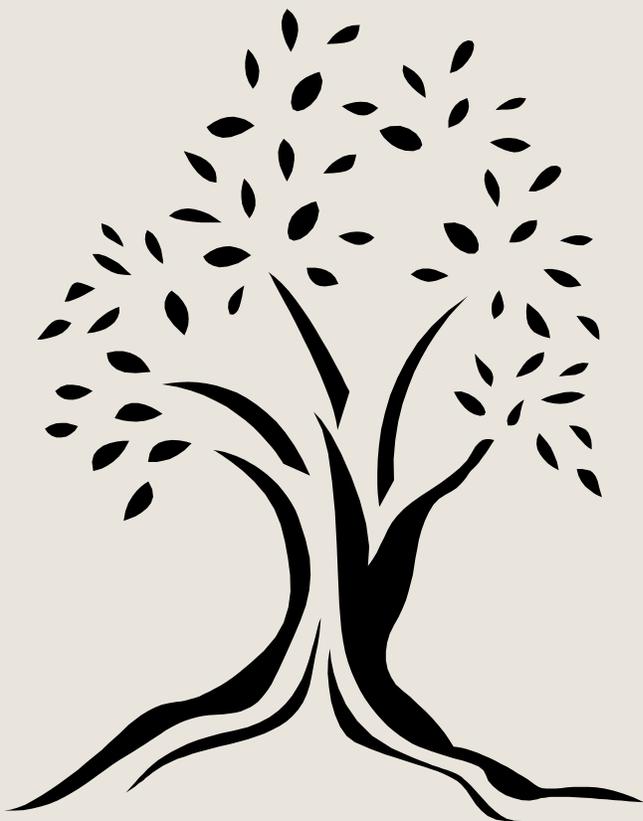




Developmental Specialist Certification Manual



July 2013



Developmental Specialist Certification Manual 2013

Table of Contents **2**

Developmental Specialist Certification Guidelines_____	3
Sample Self Assessment_____	6
Sample Individualized Professional Development Plans (IPDP)_____	7
Re-Certification Questions_____	8
Exemption Questions_____	12
Competency Areas_____	14
Mentorship Guidelines _____	16
Supervision_____	17
Code of Ethics for DS_____	18

Appendices:

- A: Application for Initial Certification
- B: Application for Re-certification
- C: Sample Letter of Exemption IPDP Self Assessment
- D: IPDP Cover Page
- E: IPDP Goal & Strategy Page
- F: IPDP Tracking Page
- G: Professional Developmental Goals
- H: Mentorship Plan
- I: Key Contacts
- J: Educational Resources
- K: Policy - Developmental Specialist Certification Policy



DEVELOPMENTAL SPECIALIST CERTIFICATION GUIDELINES

INTRODUCTION

This manual covers the certification, re-certification and the exemption process for Developmental Specialists working within the Family Infant Toddler Program in New Mexico.

The Federal Individuals with Disabilities Education Act (IDEA) requires that states determine the personnel standards (§303.361) for individuals providing early intervention services. New Mexico FIT regulations (NMAC 7.30.8.9) require certification for individuals functioning in the position of Developmental Specialist.

The Family Infant Toddler (FIT) Program of the NM Department of Health (DOH), Developmental Disabilities Supports Division (DDSD) in collaboration with the Children Youth & Families Department (CYFD), Office of Child Development (OCD) created a system for certification of Developmental Specialists (DS) levels I, II and III, in December 2001, under LTSD Policy # 01-6.1. The current guidelines and Developmental Specialist Policy were updated in January 2010.

This manual will assist Developmental Specialists in the practical steps to become certified and re-certified according to the DDSD Certification and Re-certification Requirements for Developmental Specialist Policy (2010). This policy should be referred to when using this manual.

This manual will clarify the following:

- Certification and re-certification procedures;
- The supervisor's role in the re-certification process;
- Procedures for submitting documentation of professional development activities and contact hours for Developmental Specialists working in a FIT Program agency;
- Procedures for submission of documentation of professional development activities and contact hours for Developmental Specialists who are working in Administration or Training/Technical assistance within the FIT system (i.e., FIT Program staff, Early Childhood Network consultants.)
- Requests for exemptions for Developmental Specialists who do not currently meet the necessary requirements.

This manual also includes both blank and sample forms used in the certification process and re-certification process, as well as a list of resources for training and education.

The FIT Program believes that the new certification process, with a greater emphasis on gaining competencies that are central to providing early intervention services, will enhance the ability of Developmental Specialists to meet the diverse needs of the infants, toddlers and families that we serve.



WHO NEEDS DEVELOPMENTAL SPECIALIST CERTIFICATION?

The NM FIT Regulations (NMAC 7.30.8.9) require the certification of all staff providing early intervention services and who function in the role of Developmental Specialist.

Certification as a Developmental Specialist is required for individuals employed in Early Intervention in the State of New Mexico who:

- Work in the role of Developmental Specialist; and/or
- Supervise staff who work as Developmental Specialists; and/or
- Hold a professional license or certificate from an approved discipline, listed in Developmental Specialist Certification Policy (2010), and who spend at least 60% of their time employed in the role of Developmental Specialist.

HOW DO I APPLY FOR INITIAL DEVELOPMENTAL SPECIALIST CERTIFICATION?

1. Within thirty (30) days of hire, all Developmental Specialists need to apply to the Family Infant Toddler Program for a certificate as Developmental Specialist I, II, or III. Application forms can found at end of this document, or the FIT website: www.fitprogram.org.
2. Submit the application form and all required documentation to the Family Infant Toddler Program. (The address to FIT is provided on the application form)
3. The following is a list of required documentation required for certification at different levels:
4. Prior to submitting the required documentation, you must create a personnel profile for the new Developmental Specialist candidate in FITKIDS.

Developmental Specialist I Basic:

A photocopy of your High School Diploma or GED. A photocopy of your certificate of completion of the 45-hour entry-level course. If you are a new employee, a statement of when and where you will complete the 45-hour entry level course, if not already completed.

Developmental Specialist I Advanced:

A photocopy of your professional license, if applicable, in a related field, and an original OFFICIAL (certified or with a seal) two year Associate level college transcript in Early Childhood or related fields listed in Developmental Specialist Certification Policy (2010), section J. The official transcript from the college awarding your degree is satisfactory if transferring credits are noted.

Developmental Specialist II:

A photocopy of your professional license, if applicable, in a related field, and an original OFFICIAL (certified or with a seal) four year Bachelor's level college transcript in Early Childhood or related fields listed in Developmental Specialist Certification Policy (2010), section J. The official transcript from the college awarding your degree is satisfactory if transferring credits are noted.



Developmental Specialist III:

A photocopy of your professional license, if applicable, in a related field, **and** an original OFFICIAL (certified or with a seal) advanced degree Master’s level or above college transcript in Early Childhood or related fields listed in Developmental Specialist Certification Policy (2010), section J. The official transcript from the college awarding your degree is satisfactory if transferring credits are noted.

WHAT DO I NEED TO DO TO BE RE-CERTIFIED AS A DEVELOPMENTAL SPECIALIST?

Each Developmental Specialist must have an **Individualized Professional Development Plan (IPDP)** in place each year, and approved by his/her supervisor. An IPDP is an ongoing plan that identifies the knowledge and skills the Developmental Specialist needs to achieve each year so that he or she can be re-certified at the desired level in the 3-year re-certification period.

The Supervisor must meet with the Developmental Specialist to develop the IPDP within three (3) months of hire and reviews progress on the IPDP with the Developmental Specialist every 6 months.

The IPDP includes the developmental specialist’s goals, strategies to obtain knowledge/skills, and timelines for each year. The IPDP must include the completed forms listed below:

1. Self-Assessment Tool:

The purpose of the Self-Assessment Tool is to assist Developmental Specialists in determining areas of their practice where they need to increase their knowledge and skills related to the Family Infant Toddler competencies.

The self-assessment is a TOOL, not a plan, which helps the Developmental Specialist and supervisor enter into a meaningful conversation in order to identify professional development goals when writing the Individualized Professional Developmental Plan (IPDP).

Each competency indicator on the Self-Assessment Tool has the competency area to meet the individuals’ specific needs and/or training goals and objectives (see Fig. 1.). Each candidate should select the competency area that best suits the focus related to the specific indicator. A description of all six (6) FIT competency areas can be found in Appendix A. These competencies relate to the statewide system of common core content for personnel preparation in Early Childhood Education and Family Support in New Mexico.



Sample: INDIVIDUAL PROFESSIONAL DEVELOPEMNT PLAN (IPDP)

2. Cover Page:

This page is completed when the Developmental Specialist initially develops his/her Individualized Professional Development Plan. A new cover page is completed and signed by the Developmental Specialist and the supervisor each year when developing the new IPDP.

Fig. 3.

