

# The Credentialing Process

Federal law mandates that each state providing early intervention services maintain an infrastructure that monitors and supports an effective service system. A Comprehensive System of Personnel Development (CSPD) is the component of the law that describes a states responsibility to assure the quality of personnel providing supports and services to families. In Utah, the ***Baby Watch Early Intervention's*** CSPD team has developed a system whereby all professional and paraprofessional providers are expected to obtain a *BWEI Credential*, certifying the completion of training and work-related experiences that demonstrate their knowledge and skill in providing early intervention services for infants and toddlers and their families.

Utah was one of the first states to develop a system for awarding credentials to professionals working in local early intervention programs. Because no national or state system was available to credential early intervention professionals, Utah's CSPD identified the following competency areas that address the core of early intervention services:

**1.0 HEALTH**

**2.0 CHILD DEVELOPMENT**

**3.0 DEVELOPMENT IN CHILDREN WITH SPECIAL NEEDS**

**4.0 INTERACTION WITH FAMILIES**

**5.0 EVALUATION AND ASSESSMENT**

**6.0 PROGRAM IMPLEMENTATION**

**7.0 Team Coordination (EI II only)**

To assist *Baby Watch* staff in gaining the necessary knowledge and skills in these competency areas, a series of training workshops and DVD self-study materials were designed.

**See competencies and subcompetencies pages 21-25**



## The Requirements for Obtaining an Early Intervention Credential

To earn a credential while you are working in an early intervention program you must complete a portfolio **within two years of your hire date.**

### The portfolio will contain:

1. Documentation of completion of the required Baby Watch training workshops.
2. Completion of entry sheets and supporting documentation demonstrating your knowledge and skills in the competency areas.
3. Letters of recommendation.

You can work on these requirements concurrently.

This guide provides you with a guide and planner to document these requirements and help you to develop a plan for completing your *BWEI Credential*. More information on how to complete a portfolio is given in the section **Creating Your Early Intervention Portfolio.**

1.  **Training Topics**

The *Baby Watch CSPD* team has developed nine training topics as one requirement of the credentialing process. The training topics include:

Training Topics	Training Format
Orientation/Foundations	BWEI self-study DVD
Procedural Safeguards & Parental Rights	BWEI self-study DVD
Health Issues	BWEI training workshop
Service Coordination	BWEI training workshop
Individual Family Service Plan (IFSP)	BWEI training workshop
Evaluation & Assessment	BWEI training workshop
Family Partnerships	BWEI training workshop
Communication and Language Development	BWEI training workshop
Motor and Physical Development	BWEI training workshop

The *Verification Checklist of Baby Watch Training* (see Forms Section) will help you track your training requirements.

**Please note:** *Orientation and Foundations of Early Intervention* and *Procedural Safeguards and Parental Rights* are available on a self-study DVD. These topics sections involve viewing the DVD, followed by answering questions on response sheets. You can obtain a copy of the Baby Watch DVD and a set of response sheets from your program director.

All other topics are covered at *BWEI* in-service training sessions conducted at prescheduled times by *CSPD* team staff or by Baby Watch authorized instructors. The training calendar is available at <http://www.utahbabywatch.org/agencyinfo/calendar1main.htm> Training updates are also announced on the Baby Watch listserv.

Please join the list serve by sending a blank e-mail to [subscribe-babywatch@list.utah.gov](mailto:subscribe-babywatch@list.utah.gov)

## 2. Competency Entry Sheets of Work-Related Experiences and Activities

In developing your portfolio you will be able to use a variety of information obtained from your work-related experiences and activities to document the six main competency areas. Each competency area is divided into a series of subcompetencies. Subcompetencies specify the knowledge and skills that are needed to work collaboratively as a team member in planning and implementing early intervention services.

There are several possible ways to document your experiences and activities, such as a description of a work activity related to a subcompetency, an academic course syllabus or outline, academic transcripts, awards and certificates (CPR, First Aid, CDA, etc.), development of instructional materials, training workshop handouts or summaries, response sheets, and other work descriptions. An extensive list of documentation possibilities, their relationships to the six main competencies, and the procedures for creating the entries for your portfolio can be found in the section of this guide called **Creating Your Early Intervention Portfolio**.

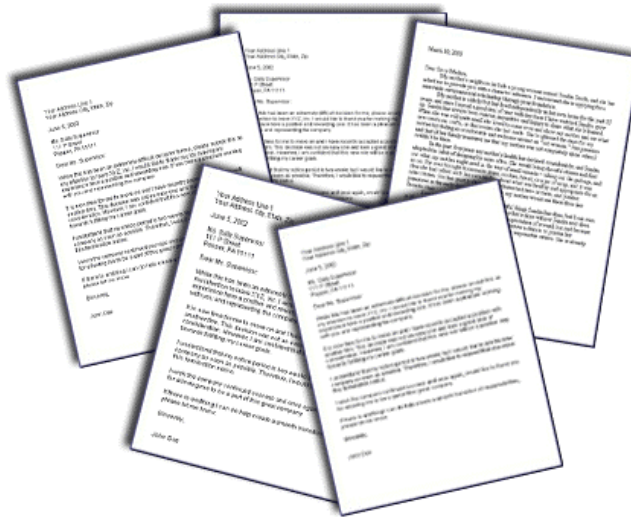
You can work on an early intervention credential while performing your job responsibilities. By using your daily work experiences and activities to develop and/or apply new or previously learned skills and knowledge, you will be able to demonstrate that the competencies for the credential you are working towards have been met and that you have attained the knowledge and skills essential to working with young children with disabilities and their families. Your portfolio will begin to develop as you describe and complete entry sheets on how your work-related experiences and activities meet individual sub competencies. The procedures for creating the entries for your portfolio will be discussed thoroughly in the **Creating Your Early Intervention Portfolio** section of this guide.



### 3. Letters of Recommendation

*Baby Watch* requires that you include a minimum of three letters of recommendation in your portfolio as the third requirement in completing the credentialing process. Your onsite supervisor will write a letter of recommendation and parents will write two letters. You are encouraged to request letters of recommendation from those parent(s) or guardian(s) of children with whom you have worked and have established a successful and positive partnership.

In addition to the three letters that are required, other personal letters of recommendation that you have obtained during your employment in previous early childhood education or intervention programs may also be included. If you have had a mentor to help you through the credentialing process, a letter from them could also be included.





## Guidance and Assistance During the Credentialing Process

Providers in early intervention work as a team to meet the needs of the children and families they serve. This team approach also will help you as you work toward earning your credential. As you begin this process, talk with your supervisor or program director about identifying a co-worker familiar with the credentialing process who can advise and review the materials you put in your portfolio. Other staff persons who have worked toward their credential have found that having a co-worker serve as an advisor or “mentor” helped them gain confidence and develop strategies to complete the credentialing requirements

