention services. Additionally, it must train personnel to coordinate transition services for infants and toddlers with disabilities who are transitioning from an EIS program under Part C.

[EI Orientation Trainings Registration:](https://www.cvent.com/c/calendar/989eaea2-9183-43ca-9654-50e460d66645) Register for one of the orientation training cohorts within the first six months of being hired. (If cohorts are full, you can use the registration link to add your name to the waitlist). The orientation training is comprised of:

**EI Orientation Trainings (virtual synchronous)**

* **Total Sessions:** Seven sessions, 2.5 hours each, across 7-14 weeks
* **Format:** Synchronous, meets weekly or biweekly
* **Location**: Zoom

**Training on Demand Modules (virtual asynchronous)**

* **Total Courses:** Five
* **Format:** Online, available any time using Training on Demand
* **Location:** [Training on Demand platform](https://hsmc.customers.my-lms.net/login/index.php)

**Post-EI Orientation Training Requirements**

* **Total Courses:** Two
* **Format**: Synchronous and Online
* **Location:** Zoom and Training on Demand
* **Completion Deadline:** Within one year of being hired

**Optional Professional Development Trainings**

* **Total Courses:** Five

**EI Orientation Trainings (virtual synchronous)**

Each orientation session will last 2.5 hours. Sessions include lectures, videos, parent and provider stories, small and large group discussions, and reflective activities. To register for one of a cohort, visit the [Massachusetts Professional Development & Technical Assistance for EI Providers](https://www.mass.gov/professional-development-for-ei-providers) webpage.

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| **Training title** | **Learning objectives** |
| MA Early Intervention System and Part C Federal Requirements | * Apply the MA Early Intervention Mission Statement, Key Principles, and Core Values to the IFSP process and current practice
* Describe the federal requirements of the Massachusetts Department of Public Health Early Intervention Division as the designated Lead Agency for Part C of IDEA (General Supervision System, Payor of Last Resort, ICC)
* Describe the federal indicators for the SPP/APR
* Recognize how the federal indicators relate to the day-to-day work of an EI provider
* Identify the steps of the care cascade for EI services
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| How Children/Adults Learn and How to Partner with Caregivers | * Apply current scientific research on how children in EI learn and develop
* Recognize the importance of partnering with caregivers
* Reflect on how supporting adult learning connects to child and family outcomes
* Determine ways to build relationships with families and caregivers to support family engagement
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| Functional Assessment (FA) | * Identify the importance of building trusting and respectful partnerships with families through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity
* Explain the concept of functional assessment and how to involve family members in the process
* Demonstrate how to observe children in natural settings to identify functional skills relevant to daily routines and interactions
* Recognize how functional assessment relates to the day-to-day work of an EI provider
* Apply how to use functional assessment conducted with families to create high-quality IFSP outcomes
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| High-Quality IFSP Outcomes  | * Identify the criteria for high-quality IFSP outcomes
* Explain the IFSP process
* Interpret observations and interviews from a functional assessment
* Use functional assessment information to create IFSP outcomes that meet high-quality criteria
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| PIWI Philosophy and What Influences the Dyad | * Explain the importance of the caregiver-child relationship to early brain development
* Explain the PIWI philosophy
* Describe what influences caregiver-child interactions
* Explain why we keep the caregiver-child dyad at the center of everything we do
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| PIWI Recognizing Dyadic and Triadic Strategies  | * Observe the dyad and determine what dyadic characteristics between the caregiver and child are/are not being used
* Use triadic strategies to support and strengthen the caregiver and child interactions to promote caregivers' confidence, competence, and mutual enjoyment with their child
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| Transition Process and close out of orientation | * Explain the purpose and timing of federal and state requirements for the Transition Plan, Opt-Out of Notification, Notification to Local Education Agency (LEA) and State Education Agency (SEA), and Transition Conference
* Provide explanations for the four primary reasons prompting transitions
* Explain the federal requirements and timelines outlined in Part C of the Individuals with Disabilities Education Act (IDEA) for transitioning children from early intervention to preschool services
* Gain understanding of the transition process by examining case studies
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**Training on Demand Modules (virtual asynchronous)**

Access these online courses via [Training on Demand](https://hsmc.customers.my-lms.net/login/index.php)**.** Please complete these modules prior to or in between orientation training days. Once registered, you will be emailed a syllabus outlining when these modules should be completed. If staff have already completed these modules, they do not need to complete them again.