Developmental Specialist Individualized Professional Development Plan (IPDP)			COVER PAGE
I			
Name: <i>Sandy Sanchez</i>	Current Developmental Specialist Certification Level (check one)		
Provider Agency: ACORN EARLY INTERVENTION	<input type="checkbox"/> DS I (Basic) <input type="checkbox"/> DS I (Advanced) <input checked="" type="checkbox"/> DS II <input type="checkbox"/> DS III		
Date of Initial Certification: 1-20-04	Date of Anticipated Re-Certification: 1-20-07		
IPDP Start Date: 12-15-03	IPDP 6-month Review Date: 6-15-04	IPDP End Date: 12-15-04	
(A new IPDP is required annually)			
Developmental Specialist Signature: <i>Sandy Sanchez</i>		Supervisor Signature: <i>Martha C. Brown</i>	DS and Supervisor Signature



IPDP 0106

3. Goals and Strategies Page:

The competency area that the Developmental Specialist identified on the Self-Assessment Tool as either “Somewhat competent and need to improve”, or “Need to develop competency” guides the discussion with his/her supervisor regarding the goals to focus on for the next year.

- i) Choose 2-5 goals **per year** (some goals can be carried over, for example, taking college level courses to earn a degree in Early Childhood).
- ii) Write the Competency Indicator number that the goal addresses (see Fig. 4.) in the indicator column e.g. 1.5, 2.2, 3.5, etc. Each goal can address several competency indicators (see Tab: Sample IPDP)
- iii) Timeline: estimate the length of time it will take to complete the goal, for example: from July 20__ to Jan. 20__.
- iv) Date Completed: fill in after goal is achieved.

Note: Keep in mind that Reflective Supervision sessions may support the candidate’s goals and objectives specific to the individual’s IPDP, therefore should be documented on the Strategies and Goals page.



Fig. 5

RE-CERTIFICATION TRACKING PAGE

Developmental Specialist
Individual and Professional Development Plan (IPDP)

Name: Cheryl Johnson Developmental Specialist Level: Advanced Initial Certification Date: 6-2-02

Professional Development Goal (purpose): I want to learn more about infant mental health and how it affects development, and how to explain this to Spanish-speaking families.

Activity completed (classes, workshops, seminars, etc.)	Competency Indicator(s)	Date Completed	Contact Hours	Supervisor Initials
Attended workshop on IMH 12/15/03, provided by EC Network (certificate on file)	1.4 1.6 5.5	12/15/03	8	MCB
Read booklet entitled "Learning & Growing Together" (Zero-to-Three, 2000). Discussed at staff meeting (8-15-03) use of the information in booklet to promote healthy social/emotional development. Requested another booklet be ordered in Spanish to assist work with families.	1.1 1.4 1.6	9/9/03	2	MCB
Observed DS II on Jan 12, Mar 17, Apr 30, and discussed practice implications with Spanish-speaking families.	5.5 5.7	4/30/04	10	MCB
Total Hours:			18	

The contact hours recorded above are a true reflection of the professional development activities I have completed.
Developmental Specialist Signature: Cheryl Johnson Date: 6-10-04

FAMILY INFANT TODDLER PROGRAM Page 1 of 2 IPDP0106

Write professional development goal here

Supervisor initials when activity is completed

Indicate total number of hours completed towards this goal

A copy of each Re-certification Tracking Page is sent to the Family Infant Toddler Program, along with the Re-certification Application, the Self Assessment and IPDP, in order to be re-certified.

Certificates of completion/attendance at workshops and conferences do not have to be submitted for re-certification, but need to be kept on file within the FIT Provider agency for audit purposes.

Note: If a professional development goal is carried forward from one IPDP to the following year, the same Re-certification Tracking page can be used.

WHAT CAN I COUNT AS CONTACT HOURS TOWARD RE-CERTIFICATION AS A DEVELOPMENTAL SPECIALIST?

- The Developmental Specialist can count hour-for-hour of workshop/conference attendance, in-service training, one-on-one mentoring, college courses, distance learning, web-based courses, and other strategies identified on the IPDP that are accrued to meet the 75-hour minimum for a 3-year period. All contact hours need to relate to the FIT competencies and the goals identified in the IPDP. Description of the FIT competencies can be found in Appendix A.
- One college credit is equivalent to 10 contact hours for re-certification. For example a 3-credit college course in Early Childhood that relates to the FIT competencies can count as 45 contact hours toward DS re-certification.
- Developmental Specialists can count five (5) hours maximum each year for participation in formal Reflective Supervision if identified as a strategy in the IPDP. Formal Reflective Supervision, according to best practice, is held regularly and is both collaborative and reflective.



- Developmental Specialists can count five (5) hours maximum each year in conducting a presentation or workshop on topics related to infants, toddlers and their families, if identified as a strategy in the IPDP.
- Developmental Specialists can count ten (10) hours maximum each year for Self-Study, if identified as a strategy in the IPDP.
- Developmental Specialists can also count ten (10) hours each year for time involved in a task force or work group related to Early Intervention, if identified as a strategy in the IPDP.
- A written plan is developed if mentorship is one of the strategies listed in the IPDP. (see Appendix D)

WHAT CAN NOT BE COUNTED AS HOURS TOWARD RE-CERTIFICATION AS A DEVELOPMENTAL SPECIALIST?

- Hours spent developing your IPDP.
- College courses, books, videos, web classes, or other workshops that do not relate to the FIT competencies; for example, if you take a computer course or first aid CPR class.

WHAT FORMS DO I NEED TO COMPLETE TO BECOME RE-CERTIFIED?

The following forms need to be completed and submitted to the FIT Program, 30 days prior to the expiration date on the Developmental Specialist Certificate:

1. **Re-Certification Application:** complete and mail to the Family Infant Toddler Program (address listed on the form).
2. **Re-Certification Tracking Page(s):** complete this page(s) with the total number of required contact hours, sign and attach it to the Re-certification Application.
3. **Self Assessment:** a copy of your self assessment must accompany the application.
4. **IPDP:** a copy of your IPDP must accompany your application.

The above forms can be obtained at the end of this document or from the FIT website: www.fitprogram.org

WHEN DO I NEED TO SUBMIT MY RE-CERTIFICATION PAPERWORK?

Re-certification paperwork needs to be submitted to the FIT Program at least 30 days prior to the expiration date on your certificate. Please remember that your Re-certification will be issued the month that it is received.

WHAT FORMS DO I NEED TO COMPLETE TO BECOME RE-CERTIFIED IF I AM WORKING IN ADMINISTRATION OR TRAINING/TECHNICAL ASSISTANCE WITHIN THE FIT SYSTEM?



Developmental Specialists, who are in administrative or training/technical assistance positions within the FIT system, must follow the above procedure with the following changes:

- Supervisor's initials on the Re-certification Tracking Page are not necessary.
- Certificates of completion/attendance at workshops and conferences must be submitted for re-certification (along with the Re-certification Application) and must be related to the FIT competency areas and the goals identified in the IPDP. (75hrs.)
- IPDP
- Self Assessment Tool

WHAT HAPPENS IF I DO NOT MEET THE REQUIRED HOURS FOR RE-CERTIFICATION?

You will not receive a certificate of re-certification and you will be out of compliance with the standards set in the FIT regulations. **You will not be able to bill for services during expired months.**

Early Intervention providers cannot bill for early intervention services delivered by a non-certified Developmental Specialist. (see section I, DS Certification Policy, 2008)

An individual who has an expired certificate will be placed on Suspension status until the required documentation has been submitted and approved.

If the Developmental Specialist has not met the required hours for re-certification, he/she must develop and submit a Professional Development Corrective Action Plan, which is sent to the FIT Program Review Team, detailing the strategies and timeframes for obtaining the missing contact hours.

These contact hours cannot be counted toward the next three (3) year certification period.

The Professional Development Corrective Action Plan will be reviewed and approved/denied by the FIT Program Review Team.

HOW WILL I KNOW WHEN I CAN BEGIN TO PROVIDE DEVELOPEMNTAL SPECIALIST SERVICES AND BILL FOR THEM?

If you look in FITKIDS under your Personnel Profile, you will see that FIT Personnel Coordinator, has entered all the information required, (Issue Date, Expiration Date, DS Level et.) for you to begin to deliver services and to bill for them, as a Developmental Specialist.

Note: There is no need to wait for the actual DS Certificate to arrive. If this information is filled out, you can begin.

If you have received your DS Certificate, and the Personnel Profile in FITKIDS has not yet been completed, please notify, the FIT Personnel Coordinator immediately.



WHAT IS AN EXEMPTION FROM DEVELOPMENTAL SPECIALIST CERTIFICATION

REQUIREMENTS?

An exemption from Developmental Specialist certification requirements may be issued to permit a FIT Program agency to employ an individual to work as a Developmental Specialist I, II, or III, who does not meet all the qualifications for the Developmental Specialist certification for which he/she is applying.

The Family Infant Toddler Program may issue an exemption if an agency can demonstrate that it has actively attempted to recruit personnel who meet the certification requirements but is currently unable to locate qualified personnel. The exemption will be issued to the agency; however, if the individual leaves the program and takes a position with another agency, the exemption does not transfer with the employee to the other agency.

WHAT ARE CIRCUMSTANCES THAT MAY REQUIRE AN EXEMPTION FROM

DEVELOPMENTAL SPECIALIST CERTIFICATION REQUIREMENTS?

An agency can apply for an exemption if any of the following situations occur:

- A position that has been vacant for several months, despite documented efforts to hire qualified staff.
- Repeated inability to keep a position filled for longer than one year.
- Lack of qualified applicants.
- An applicant who is close to meeting the qualifications for the certification.
- An individual with a degree not listed in Section J of the Developmental Specialist Certification Policy, 2008.

HOW DO I REQUEST AN EXEMPTION?

