

# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)

Updated: 9/23/2021

## Instructions

The Early Intervention Specialist (EIS), Individualized Professional Development Plan (IPDP) is the final part of the credentialing process for EISs. An EIS must complete the Making It Work (MIW) training module and the staff self-assessment prior to starting the EIS IPDP. The EIS IPDP should be completed in tandem with the [EIS IPDP Credentialing module](#), a streamlined and self-paced process for certifying an EIS employed by Texas ECI contractors. Learning activities, observations and demonstrations are directly related to the job responsibilities of an EIS.

For detailed instructions and guidelines for the EIS IPDP, please refer to the [IPDP Supervisor Guidelines](#).

\* Note: Links to reference materials, applications, and assessments are located within the EIS IPDP Credentialing module. Please refer to this module and follow along on the EIS IPDP for all necessary materials.

## Staff Self-Assessment

Prior to beginning the EIS IPDP, all newly hired staff must complete the [staff self-assessment](#). If a newly hired EIS has never been credentialed before, they must complete the EIS IPDP in its entirety. No activities can be waived.

If an EIS has previously worked for an ECI program, their IPDP may be streamlined based on their staff self-assessment. If the returning EISs scores a 1, 2 or 3 on the staff self-assessment, the rating will be carried over onto the IPDP for completion. Waiving of completing objectives can occur if the returning EIS scores a 4 or 5, which demonstrates they have knowledge and skills in this area. The supervisor and returning EIS may also decide that it would be in their best interest to complete these objectives to continue learning and acquiring skills, in order to be successful in the field delivering services to the families.

There are two sections that are required for all EISs:

- Mission, Philosophy and Key Principles
  - Objective - Develop understanding of state and federal requirements pertaining to EISs
  - Objective - Learn about the EIS Code of Ethics and the EIS Statement of Excellence
- Service Delivery
  - Objective - Know Texas Administrative Code (TAC) requirements for Specialized Skills Training (SST)
  - Objective - Understand the difference between SST and other services

## Getting Started on the EIS IPDP

The EIS may print out a course packet with the worksheets and handouts from various slides and store them in a binder or folder. Once the EIS comes to the slide that references the document, the EIS can then complete the document. After completion, they will need to share the results with their supervisor.

# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)

EISs use the “IPDP for Early Intervention Specialists” as a way to:

- Keep track of their progress in the process,
- View the learning objectives for EISs and see how they relate to MIW, and
- Build accountability by having their supervisor sign and date the document.

The module works best if the EIS uses the “Next,” “Previous,” “Submit,” and “Continue” buttons built into the module and avoids using the menu drop down located on the far left of the module.

## Filling Out the EIS IPDP and Data Entry

Upon completion of each learning objective, the EIS Supervisor will document the completion date and provide their signature in the column labeled “Date Completed/Supervisor Signature”.





Upon completion of each section (e.g.: Mission, Philosophy and Key Principles or Evaluation and Assessment), the EIS Supervisor will document the completion date for the entire section and provide their signature at the end of each section, in the “Section Completion Date” and “Supervisor Signature” line. This is the date to be recorded on the EIS Registry for each corresponding section.

Once the EIS has completed all credentialing activities on the IPDP, the program director, EIS supervisor(s), and EIS sign and date the last page of the “IPDP for Early Intervention Specialists.” Programs enter this date into the EIS Registry as the completion date for the Final IPDP. The state office reviews the data entered and enters an approval date, along with e-mailing the program director a letter of completion and mailing a certificate to your program.

If you have any questions regarding the completion of the EIS IPDP or the data entry in the EIS Registry, please contact the Early Intervention Credentialing Specialist at [eci.eisregistry@hhs.texas.gov](mailto:eci.eisregistry@hhs.texas.gov).

# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)








EIS Name: \_\_\_\_\_

Mission, Philosophy and Key Principles				Date Completed/ Supervisor Signature
Learning Objective for EISs	<i>If activity has been completed with Service Coordinator IPDP, document below</i>	Learning Tasks in EIS Credentialing Module		
		Reference Material	Application or Assessment	
Obtain hands-on learning experience of the ECI service delivery model		Shadow two ECI visits of any service: SST, Speech, PT, OT, etc.	Debrief with Supervisor.	
Develop understanding of state regulations pertaining to EISs		Read about the EIS in TAC	Check your understanding 1.1: find reference in TAC (1 question; feedback in module)	
Learn about the EIS Code of Ethics and the EIS Statement of Excellence and relate them to daily work		Read "EIS Code of Ethics"	Check your understanding 1.2: "Is this ethical?" (4 scenarios; feedback in module)	
		Read "EIS Statement of Excellence"	Self-Reflection (worksheet "Personalized Statement of Excellence"; debrief with supervisor)	
Learn how cultural differences impact services and develop cultural competence		Read "Cultural Competence article 1"	Check your understanding 1.3: "Cultural Awareness vs. Cultural Competence" (drag and drop; feedback in module)	
			Rank values for self and family of origin (drag and drop)	
		Read "Cultural Competence article 2"	Worksheet "Cultural Scenarios" (debrief with supervisor)	
		Read blog on cultural differences	Answer questions within blog (debrief with supervisor)	






Mission, Philosophy, and Key Principles Completion Date: \_\_\_\_\_

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

# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)

Evaluation and Assessment				Date Completed/ Supervisor Signature
Learning Objective for EISs	If activity has been completed with Service Coordinator IPDP, document below	Learning Tasks in EIS Credentialing Module		
		Reference Material	Application or Assessment	
Develop understanding of state requirements pertaining to eligibility, evaluation, and assessment.		Read about eligibility, evaluation, and assessment in TAC.	Check your understanding 2.1: find reference in TAC (1 question; feedback in module)	
Expand knowledge of environmental risk factors and medical diagnoses, and understand how these conditions impact child development		Research three medical diagnoses	Worksheet "Medical Diagnosis Activity" (debrief with supervisor)	
		Read "Environmental Risk Factors"	Check Your Understanding 2.2: Environmental Risk Factors (2 questions; debrief with supervisor)	
		Read "Low Birth Weight"	Check Your Understanding 2.3: Low Birth Weight (2 questions; debrief with supervisor)	
		Read "Birth Defects"	Check Your Understanding 2.4: Birth Defects (2 questions; debrief with supervisor)	
		Read "Prematurity"	Check Your Understanding 2.5: Prematurity (2 questions; debrief with supervisor)	
Identify and address common challenges with administration of the BDI		Read "Evaluation and Eligibility Q&A"	Check your understanding 2.6: BDI- 2 and Eligibility (6 questions; feedback in module)	
		Watch "BDI & Eligibility The Mythbusters Edition"	Write in Journal (debrief with supervisor)	
		Read "Accommodations to Consider When Using the BDI-2 for Children with Disabilities"	Write in Journal (debrief with supervisor)	





# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)

Evaluation and Assessment Continued				Date Completed/ Supervisor Signature
Learning Objective for EISs	If activity has been completed with Service Coordinator IPDP, document below	Learning Tasks in EIS Credentialing Module		
		Reference Material	Application or Assessment	
Identify and address common challenges with administration of the DAYC-2		Review DAYC-2 Resource Packet	Write in Journal (debrief with supervisor)	
		Recommended: Watch "Use of the DAYC-2 in Texas ECI"	Write in Journal (debrief with supervisor)	
Know how to implement the evaluation and assessment process for infants six months and younger		Watch "Evaluation and Needs Assessment for Very Young Infants"	Write in Journal (debrief with supervisor)	
Know how to implement the evaluations and assessment process for children in bilingual environments		Watch "Evaluation & Assessment" (Part 1) Cultural Considerations	Check your understanding 2.7: Cultural Considerations (1 question; feedback in module)	
		Watch "Evaluation & Assessment" (Part 2) Difference vs. Disorder	Write in Journal (debrief with supervisor)	
		Watch "Evaluation & Assessment" (Part 3) Interpreting the BDI-2	Check your understanding 2.8: Interpreting the BDI-2 (1 question; feedback in module)	
Know how to administer the HELP		Complete "Help with the HELP" module - see supervisor for access	Activities are built into module	
Be able to determine further need for evaluation in the six required areas and complete the Needs Assessment, Identification and Referral form		Review Zoe's referral & check your understanding 2.9: Zoe's Eligibility (1 question; feedback in module)		
		Fill out the Needs Assessment, ID and Referral Checklist for Zoe & check your understanding 2.10: Needs Assessment, ID and Referral (1 question; feedback in module with answer key)		