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| **Prerequisite title** | **Brief description** | **Duration** |
| Foundational Pillars  | This training module covers five key principles ("foundational pillars") for effective early intervention. These pillars are:* Family-centered practices (understanding and involving families)
* Children's learning (focusing on how children develop)
* Natural environments (providing support in familiar settings)
* Adult learning (ensuring professionals are continuously learning)
* Quality teaming (effective collaboration among professionals)

Participants will gain knowledge of each pillar and access resources to help them work with families in EI.Note: Each section can be completed individually. Module links updated January 2025. | ~65 minutes |
| Mission and Key Principles | This training explains the national 7 Key Principles for EI and distinguishes between what these principles look like in practice and what they do not. Participants will develop resources to support and partner effectively with families, ensuring that they can implement these principles in a meaningful and impactful way to improve outcomes for infants, toddlers with disabilities, and their families. The MA 7 Key Principles for EI are compared to the National Principles in this TOD course as well.Note: Each section can be completed individually. Module links updated January 2025 so embedded videos now work. | ~90 minutes  |
| Authentic Assessment in EI | Authentic assessment in EI involves evaluating a child's development through natural, everyday activities and interactions rather than standardized tests. This includes observing the child in real-world settings, involving family members in the assessment process, and focusing on functional skills relevant to daily life. It is an ongoing and individualized process that provides a holistic understanding of a child's abilities and needs. This module provides training on how to provide authentic assessments.Note: Each section can be completed individually. Module links updated January 2025 so embedded videos now work. | ~45 minutes  |
| Principles and Practices of Early Intervention: Child Development | This course was developed by the Virginia EI Training Center. To take the training, you must create a username and password on the [VAEITC](https://veipd.org/elearn/) website using the link provided in Training on Demand. The learner will explore child development in this course from birth to age three. | ~2 hours |
| An Introduction to Writing High-Quality Outcomes  | Participants will learn how to interpret information gathered through functional assessment and evaluation. They will learn to use the information and findings from these assessments to partner with families in developing high-quality IFSP outcomes based on the families' routines, concerns, and priorities. Additionally, participants will be guided on how to apply current research to the IFSP process through practical activities, ensuring that their approach is both evidence-based and tailored to the specific needs of each child and family.  Note: This training is accessible to employees once they have registered for an EI Orientation cohort. | ~30 minutes |

**Post-EI Orientation Training Requirements**

 All EIS providers are required to complete these Post-EI Orientation trainings within one year of hire.

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| **Training title** | **Brief description**  | **Location/ Duration** |
| Family Rights and Procedural Safeguards | Under Part C of IDEA, EI Providers have additional responsibilities, including ensuring the implementation of a child’s IFSP, supporting a smooth transition, and making sure parents understand their rights [34 CFR 303.34](https://sites.ed.gov/idea/regs/c/a/303.34) and [34 CFR 303.421](https://www.ecfr.gov/current/title-34/section-303.421). It includes explaining procedural safeguards in a way that supports parents as full members of the IFSP team and empowers them in their decision-making as parents of a child with a disability or at risk for delays.  | Virtual training is offered twice annually120 minutes  |
| Racial Justice and Early Intervention | This eLearning combines training and discussion to educate EI providers on racial equity. It delves into historical structural racism, the distinction between equity and equality, the groundwater approach, racial justice reframing, and applying racial equity principles in EI work. While it can be taken individually, it's recommended that staff use it as a tool for group discussions within their programs.  | Online module 60 minutes |

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| **Optional Professional Development Trainings** | **Duration** |
| Cultural Humility  | 2.5-hour, virtual training  |
| PIWI Institute | 5.5-hour x 2 days (virtual or in person) + 2.5-hour x 1 day (virtual) |
| PIWI E-Learning module  | 1 hour, asynchronous  |
| Adult Learning Principle to Support Caregiver Engagement EI  | 2.5-hour, virtual training |
| Transition E-Learning Module | 2 hours, asynchronous |