Provider agencies should request an exemption when the agencies' need for exemption is identified. Once identified, the agency must request an exemption within 30 days. An exemption may be requested by:

1. Contacting the Personnel Coordinator of the FIT Program to discuss the request for an exemption for the new or existing staff member who does not meet the standards required for a specific Developmental Specialist level; and
2. Submitting a formal letter on Agency letterhead to the Family Infant Toddler Program which includes: (See Appendix)
 - a. The name of the individual(s) for whom the exemption is sought
 - b. The Developmental Specialist certification exemption level requested.



- c. Details of the circumstances justifying the agency's request for the exemption.
- d. The qualifications and experience of the individual that deems him or her a suitable candidate for exemption.
- e. An IPDP that includes a description of the current and planned courses that the individual is taking to meet the requirements of the Developmental Specialist Certification level under which the individual is working.
- f. The frequency and intensity of the training and timelines for completion.
- g. A description of the amount and type of supervision that will be provided to the person working in a position under an exemption and the developmental specialist level and skills of the supervisor providing support.
- h. Official transcript
- i. Completed Developmental Specialist application
- j. Resume , if possible

WHAT IS THE PROCESS FOR APPROVAL OR DENIAL OF AN EXEMPTION?

The FIT Program reviews each request for exemption and responds within 30 days.

If approved, the letter of exemption from the FIT Program describes the courses that the individual must take during the period of the exemption in order to meet the Developmental Specialist certification level for which he/she is requesting.

The Developmental Specialist receives a certificate (identified as "exempt") at the Developmental Specialist level for which the exemption is granted. The exemption period is no more than one (1) year and agencies can re-apply for an exemption for a maximum of three (3) years for one individual. Upon successful completion of the required courses/classes, the individual is granted full certification.

If the exemption request is denied, the agency receives a letter stating the reasons for the denial within 30 days that includes the agency's right to request a review.

WHAT IS A SUSPENSION STATUS?

A Developmental Specialist will be put on Suspension, if the expiration time exceeds 3 months. The Status will only be re-instated after the appropriate documents have been submitted for Re-Certification.

During the Suspension period, Developmental Specialist cannot bill for services.

Once all required documentation has been submitted and approved, the status of the Developmental Specialist will be re-instated.



DEVELOPMENTAL SPECIALIST COMPETENCY AREA DESCRIPTION

The following descriptions give an overview of the competencies as detailed in the “Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education and Family Support in New Mexico”, (revised Jan. 2005) prepared by Higher Education Early Childhood Task Force for the New Mexico Child Development Board. The FIT indicators listed on the Self Assessment Tool are linked to these competencies.

Child Growth and Development, and Learning

Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult’s role in supporting each child’s growth, development, and learning.

Health, Safety and Nutrition

Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.

Family and Community Collaboration

Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child’s family, encouraging family involvement, and supporting the child’s relationship with his or her family. The diverse cultures and languages representative of families in New Mexico’s communities are honored.

Curriculum Development and Implementation

a. Developmentally Appropriate Content

Early Childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and



interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.

b. Learning Environment and Curriculum Implementation

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

Assessment of Children and Evaluation of Programs

Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs

Professionalism

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theory and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skill.



Guidance for Utilizing Mentorship as a Strategy

The Family Infant Toddler Program supports mentorship as a viable professional development strategy for Developmental Specialists to gain competence and address specific professional development goals. The Developmental Specialist enlists the support of a skilled and knowledgeable individual and establishes a professional relationship with this person. A plan is developed with the mentor to support the Developmental Specialist's growth and learning related to one or more of the goals on his/her Individualized Professional Development Plan (IPDP).

An important consideration for mentorship is to find someone who is willing to spend time as a mentor and someone who possesses the knowledge and skills to meet the needs of the Developmental Specialist, while providing constructive feedback. Effective mentors are supportive, encouraging, flexible, respectful and enthusiastic about their profession. A mentor can be someone from another profession e.g. an occupational therapist may mentor a developmental specialist on sensory integration issues. A mentor could also be a developmental specialist with advanced knowledge in a particular area e.g. a developmental specialist with knowledge and experience in working with children with Autism Spectrum Disorder.

A Developmental Specialist, who is considering mentorship as a strategy, discusses this possibility with his/her supervisor and may request direction for securing an appropriate mentor. A Developmental Specialist must be willing to enter the mentoring relationship, be receptive to feedback and responsible for his/her own professional growth and development.

An essential foundation for a good mentoring relationship is developing a clear agreement between the Developmental Specialist and Mentor regarding the goals of the Developmental Specialist. The Developmental Specialist, supervisor and mentor all need to agree on the mentorship plan, time lines and frequency of mentoring sessions. The FIT Program has developed a Mentorship Plan form that should be used to document this agreement. A sample mentorship plan (see sample IPDPs) has been developed as an example of how to use mentorship as one of the strategies in order to achieve the Developmental Specialist's goals.

Supervisors are an integral part of a successful mentoring experience. Supervisors need to meet regularly with the Developmental Specialist to find out how the mentorship is progressing and how the Developmental Specialist will incorporate their new learning into practice.



Supervision

NMAC:

(1) Early intervention provider agencies shall ensure that developmental specialists (employees and subcontractors) and family service coordinators receive monthly planned and ongoing reflective supervision.

(2) The early intervention provider agency shall maintain documentation of supervision activities conducted.

(3) Supervision of other early intervention personnel shall comply with the requirements of other appropriate licensing and regulatory agencies for each discipline. 7.30.8.9(H)

DDSD Standards & Definitions

All Developmental Specialists (including supervisors) are required to be certified and work only within the scope allowed under the level of certification in accordance with “Certification and Re-certification Requirements for Developmental Specialists”. All newly hired personnel must apply for Developmental Specialist Certification within one month of the date of hire.

Developmental Specialists, including sub-contractors, must receive reflective supervision at least once a month. Sub-contractors must find their own supervision, if the agency does not provide this for them. The name of the supervisor of DS sub-contractors must be stated on the sub-contracting approval form. Supervision of therapists and other early intervention personnel is provided according to their licensing board’s requirements.



CODE OF ETHICS FOR FIT DEVELOPMENTAL SPECIALISTS

Introduction

All developmental specialists must subscribe to the FIT Code of Ethics upon application for DS certification. This Code of Ethics is adapted to aid in the delivery of the highest quality of services that are comprehensive and intensive, covering multiple domains, including concrete needs, problem solving skills, and family relationships, as well as infant/toddler development, parent-infant interactions and developing attachment relationships. Services are supportive, affirming, and strengths-based. They are specifically designed to be respectful of the infant's and family's individuality, culture and ethnicity.

It is hoped that these standards will assist the DS to determine the propriety of his or her conduct in relationships with families, colleagues, members of associated professions, and the public.

Violation of the FIT Code of Ethics shall be determined as grounds for discipline. Engaging in unethical conduct includes, in addition to violation of the Principles enumerated herein, any other violation which is harmful or detrimental to the profession or to the public.

Specific Principles

Principle 1: Non-discrimination. A developmental specialist shall not discriminate against service recipients or colleagues based on race, religion, national origin, sex, age, sexual orientation, economic condition or physical, medical or mental disability. A developmental specialist should broaden his or her understanding and acceptance of cultural and individual differences, and in so doing render services and provide information sensitive to those differences.

Principle 2: Competency. A developmental specialist shall observe the profession's technical and ethical standards, strive continually to improve personal competence and quality of service delivery, and discharge professional responsibility to the best of his or her ability. Competence is derived from a synthesis of education and experience. It begins with the mastery of a body of knowledge and skill competencies. The maintenance of competence requires a commitment to learning and professional improvement that must continue throughout the professional's life.

- a. Professionals should be diligent in discharging responsibilities. Diligence imposes the responsibility to render services carefully and promptly, to be thorough, and to observe applicable technical and ethical standards.
- b. Due care requires a professional to plan and supervise adequately and evaluate to the extent possible any professional activity for which her or she is responsible.



- c. A developmental specialist should recognize limitations and boundaries of competencies and not use techniques or offer services outside of his or her competencies. Each professional is responsible for assessing the adequacy of his or her own competence for the responsibility to be assumed.
- d. Ideally developmental specialists should be supervised by Certified Developmental Specialist III and/or Early Childhood Coordinator. When this is not available, developmental specialists should seek peer supervision or mentoring from other competent developmental specialists.
- e. When a developmental specialist has knowledge of unethical conduct or practice on the part of an agency or prevention specialist, he or she has an ethical responsibility to report the conduct or practices to appropriate funding or regulatory bodies or to the public.
- f. A developmental specialist should recognize the effect of impairment on professional performance and should be willing to seek appropriate treatment for him or herself.

Principle 3: Integrity. To maintain and broaden public confidence, prevention specialists should perform all responsibilities with the highest sense of integrity. Personal gain and advantage should not subordinate service and the public trust. Integrity can accommodate the inadvertent error and the honest difference of opinion. It *cannot* accommodate deceit or subordination of principle.

- a. All information should be presented fairly and accurately. Each professional should document and assign credit to all contributing sources used in published material or public statements.
- b. Developmental specialists should not misrepresent either directly or by implication professional qualifications or affiliations.
- c. Where there is evidence of impairment in a colleague or a service recipient, a developmental specialist should be supportive of assistance or treatment.
- d. A developmental specialist should not be associated directly or indirectly with any service, products, individuals, and organizations in a way that is misleading.

