

## **Report of Technical Team C**

### **System Components:**

- Comprehensive system of personnel development, including the training of paraprofessionals and the training of primary referral sources.
- Policies and procedures to ensure that personnel are appropriately and adequately prepared and trained.

### **5 year goal:**

The state early intervention system shall have in place policy and procedures to support a comprehensive system of personnel development that is: of sufficient scope to address the inservice needs of all Part C service providers in South Carolina; flexible; articulated with existing systems of inservice training and supports as well as with programs of study and coursework at 2-year, 4-year, and graduate institutions of higher education; and interactive with and responsive to personnel training needs, state technical assistance system, and general supervision data.

### **Short term Goals:**

1. Re-instate ICC Personnel Committee for ongoing advisement, and input for long-planning.
2. Revise current policy.
3. Increase accountability of BabyNet System Personnel for meeting CSPD requirements.
4. Develop and implement a state model of training and technical assistance for systemic personnel supports.
5. Explore articulation with pre-service systems (2-year, 4-year, and graduate institutions) and initiatives (e.g., Head Start requirements) relative to infant-toddler course content, certificates and degree programs specific to the services of special instruction, service coordination, and applied behavioral analysis paraprofessionals; long-term, across all related disciplines.

### **Improvement Activities:**

1. Continue with online CSPD curriculum more long-term goals can be determined and developed.
2. Expand existing CSPD curriculum to a clock hour equivalent of 135 hours, and move to a web-based format. Consider use of ARRA stimulus funds to accomplish the format transition.
3. Increase collaboration and coordination with existing in-service systems and initiatives.

### **Justification of team recommendations:**

Team C reviewed the relevant federal requirements, existing South Carolina C Part C competencies, qualifications, credentialing process, target audiences, and online curriculum and user's guide currently in use. Additionally, parallel systems of inservice personnel development, training, and technical assistance were discussed, including those in use by the Center for Child Care Career Development; TEACH Scholarships, First Steps County Partnerships, the Department of Social Services, and the State Department of Education Offices of Early Childhood Education and Exceptional Children. The following documents were available to and referenced by Team C participants throughout the three meetings:

1. [Principles LooksLike DoesntLookLike3\\_11\\_08.pdf](#) (Adobe Portable Document Format - 96k) OSEP TA Community of Practice- Part C Settings
2. [Finalmissionandprinciples3\\_11\\_08.pdf](#) (Adobe Portable Document Format - 45k) OSEP TA Community of Practice- Part C Settings
3. [AgreedUponPractices\\_FinalDraft2\\_01\\_08.pdf](#) (Adobe Portable Document Format - 1,250k) OSEP TA Community of Practice- Part C Settings
4. [tamodel.pdf](#) (Adobe Portable Document Format - 789k) NECTAC Model for Provision of Systemic Technical Assistance 2009
5. [topics\\_thinkingpoints.pdf](#) (Adobe Portable Document Format - 830k) NECTAC Considerations in Provision of Technical Assistance, 2009

6. [Dunst et al \(2009\) synthesis of adult learning methods and strategies.pdf](#) (Adobe Portable Document Format - 489k)
7. [Dunst \(2009\) ebp professional development for EI.pdf](#) (Adobe Portable Document Format - 1,051k) Evidence-Based Practices for Professional Development in Early Intervention
8. [Dunst Trivette \(2009\) PALS.pdf](#) (Adobe Portable Document Format - 1,577k) PALS: Participatory Adult Learning Strategy Model
9. [Electronic Code of Federal Regulations.pdf](#) (Adobe Portable Document Format - 244k) IDEA Part C Federal Regulations