Principle 4: Nature of Services. Practices shall do no harm to service recipients. Services provided by developmental specialists shall be respectful and non-exploitive.

- a. Services should be provided in a way which preserves the protective factors inherent in each culture and individual.
- b. Developmental specialists should use formal and informal structures to receive and incorporate input from service recipients in the development, implementation and evaluation of DS services.
- c. Where there is suspicion of abuse of children or vulnerable adults, the developmental specialist shall report the evidence to the appropriate agency and follow up to ensure that appropriate action has been taken.

Principle 5: Confidentiality. Confidential information acquired during service delivery shall be safe guarded from disclosure, including – but not limited to – verbal disclosure, unsecured maintenance of records, or recording of an activity or presentation without appropriate releases. Developmental specialists are responsible for knowing the confidentiality regulations relevant to their specialty.



Principle 6: Ethical Obligations for Community and Society. According to their consciences, developmental specialists should be proactive on public policy and legislative issues. The public welfare and the individual's right to services and personal wellness should guide the efforts of specialists to educate the general public and policy makers. Developmental specialists should adopt a personal and professional stance that promotes health.

Examples of Unethical Behavior include, but are not limited to;

Convey indifference hostile or careless attitude

Abusive and or threatening behavior

Misrepresenting or intentionally giving or falsifying, misleading, or omitting information/
disclosure of confidential Information;

Fighting or physical violence

Threatening or foul language

Sexual harassment, verbal, non-verbal, or physical

Misuse of client relationship for personal gratification

This type of conduct will automatically require action to determine Disciplinary Proceeding.

1. A complaint is to be filed with the FIT Program, to include violation and describe incident.
2. FIT will determine if there is to be a sanction imposed upon the specialist and determined by hearing panel
3. The hearing panel will make final recommendation as to what action is to be taken;
 - a. Reprimand
 - b. Suspension
 - c. Revocation



Glossary of Terms

FIT DS Certification: The FIT requirements for Developmental Specialist Certification.

Client/Family/Child: A person or family who seeks or is assigned the services of a practitioner or specialist, regardless of the setting in which the practitioner or specialist works.

Complainant: A person who has filed an official complaint pursuant to these rules.

Disciplinary Proceeding: Any proceeding conducted under the authority of the FIT Certification process.

Discipline: Any sanction FIT may impose upon a specialist or practitioner for conduct, which denies or threatens to deny the citizens of this state a high standard of professional care.

Hearing Panel: A panel comprised of directors of FIT, DDS, or DOH, which conducts a disciplinary proceeding pursuant to these rules.

Reprimand: A formal written warning.

Respondent: Any individual charged in an official complaint with a violation of professional ethics.

Revocation: The permanent loss of certification.

Suspension: A time-limited loss of certification or of the privilege of making application for certification.



A



Developmental Specialist Certification
Initial Application

Mail application and required documentation to:
NM Department of Health, DDS, FIT Program,
810 San Mateo, Santa Fe, New Mexico 87506.
Phone: 1-877-696-1472 FAX: 1-866-829-8838
Attach: OFFICIAL transcripts; copies of certificates and/or licenses (if applicable)
Developmental Specialist Policy and Forms on website: www.FITProgram.org

Place a check mark [x] indicating the certification level for which you are applying:

- [] Developmental Specialist I-Basic
[] Developmental Specialist I Advanced

- [] Developmental Specialist II
[] Developmental Specialist III

Print Name: _____
(as it should appear on the certificate)

Previous Name, if applicable: _____

Have you ever been previously certified as a Developmental Specialist? [] Yes [] No
Are you re-certifying to a higher certification level? [] Yes [] No

FIT Provider Address: _____
City: _____ Zip: _____

Home Phone _____ E-Mail Address _____

Educational Attainment: Please check [x] all applicable levels of education:

- [] High School Diploma [] GED [] Associate of Arts Degree
[] CDA [] One-Year Vocational [] Doctoral Degree
[] BA/BS Degree [] MA/MS Degree

Two highest levels of education completed:

Table with 3 columns: Name of School/Location Date, Degree and Major, Completion. Two rows of blank entries.

Name of FIT Provider agency: _____

Please [x] if [] Current EI employee / contractor [] Applying to be a EI employee / contractor

DOH/FIT Use: Date Received: _____ Date Mailed: _____

Enter FIT-KIDS () _____ Enter Tracking Log () _____

Mailed To: () Home: _____ Work _____ Processed By: _____

B



**Family Infant Toddler Program
Application for Developmental Specialist
Re-Certification**

Mail application and required documentation to:

**NM Department of Health, DDSD, FIT Program,
810 San Mateo, Santa Fe, New Mexico 87506.**

Phone: 1-877-696-1472 FAX: 1-866-829-8838

Attach: 1) Re-Certification Application, 2) Re-certification Tracking Page(s), 3) Cover page of IPDP with signature of Supervisor, 4) IPDP, 5) Self Assessment

Developmental Specialist Policy and Forms on website: www.fitprogram.org

IMPORTANT: All Re-Certification applications must be sent to the address listed above, 30 days prior to the expiration date on your Developmental Specialist certificate.

Place a check mark (☐) indicating the Level of Re-certification for which you are re-certifying.

Developmental Specialist I-Basic

Developmental Specialist II

Developmental Specialist I-Advanced

Developmental Specialist III

Print Name _____
(as it should appear on the certificate)

Previous Name, if applicable _____

Home Address _____

City _____ State _____ Zip _____

Home Phone: _____ E-mail Address: _____

Name of FIT Provider agency: _____

DOH/FIT Use: Date Received: _____ Date Mailed: _____

Enter FIT-KIDS (☐) _____ Enter Tracking Log (☐) _____

Mailed To: (☐) Home: _____ Work _____ Processed By: _____

C

<Agency Letterhead>

(Please adjust to fit your style and needs, and attach all the necessary paperwork). Send to:
Verna A. Trujillo, Personnel Development, FIT Program,
NM Dept. of Health, DDSD, FIT Program,
810 San Mateo Road, Suite 3 Santa Fe, NM 87502-26110.
Phone: 505-476-8927 Fax: 1-866-829-8838 verna.trujillo@state.nm.us

Date: RE: Name of individual, exemption as DS I Advanced, DS II, DS III

Dear <CSPD Coordinator>

The <EI Program> is requesting an exemption for <name of individual> to work as a Developmental Specialist <specify level>. We have been advertising for a <DS level> for the past ___ months and have been unsuccessful in recruiting candidates with the appropriate degree and or experience.

INDIVIDUAL'S WORK EXPERIENCE: number of months working with your agency, number of years working with children under 5 (name of program, describe duties)

INDIVIDUAL'S EDUCATION and TRAINING/WORKSHOPS: level of education. Specify if candidate is currently enrolled in a degree program and the area of study. Describe courses/workshops/training that individual has taken that are relevant to work with families, infants, and toddlers.

INDIVIDUAL'S EDUCATIONAL PLANS: ___<name of individual> is pursuing Associate's/Bachelor's degree in _____, and plans to complete it by <date>

INDIVIDUAL'S SPECIAL CIRCUMSTANCES: speaks language of families served; lives in community for < X > years, has knowledge of our community, is a parent of child with a disability or has lived with an individual with a disability, etc

SUPERVISION: <name of individual> will be supervised by a DS II or DS III, at least monthly and will shadow the supervisor on home visits, and be mentored in conducting evaluations, writing IFSP strategies and outcomes etc.

If granted this DS exemption, our plan for <name of individual> is as follows: (examples)

- _____ will shadow all employees for at least 1 month for observation of the intake process, evaluation and IFSP process as well as routine Special Instruction.
- _____ will begin to work on DS Individualized Professional Development Plan (IPDP) with special assistance from Early Childhood Network.
- S/he will attend the FIT CORE modules
- S/he will participate in trainings provided by our agency.
- S/he will participate in Reflective Supervision Training.
- S/he will continue to take classes at _____ College until she has completed her AA / Bachelor's degree.

Attached is <name of individual>, college transcripts and IPDP, outlining the goal and strategies for the following year, application for the DS certificate, resume if available.. We understand that this exemption must be renewed every year and is valid for a maximum of 3 years.

D Name: _____

Developmental Specialist Level _____

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an "X" to indicate the competency box to which it relates.</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						<p style="text-align: center;">RATING SCALE</p>	<p style="text-align: center;">Notes</p>
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
<p>1. Foundations of Early Intervention</p>								
<p>1.1 Understands and believes in the capacity of the family to change, and supports them, as individuals, in the change process.*</p>								
<p>1.2 Respects, understands and is responsive to the family within the context of their culture, language, ethnicity and unique family circumstances within their natural environment, e.g. parents with disabilities, foster parents, grandparents as parents, teen parents, gay / lesbian parents, families living in poverty, immigrants, domestic violence, incarceration, mental illness, etc.</p>								
<p>1.3 Communicates honestly, sensitively, and empathetically with families, using non-technical language that matches their style and family/community culture. *</p>								
<p>1.4 Demonstrates knowledge of relevant law and regulations impacting eligible infants and toddlers and their families across systems, including, but not limited to: Individuals with Disabilities Education Act (IDEA Part C); Requirements for Family Infant Toddler Early Intervention Services (7.30.8 NMAC) and the NM DOH Developmental Disabilities Service Definitions and Standards, CAPTA, child protection, foster care, etc.</p>								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates.</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						<p style="text-align: center;">RATING SCALE</p>	<p style="text-align: center;">Notes</p>
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
<p>1.5 Demonstrates the ability to recognize and establish personal and professional boundaries.</p>								
<p>1.6 Demonstrates the ability to promote positive caregiver and child interactions. Supports & reinforces each parent's strengths, emerging parenting competencies, & positive parent-infant/young child interactions & relationships.</p>								
<p>1.7 Demonstrates professional work habits including dependability, time management, independence, teamwork, confidentiality, and responsibility.</p>								
<p>1.8 Demonstrates flexibility related to diverse learning and interaction styles.</p>								
<p>1.9 Consults regularly with supervisor, consultants, and peers to understand their own capacities and needs, as well as the capacities and needs of families. *</p>								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						<p style="text-align: center;">RATING SCALE</p>	<p style="text-align: center;">Notes</p>
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
<p>1.10 Engages in on-going self-assessment and reflective practice which include:</p> <p>A) Considers difficult situations carefully.</p> <p>B) Evaluates alternatives prior to making decisions.</p> <p>C) Integrates all available information and consults with others when making important decisions.</p> <p>D) Generates new insights and workable solutions to issues related to effective relationship-based, family-centered care.</p> <p>E) Examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns, actions to take with supervisor, consultants or peers.</p> <p>F) Remains open and curious. *</p>								
<p>1.11 Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work and to recognize areas for professional and/or personal development. *</p>								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						RATING SCALE	Notes
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
<p>1.12 Demonstrates the ability to evaluate the early intervention program/system and all of its components and use the evaluation information for change and improvement.</p>								
<p>1.13 Demonstrates knowledge of typical child development and healthy secure relationships and how specific conditions/disabilities or environmental factors affect growth & development of infants and toddlers, including familiarity with conditions that optimize early infant brain development.</p>								
<p>1.14 Demonstrates knowledge of family systems theory, interactions, and how a disability or specific environmental factors affects family functioning and the growth & development of infants & toddlers.</p>								
<p>1.15 Demonstrates the ability to administer and manage an Early Intervention agency.</p>								
<p>1.16 Personally works within the requirements of:</p> <p>A) Federal & State Law</p> <p>B) Agency policies & practices</p> <p>C) Professional code of conduct, if applicable *</p>								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						RATING SCALE	Notes
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
1.17 Provides emotional support to parents/caregivers and children when sad, distressed, etc.*								
1.18 Actively listens to others; asks questions for clarification. *								
1.19 Uses appropriate non-verbal behavior and correctly interprets others' non-verbal behavior *								
1.20 Promptly and appropriately reports harm or threatened harm to a child's health or welfare to Protective Services after discussion with supervisor. *								
1.21 Recognizes areas for professional and/or personal development. *								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						RATING SCALE	Notes
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
2. Intake Process								
2.1 Demonstrates knowledge of the NM Part C system, its values and the intent of early intervention.								
2.2 Demonstrates an understanding that a family's concerns and priorities for their child and family drive the system.								
2.3 Demonstrates understanding of the importance of relationships within families and young children, including recognition of strengths and resources that families contribute to the child's development. Builds on family strengths and resources to support families to address their challenges.								
2.4 Demonstrates the ability to establish trusting a relationship that supports the parent(s) and infant/young child in their relationship with each other, and that facilitates needed change.								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						RATING SCALE	Notes
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
3. Evaluation and Assessment								
3.1 Demonstrates knowledge of the functions of various evaluation and assessment procedures and instruments (family interview, screening, standardized evaluation, criterion-referenced assessment, ecological assessment and assessments to help families determine their priorities, resources, and concerns etc.).								
3.2 During observations & assessments, identifies emerging competencies of infants & the young children within the context of their relationship to caregivers. *								
3.3 Facilitates the participation of families in the assessment process at the level desired by the family.								
3.4 Collaborates as a team member to integrate evaluation and assessment information to identify current levels of functioning, strengths and needs of the child and family.								
3.5 Demonstrates knowledge of the FIT Program eligibility criteria and the ability to interpret information to the family and team.								
3.6 Demonstrates ability to write an evaluation report that is clear and concise and that meets the requirements and is easily understood by the family and other team members.								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						<p style="text-align: center;">RATING SCALE</p>	<p style="text-align: center;">Notes</p>
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
4. IFSP Process								
4.1 Demonstrates an understanding of the IFSP and IFSP review process and has the ability to effectively explain this process to a family to promote a family's active participation.								
4.2 Demonstrates skills and knowledge to generate functional child & family outcomes and strategies with the team, including the parents (with the family including the team).								
4.3 Demonstrates the ability to collaborate with team members to develop an IFSP with integrated interventions that focus on the family's priorities and concerns as well as child's interests within the context of their daily routines-and interactions.								
4.4 Builds and maintains effective interpersonal relationships with families and professional colleagues by: <ul style="list-style-type: none"> o Respecting and promoting the decision-making authority of families o Understanding and respecting the beliefs and practices of the family's culture o Following the parents' lead o Following through consistently on commitments and promises o Providing regular communications and updates * 								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						RATING SCALE	Notes
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
<p>4.5 Collaborates and shares information, as appropriate given family right to privacy and confidentiality, with other service providers and agencies to ensure the safety of the infant/young child and effective, coordinated services, and to promote awareness of relationship-based approaches to working with children. *</p>								
<p>5. Delivery of Services and On-Going Assessment</p>								
<p>5.1. Exchanges complete and unbiased information in a supportive manner with families and other team members. *</p>								
<p>5.2 Creates and adapts learning environments that enhance infant/toddler learning opportunities and positive behaviors in the family’s everyday routines, activities and places, and provides positive, specific feedback to encourage and reinforce desired behaviors and interactions in families. (Include Inclusive Practices in ERAP and community settings).</p>								
<p>5.3 Plans for and implements home visits and other interactions designed to address IFSP outcomes for children and families</p>								
<p>5.4 Provides intervention and developmental support to children and families with multiple, complex risk factors to help ensure healthy child outcomes and the optimal development of the child in all domains (physical, cognitive, communication, social-emotional, and adaptive). *</p>								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						RATING SCALE	Notes
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
<p>5.5 Formally and informally observes the parent(s) or caregiver(s) and infant/young child to understand the nature of their relationship, developmental strengths, and capacities for change. *</p>								
<p>5.6 Demonstrates ability to identify and use developmentally and functionally appropriate materials, equipment and environments.</p>								
<p>5.7 Recognizes environmental and care giving risks to the health and safety of the infant/young child and parents, and takes appropriate action, including safety planning. *</p>								
<p>5.8 Demonstrates the ability to determine and implement relationship-based developmental interventions that promote the social-emotional health of the child and family.</p>								
<p>5.9 Observes, reinforces, nurtures the caregiver-infant toddler relationship to:</p> <ul style="list-style-type: none"> ○ Help parents understand their role in the social and emotional development of infants/young children ○ Help parents understand what they can do to promote health, language and cognitive development in infancy and early childhood ○ Help parents find pleasure in caring for their infants/young children * 								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p>COMPETENCY INDICATORS</p>	COMPETENCY AREAS						RATING SCALE	Notes
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
5.10 Designs and implements individual activities using adaptive and assistive technology to facilitate a child's participation and autonomy.								
5.11 Collaborates and consults with other team members to promote optimal child and family development and needed family services without duplication, gaps or delays.								
5.12 Assists families to anticipate, obtain, and advocate for concrete needs & other services from public agencies and community resources.								
5.13 Consistently evaluates with the family and other team members the effectiveness of services being delivered and adapts to changes as needed.								
5.14 Promotes parental competence in: <ul style="list-style-type: none"> ○ Facing challenges ○ Advocating on behalf of themselves and their children ○ Resolving crises and reducing the likelihood of future crises ○ Solving problems of basic needs and familial conflict * 								
5.15 Defines, creates a sequence for, and prioritizes tasks necessary to perform role and meet the needs of families.								
5.16 Employs effective systems for tracking individual progress, for assuring follow up, and for monitoring the effectiveness of service delivery as a whole.								

<p>Complete this form by filling in the Rating Scale column with the number from the Rating Scale below. Mark an X on each indicator in the competency box to which it relates</p> <p>RATING SCALE:</p> <p>1. Adequate level of competency for DS certification</p> <p>2. Priority area for professional growth & development</p> <p>3. Other areas for professional growth & development</p> <p>4. NA (not applicable)</p> <p style="text-align: center;">COMPETENCY INDICATORS</p>	COMPETENCY AREAS						<p style="text-align: center;">RATING SCALE</p>	<p style="text-align: center;">Notes</p>
	Child Growth, Development & Learning	Health, Safety & Nutrition	Family & Community Collaboration	Curriculum Development & Implementation	Assessment of Children & Programs	Professionalism		
6. Transition								
6.1 Demonstrates the ability to integrate transition planning into the IFSP process (i.e., writing child/family transition outcomes, activities, etc.)								
6.2 Collaborates with other community early childhood & family service providers including the public schools, Head Start, child care and other early childhood community services to assure a smooth and effective transition for the child and family.								
6.3 Prepares appropriate assessment summaries, reports and recommendations in collaboration with other team members.								

Developmental Specialist Signature _____

Date Completed _____

Supervisor Signature _____

Date Completed _____

E

Name:		Current Developmental Specialist certification: Level (check one)	
Provider Agency:		<input type="checkbox"/> DS I (Basic) <input type="checkbox"/> DS I (Advanced)	
		<input type="checkbox"/> DS II	<input type="checkbox"/> DS III
Date of Initial Certification:		Date of Anticipated Re-Certification:	
IPDP Start Date:	IPDP 6-month Review Date:	IPDP End Date:	
(A new IPDP is required annually)			
Developmental Specialist Signature:		Supervisor Signature:	

Name _____ Developmental Specialist Level _____

IPDP Start Date _____

F

Professional Development Goal (general statement of what you want to learn)	Competency Indicator(s)	Strategies to obtain knowledge/skills: (i.e. read, view video, take class, observe / shadow mentor, etc.)	Support Needed	Timeline	Date Goal Completed

Name _____ Developmental Specialist Level _____ Initial Certification Date _____

G Professional Development Goal (one goal per page): _____

Activity(ies) completed (classes, workshops, self-study, etc.)	Competency Indicator(s)	Date Completed	Contact Hours	Supervisor Initials
Total Hours				

The contact hours stated above are a true reflection of the professional development activities I have completed

Developmental Specialist Signature _____

Date _____

H Developmental Specialist _____

MENTORSHIP PLAN

IPDP Outcome:

The Mentorship Plan (Describe what will be done during and in between mentoring sessions to help reach the outcome)

Schedule of mentorship session (how often and for how long will the mentorship session occur)

Signature of Person RECEIVING Mentorship

Date

Signature of Person PROVIDING Mentorship

Date

I

Key Contacts

For assistance in Clarification of the Developmental Specialist Policy, or in understanding any aspect of the Developmental Specialist Manual, contact:

Family Infant Toddler Program (FIT)

Verna Trujillo: (505) 476-8927

Toll Free: 1-(877) 696-1472 Fax: 1-(866)-829-8838

For Technical Assistance in completing the IPDP, including writing goals & objectives, and for specific workshops or training contact your ECLN T/TA Consultant at;

Early Childhood Learning Network staff at (505) 272-3000

Sophie Bertand- Program Director

Cindy Bernard 505-934-4510	Jen Brown 505-272-9333	Cathy Riley 505-272-0764	Michelle Staley 505-272-6511
Ensueños	Alta Mira	Abrazos	Aprendamos
Inspirations	Life ROOTS	PB&J	Casa Alegre
NAPPR	UNM FOCUS	Pine Hill	Mescalero
Las Cumbres	New Vistas	PMS-Round Tree	MECA
NMSD	Laguna Pueblo	Tobosa	Positive Outcomes
The Children's Workshop	CARC	DSI	Region IX
UNM DCCP	ENMRSH	GIB	Tresco
		NMSBVI	La Vida
			Zia

J. Educational Resources

Associate Degree / Community Colleges	Baccalaureate Colleges/ Universities	Infant Toddler Studies
<p>Central New Mexico Community College 525 Buena Vista Dr. SE Albuquerque, NM 87106 505.224.3000 Main 505.224.5551 Montoya 505.224.5301 Westside</p> <p>Clovis Community College 417 Schepps Blvd. Clovis, NM 88101-8381 575.769.2811</p> <p>Crownpoint Institute of Technology P.O. Box 849 Crownpoint, NM 87313 505.786.4100</p> <p>Dine College Crownpoint Center P.O. Box 57 Crownpoint, NM 87313 505.786.7391</p> <p>Dine College Shiprock P.O. Box 580 Shiprock, NM 87420 505.368.3564</p> <p>Eastern New Mexico University-Roswell Branch Box 6000 Roswell, NM 88202-6000 1.800.243.6687</p> <p>Eastern New Mexico University-Ruidoso 709 Mechem Dr. Ruidoso, NM 88345 1.800.934.3668</p>	<p>Eastern New Mexico University Admissions Office Station # 7 Portales, NM 88130 1.800.367.3668</p> <p>Institute of American Indian Arts (Congressionally Chartered) 83 Avan Nu Po Road Santa Fe, NM 87508-1300 505.424.2302</p> <p>New Mexico Highlands University Admissions Office Las Vegas, NM 87701 1.800.338.6648</p> <p>New Mexico Institute of Mining and Technology Campus Station Socorro, NM 87801 1.800.428.8324</p> <p>New Mexico State University Office of Admissions P.O. Box 30001, Dept. 3A Las Cruces, NM 88003 1.800.662.6678</p> <p>Northern New Mexico College 921 Paseo De Onate Española, NM 87532 505.747.2100</p>	<p>Central New Mexico Community College 525 Buena Vista Dr. SE Albuquerque, NM 87106 505.224.3000 Main 505.224.5551 Montoya 505.224.5301 Westside</p> <p>Eastern New Mexico University Admissions Office Station # 7 Portales, NM 88130 1.800.367.3668</p>
<p style="text-align: center;">Associate Degree / Community Colleges</p> <p>Luna Community College 366 Luna Drive Las Vegas, NM 87701 505.454.2500 Las Vegas and Santa Rosa 505.438.5009 Springer</p> <p>Mesalands Community College 911 South Tenth Street Tucumcari, NM 88401</p>	<p style="text-align: center;">Baccalaureate & Master's Colleges/ Universities</p> <p>University of New Mexico Admissions Office Albuquerque, NM 87131 1.800.225.5866</p> <p>Western New Mexico University Financial Aid Office College Ave. Box 680</p>	

575.461.4413

[New Mexico Junior College](#)

Financial Aid Office
5317 Lovington Highway
Hobbs, NM 88240
575.392.5172
1.800.657.6260

[New Mexico Military Institute](#)

Admissions Office
101 West College Blvd
Roswell, NM 88201
575.622.6250
1.800.421.5376

[New Mexico State University-Alamogordo Branch](#)

2400 North Scenic Drive
Alamogordo, NM 88310
575.439.3700

[New Mexico State University-Carlsbad Branch](#)

1500 University Drive
Carlsbad, NM 88220
575.234.9200

[New Mexico State University-Dona Ana Branch](#)

Campus Box 3DA
Las Cruces, NM 88003-0105
575.527.7500

[New Mexico State University-Grants Branch](#)

1500 Third Street
Grants, NM 87020
505.287.7981

Associate Degree /
Community Colleges

[Northern New Mexico College](#)

921 Paseo De Oate
Espanola, NM 87532
505.747.2100

[San Juan College](#)

4601 College Blvd
Farmington, NM 87402
505.326.3311
1.800.232.6327

[Santa Fe Community College](#)

6401 Richards Ave
Santa Fe, NM 87508
505.428.1000

[Southwestern Indian Polytechnic Institute \(SIPI\)](#)

9169 Coors Blvd NW

Silver City, NM 88061
505.538.6173

Box 10146
Albuquerque, NM 87184
505.346.2347
1.800.586.7474

[University of New Mexico-Gallup Branch](#)

200 College Road
Gallup, NM 87301
505.863.7524

[University of New Mexico-Los Alamos Branch](#)

4000 University Drive
Los Alamos, NM 87544-1999
505.662.5919

[University of New Mexico-Valencia Branch](#)

280 La Entrada
Los Lunas, NM 87031
505.865.1636

[University of New Mexico Taos-Education Center](#)

115 Civic Plaza
Taos, NM 87571
505.758.7667

K.

Department of Health Developmental Disabilities Supports Division Policy	Policy Number:
	Supersedes: Policy 01-6.1 Certification Requirements for Developmental Specialists Policy 00-6.1 Exemption from Personnel Certification
Policy Title: Certification and Re-certification Requirements for Developmental Specialists Policy	
Effective Date: January 1, 2008	
Approved:	Date: updated March 31, 2010

I. PURPOSE

This policy establishes Certification and Re-certification requirements of the New Mexico Family Infant Toddler (FIT) Program for Developmental Specialists (DS) in accordance with the Individuals with Disabilities Education Act (IDEA) Part C, and the Requirements for Family Infant Toddler Intervention Services, Title 7, Chapter 30, Part 8, New Mexico Administrative Code (7.30.8 NMAC).

II. POLICY STATEMENT

It is the policy of the Developmental Disabilities Supports Division to maintain a certification system for Developmental Specialists to promote acquisition of and improvement in the knowledge, experience and skills needed to be able to provide and support quality early intervention services for families of eligible infants and toddlers.

A. Developmental Specialist Certification Requirements

1. Initial Application for Developmental Specialist Certification shall be made when:
 - a. entering the early intervention system for the first time (within 30 days of hire)
 - b. moving up a level (e.g. from DS I Advanced to DS II, upon obtaining a Bachelor's degree in a listed field in section J of this policy)
2. Re-entering the early intervention system after a lapse in completed hours, due to working outside the FIT system. Developmental Specialists must petition the-FIT Program Review Team who will make a decision, case by case, for granting or denying re-entry.
3. All DS Certificates will be dated the 1st day of the month in which the application was received; and/or back dated if the DS Certificate has expired.

B. Developmental Specialist I Basic Requirements

1. Roles of the Developmental Specialist I Basic:
 - a. A certified Developmental Specialist I Basic can provide the following services to eligible infants, toddlers, and their families:
 - 1) Complete duties that contribute to the functioning of the Individualized Family Service Plan (IFSP) team and other staff; these duties are to be assigned by the supervisor;
 - 2) Support the ability of families and other primary caregivers to implement activities outlined in the IFSP; these activities will be designed by the Developmental Specialist II or III or another qualified team member; and
 - 3) Participate in the IFSP meeting.
 - b. A certified Developmental Specialist I Basic cannot provide the following services to eligible infants, toddlers, and their families:
 - 1) Conduct a comprehensive multidisciplinary evaluation.
 - 2) Write the evaluation report.
 - 3) Develop the IFSP, including writing outcomes and strategies.
 - 4) Conduct a home visit without the presence of a DS II or DS III or other qualified early intervention personnel; e.g. nurse, therapist.
2. Supervision of the Developmental Specialist I Basic:
 - a. A Developmental Specialist I Basic shall be supervised by a Developmental Specialist II or III. Supervision is required at least monthly.
3. Initial Certification of the Developmental Specialist I Basic:
 - a. Has a High School Diploma or a GED, is at least 18 years of age, and has completed the 45-hour entry-level course within the first six months of employment.
 - b. Application forms for DS certification can be obtained from the Family Infant Toddler Program or on the website: www.fitprogram.com.
4. Re-certification of the Developmental Specialist I Basic:

All contact hours must relate to the Developmental Specialist competencies listed in the Self-Assessment tool and the goals agreed upon in the Developmental Specialist's Individualized Professional Development Plan (IPDP).

 - a. Completion of 25 hours per year of contact hours within a 3-year period, in one or a combination of the following professional development options:
 - 1) academic coursework
 - 2) in-service training
 - 3) mentorship
 - 4) self-study (up to 10 hours per year maximum, with approval of supervisor, can be counted for re-certification)
 - 5) formal reflective supervision (up to 5 hours per year maximum can be counted for re-certification)

- 6) includes other options as identified in the IPDP and must be approved and signed by the supervisor of the Developmental Specialist.
 - b. All documents related to re-certification are sent to the FIT Program 30 days prior to the expiration date of the Developmental Specialist certificate.

C. Developmental Specialist I Advanced Requirements

1. Roles of the Developmental Specialist I Advanced:
 - a. A certified Developmental Specialist I Advanced can provide the following services to eligible infants, toddlers, and their families:
 - 1) Conduct a home visit without the presence of a DS II or III;
 - 2) Assist the family in the identification of their concerns, priorities, and resources utilizing a format and questions designed by the Developmental Specialist II and/or III;
 - 3) Assist in the development of the Individualized Family Service Plan;
 - 4) Assist in the comprehensive developmental evaluation; and
 - 5) Support families and/or other primary caregivers to implement activities outlined in the IFSP.
 - b. A certified Developmental Specialist I Advanced cannot provide the following services to eligible infants, toddlers, and their families:
 - 1) Conduct a comprehensive multidisciplinary evaluation.
 - 2) Write the evaluation report.
 - 3) Develop Individualized Family Service Plans, including writing outcomes and strategies.
2. Supervision of the Developmental Specialist I Advanced:
 - a. A Developmental Specialist I Advanced shall be supervised by a Developmental Specialist II or III. Reflective supervision is required at least monthly.
3. Initial certification of the Developmental Specialist I Advanced:
 - a. *Has an Associate's Degree with coursework in a field listed in section J of this policy or a One Year Vocational Certificate in Early Childhood issued by CYFD, Office of Child Development and three (3) years experience working with children birth to 5 years.*
 - b. Application forms for initial certification can be obtained from the Family Infant Toddler Program or on the website: www.fitprogram.org
4. Re-certification of the Developmental Specialist I Advanced:

All contact hours must relate to the Developmental Specialist competencies, listed in the Self-Assessment tool and the goals agreed upon in the Developmental Specialist's Individualized Professional Development Plan (IPDP).

- a. Completion of 25 hours per year of contact hours within a 3-year period in one or any combination of the following professional development options:
 - 1) academic coursework
 - 2) in-service training
 - 3) mentorship
 - 4) self-study (up to 10 hours per year maximum, with approval of supervisor, can be counted for re-certification)
 - 5) formal reflective supervision (up to 5 hours per year maximum can be counted for re-certification)
 - 6) includes other options as identified in the IPDP and must be approved by the supervisor of the Developmental Specialist.

- b. All documents related to re-certification are sent to the FIT Program 30 days prior to the expiration date of the Developmental Specialist certificate.

D. Developmental Specialist II Requirements

1. Roles of the Developmental Specialist II:
 - a. A certified Developmental Specialist II can provide the following services to eligible infants, toddlers and their families:
 - 1) Provide direct service to eligible children and their families based on an IFSP;
 - 2) Conduct and/or participate in screening, assessment and comprehensive multidisciplinary evaluations with appropriate academic and in-service training in instruments and methodologies; and
 - 3) Supervise other early intervention staff, as appropriate.

2. Supervision of Developmental Specialist II:
 - a. A Developmental Specialist II shall be supervised by a Developmental Specialist II or III. Supervision is required at least monthly.
 - b. Supervisors who provide direct early intervention services shall be supervised by a Developmental Specialist II or III or the agency director.

3. Initial certification of the Developmental Specialist II:
 - a. Has a Bachelor's degree in a field listed in section J of this policy.
 - b. Application forms for initial certification can be obtained from the Family Infant Toddler Program.

4. Re-certification of the Developmental Specialist II:

All contact hours must relate to the Developmental Specialist competencies listed in the Self-Assessment tool and the goals agreed upon in the Developmental Specialist's Individualized Professional Development Plan (IPDP).

 - a. Completion 25 hours per year of contact hours within a 3-year period, in one or any combination of the following professional development options:
 - 1) academic coursework

- 2) in-service training
- 3) mentorship
- 4) self-study (up to 10 hours per year maximum, with approval of supervisor, can be counted for re-certification)
- 5) formal reflective supervision (up to 5 hours per year maximum can be counted for re-certification)
- 6) includes other options as identified in the IPDP and must be approved by the supervisor of the Developmental Specialist.

- b. All documents related to re-certification are sent to the FIT Program 30 days prior to the expiration date of the Developmental Specialist certificate.

E. Developmental Specialist III Requirements

1. Roles of the Developmental Specialist III:

- a. A certified Developmental Specialist III can provide the following services to eligible infants, toddlers, and their families:
 - 1) Provide direct service to eligible children and their families based on an IFSP;
 - 2) Conduct and/or participate in screening, assessment and comprehensive multidisciplinary evaluations with appropriate academic and in-service training in instruments and methodologies used; and
 - 3) Supervise other early intervention staff, as appropriate.

2. Supervision of a Developmental Specialist III:

- a. A Developmental Specialist III shall be supervised by a Developmental Specialist II or III. Supervision is required at least monthly.
- b. Supervisors who provide direct early intervention services shall be supervised by a Developmental Specialist II or III or the agency director.

3. Initial certification of the Developmental Specialist III:

- a. Has a Master's degree or a PhD in a field listed in section J of this policy.
- b. Application forms for initial certification can be obtained from the Family Infant Toddler Program or on the website: www.fitprogram.org

4. Re-certification of the Developmental Specialist III:

All contact hours must relate to the Developmental Specialist competencies listed in the Self-Assessment tool and the goals agreed upon in the Developmental Specialist's Individualized Professional Development Plan (IPDP).

- a. Completes 25 hours per year of contact hours within a 3-year period, in one or any combination of the following professional development options:
 - 1) academic coursework
 - 2) in-service training

- 3) mentorship
 - 4) self-study (up to 10 hours per year maximum, with approval of supervisor, can be counted for re-certification)
 - 5) formal reflective supervision (up to 5 hours per year maximum can be counted for re-certification)
 - 6) includes other options as identified in the IPDP and must be approved by the supervisor of the Developmental Specialist.
- b. All documents related to re-certification are sent to the FIT Program 30 days prior to the expiration date of the Developmental Specialist certificate.

F. Individualized Professional Development Plan (IPDP)

- 1. An IPDP is required for every Developmental Specialist working in a FIT Program agency and must be implemented and in place within three (3) months of hire.
- 2. A new IPDP will be developed each year within the 3-year re-certification period.
- 3. Each Developmental Specialist completes the Self-Assessment Tool, prior to creating the IPDP with the supervisor. The Self-Assessment tool addresses early intervention competencies and assists the Developmental Specialist and supervisor in identifying the goals and knowledge/skills to be addressed on the IPDP.
- 4. The IPDP will list the professional development goals and strategies to obtain knowledge/skills and the timelines to be completed by the Developmental Specialist in order to re-certify at the desired level in each 3-year re-certification period.
- 5. At a minimum, the Developmental Specialist and his or her supervisor will review the IPDP every 6 months.

G. Re-certification Process

- 1. At least 75 contact hours must be documented within the 3-year re-certification period. Approximately twenty-five (25) contact hours should be documented each year.
 - a. There are no maximum number of contact hours for participating in in-service training, academic coursework, or mentoring.
 - b. A maximum number of five (5) contact hours per year for participation in formal reflective supervision.
 - c. A maximum number of ten (10) contact hours per year for participation in self-study.
- 2. For Developmental Specialists and supervisors working in a FIT Program agency:

- a. The activities in which the hours were earned must be identified on the Developmental Specialist's Individualized Professional Development Plan (IPDP).
 - b. Certificates of completion/attendance need to be kept on file within the FIT agency for audit purposes.
 - c. The Re-certification Tracking Page(s), along with required Re-certification Application from the Family Infant Toddler Program, shall be sent to the Family Infant Toddler Program prior to the end of the 3-year re-certification period.
 - d. All course work, workshops, conferences, self-study, etc. must relate to the Family Infant Toddler competencies and identified on the IPDP.
3. For Developmental Specialist personnel working in administration or training/technical assistance within the FIT system:
- a. Contact hours must be documented in certificates of completion/attendance.
 - b. Photocopies of certificates, documentation/proof of self-study as it relates to infants, toddlers and families, transcripts or letters from entities providing the course, along with the required Re-certification Application from the Family Infant Toddler Program, shall be submitted to the Family Infant Toddler Program prior to the end of the 3-year re-certification period.
 - c. Supervisor's initials/signature is not required on the Re-certification Tracking Page(s).
 - d. All course work, workshops, conferences, self-study, etc must relate to the Family Infant Toddler competencies.
4. When required hours for re-certification are not met:
- a. The FIT Review Team will require that a Professional Development Corrective Action Plan be developed and submitted. The plan will detail the strategies and time frames for obtaining the missing contact hours.
 - b. These contact hours cannot be counted toward the next 3-year re-certification period.
 - c. The Corrective Action Plan shall be reviewed and approved by the FIT Program Review Team.

H. Exemption from Certification

1. Reasons for Exemption:
- a. Early intervention provider agencies, under contract with the DOH, may under certain circumstances request an exemption in order to hire staffs who do not meet all the qualifications for the Developmental Specialist certification for which they are applying.
 - b. Circumstances requiring an exemption may include:
 - 1) a position that has been vacant for several months, despite documented efforts to hire qualified staff.

- 2) repeated inability to keep a position filled for longer than one year.
- 3) lack of qualified applicants.
- 4) an applicant who is close to meeting the qualifications for the certification.
- 5) an individual with a degree not listed in section J of this policy.

2. Requesting an Exemption:

- a. Requests for an exemption shall be made within 30 days of hire or the date that the need for exemption is identified. The agency shall submit a written request for an exemption to the Family Infant Toddler Program that includes the following:
 - 1) name of the individual(s) for whom the exemption is sought.
 - 2) details of the circumstances justifying the agency's request for the exemption.
 - 3) level for which the candidate for exemption is being sought.
 - 4) qualifications and experience of the individual that deems them a suitable candidate for exemption.
 - 5) an IPDP, including current and planned courses, that the individual is taking to meet the requirements of Developmental Specialist certification at the desired level and the amount and type of supervision.
 - 6) official transcript
 - 7) completed Developmental Specialist application resume.

3. Approval or Denial of Exemption:

- a) The FIT Program shall review each request for exemption.
- b) If the exemption request is approved, the agency will receive a letter within 30 days detailing the conditions under which the exemption is granted, including the courses that the individual must take during the period of the exemption in order to meet the developmental certification level being applied for.
- c) The individual shall receive a certificate at the Developmental Specialist level for which the exemption is granted. This certificate shall be valid for a period of no more than one (1) year and the certificate shall identify the certified Developmental Specialist as "exempt".
- d) If the exemption request is denied, the agency will receive a letter stating the reasons for the denial within 30 days. The denial notification will also state the agency's rights to request a review.

4. Exemption Period:

- a. Exemption requests shall be granted for a maximum of one (1) year.
- b. Agencies can re-apply for an exemption for a maximum of 3-years for

one individual. When granting the renewal of an exemption the FIT Program will determine if the individual has successfully completed the required courses.

- c. Upon successful completion of the required courses/classes, the individual will be granted full certification.
- d. If the individual takes a position with another agency, the exemption does not transfer with the employee.
- e. Extension of the exemption beyond three (3) years will only be made in exceptional circumstances decided upon by the FIT Review Team.

I. Agencies cannot not bill for early intervention services delivered by individuals who do not meet the standards for a specific Developmental Specialist level or whose certification has expired.

J. Approved Fields Of Study For Developmental Specialists/Certification:

Audiology
Art or Music Therapy
Counseling and Guidance
Early Childhood Development and Education
Education of the Deaf/Hard of Hearing
Family Studies
Social Work
Family Therapy and Counseling
Nursing (LPN, RN, Midwife)
Nutrition/Dietetics
Occupational Therapy incl. Certified Occupational Therapy assistant (COTA)
Orientation/Mobility Training
Pediatric or other Medical Specialty (e.g., MD, CNP, PA)
Physical Therapy incl. Physical Therapy Assistant (PTA)
Psychology
Special Education
Speech and Language Pathology
Communication-Language Disorders
Vision Training
Elementary Education

The following degree's will result in an exemption and will require the applicant to take FIT Core modules, the 45 hour Intro to Early Childhood Development and/or Early childhood college credit classes.

Sociology
Public Health
Other Related Fields as determined by the Department of Health

For degree's in non related fields, where the applicant can demonstrate two years of experience in an early childhood setting, this will result in an exemption and will be

required the applicant to take FIT Core modules, the 45 hour Intro to Early Childhood Development and/or the Infant Toddler Studies AA program through Portales EMNU, or BA program through Albuquerque CNM, or other early childhood education courses work at higher institutions.

III. **APPLICABILITY**

This policy applies to all personnel working in the role of Developmental Specialist and providing early intervention services for eligible children and families in accordance with IDEA Part C and 7.30.8. NMAC, Requirements for Family Infant Toddler Early Intervention Services. This policy applies to all personnel working within the role of a Developmental Specialist and individuals who hold a professional license or certificate from an approved discipline, listed in section J, who spend at least sixty (60) percent of their time employed in the role of Developmental Specialist, and for individuals who supervise Developmental Specialists. Personnel in administration or training/technical assistance positions, within the FIT system, may apply to be certified/re-certified under this policy.

IV. **DEFINITIONS**

Academic Coursework: Means experienced practitioners may take college or university coursework to obtain a degree or an advanced degree, or to increase their knowledge and skills. Such coursework may be in Early Childhood, Special Education or other topics related to working with infants, toddlers and their families.

Contact Hours: Means an equivalent of hour for hour of classroom time, conference or workshop in-service attendance, one-on-one mentoring, formal reflective supervision or self-study. One (1) hour of academic credit is equivalent to fifteen (15) contact hours.

Developmental Specialist: Means an early intervention practitioner who provides special instruction or family training, counseling and home visits for eligible children and their families under the FIT Program. Developmental Specialists address the development of children in the context of their families within everyday routines, activities and places.

Developmental Specialist Certificate: Means an official credential awarded to an individual who meets the qualifications required to serve eligible infants, toddlers and their families in the FIT Program in accordance with defined levels of practice.

Exemption: Means the process an agency can utilize under certain circumstances to request certification of an individual as a Developmental Specialist who does not meet the required qualifications.

In-Service Training: Means professional development activities attended to assist the experienced practitioner in expanding and growing within their practice.

Individualized Professional Development Plan (IPDP): Means an on-going plan that identifies the knowledge and skills the individual needs to achieve each year so that he or she can be re-certified at the desired level in the 3-year re-certification period. The plan is reviewed every 6 months with the supervisor and a new IPDP is developed annually. The plan includes the Developmental Specialist's goals, strategies to obtain knowledge/skills, and timelines for each year.

Mentorship: Means a professional development strategy to gain competence and address a specific professional development goal. The Developmental Specialist enlists the support of a skilled and knowledgeable individual and establishes a professional relationship with this person. A plan is developed with the mentor to support the Developmental Specialist's growth and learning related to one or more of the goals on his/her Individualized Professional Development Plan (IPDP).

Reflective Supervision: Means a process of staff support that helps to promote quality practice. Formal reflective supervision, according to best practice, is one-on-one supervision that is provided regularly (every 2-4 weeks). Supervision can occur within or outside the agency. All staff, regardless of educational background and years of experience, need and deserve supportive supervision that provides them with opportunities to reflect on their job performance in ways that support their continuous professional growth. Supervision that is provided in a collaborative, inquisitive and supportive manner, rather than in a didactic and evaluative manner, results in practitioners who are able to offer this type of support to team members and to families with whom they work.

Self-Study: Means a professional development strategy to gain competence and address a specific professional development goal. Self-study involves conducting a carefully planned review of materials, including, journals/articles, videos, books, websites, and/or others, resulting in a prepared presentation to the supervisor and/or fellow staff members about what has been learned and how it applies to the work of the Developmental Specialist.

Self-Assessment Tool: Means a tool to be completed by each Developmental Specialist in collaboration with his/her supervisor. The Developmental Specialist rates his/her level of competence on a number of competency indicators that are essential to providing early intervention services in New Mexico.

V. REFERENCES

Individuals with Disabilities Education Act (IDEA) Part C, Requirements for Family Infant Toddler Intervention Services, Title 7, Chapter 30, Part 8, New Mexico Administrative Code 7.30.8 NMAC.

January 2005 Developmental Specialist Certification Manual.

New Mexico Department of Health, Developmental Disabilities Supports Division, Service Definitions and Standards, early intervention staffing requirements.