Evaluation and Assessment Completion Date: \_\_\_\_\_

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

# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)

IFSP				Date Completed/ Supervisor Signature
Learning Objective for EISs	<i>If activity has been completed with Service Coordinator IPDP, document below</i>	Learning Tasks in EIS Credentialing Module		
		Reference Material	Application or Assessment	
Develop understanding of state requirements pertaining to the IFSP.		Read about the Individualized Family Service Plan in TAC	Check your understanding 3.1: Find reference in TAC (1 question; feedback in module)	
Identify strategies for conducting an effective Routines Based Intervention (RBI)		Read “The Individual Family Service Plan”	Write in Journal (debrief with supervisor)	
Identify strategies for gathering information from the family to facilitate a reciprocal process		Read “Gathering and Giving Information to Families”	Check your understanding 3.2: Gathering and Giving (3 questions; feedback in module)	
Know the three global child outcomes; be able to assign and document outcome ratings		Complete Global Child Outcomes training	Activities are built into module	
Be able to complete appropriate documentation for the IFSP		Review example of poor documentation	Critique documentation & write in journal (debrief with supervisor)	
		Review guidelines for outcomes	Apply outcome guidelines & write in journal (debrief with supervisor)	
Be able to assess a child’s functional abilities, strengths, needs and priorities		Listen to Zoe’s RBI & complete a comprehensive needs assessment (debrief with supervisor)		





# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)

IFSP Continued			Date Completed/ Supervisor Signature	
Learning Objective for EISs	<i>If activity has been completed with Service Coordinator IPDP, document below</i>	Learning Tasks in EIS Credentialing Module		
		Reference Material		Application or Assessment
Be able to write functional, measurable outcomes		Review checklist & write an outcome for Zoe (debrief with supervisor)		
Know how to identify when a change to an outcome is needed during a periodic review		Review new information about Zoe & check your understanding 3.3: Zoe's Periodic Review (1 question; feedback in module)		

IFSP Completion Date: \_\_\_\_\_

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

# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)








Service Delivery			Date Completed/ Supervisor Signature	
Learning Objective for EISs	If activity has been completed with Service Coordinator IPDP, document below	Learning Tasks in EIS Credentialing Module		
		Reference Material	Application or Assessment	
Know TAC requirements for SST	Required sections from the SST workbook include: <ul style="list-style-type: none"> <li>• Service delivery - SST</li> <li>• Documentation</li> <li>• Developmental strategies</li> <li>• Birth-12 Months</li> <li>• 12-24 Months</li> <li>• 24-36 Months</li> </ul>	Read about SST in TAC	Check your understanding 4.1: find reference in TAC (1 question; feedback in module)	
Understand the difference between SST and other services		Review SST brochure	SST vs. therapy diagram (5 questions; feedback in module)	
Be able to identify developmental red flags		Review "Developmental Red Flags – Birth to 3"	Check your understanding 4.2: Developmental Red Flags (5 questions; feedback in module)	
Identify fundamental techniques for providing SST, and write progress notes		SST Workbook material and activities based on Self-Assessment	Activities built into SST Workbook	
Know how to modify strategies for children with visual impairments		Watch VI video	Write in Journal (debrief with supervisor)	
		Read VI article	Write in Journal (debrief with supervisor)	
Know how to modify strategies for children who are deaf or hard of hearing		Watch Deaf/Hard of Hearing video	Write in Journal (debrief with supervisor)	
		Read Deaf/Hard of Hearing article	Write in Journal (debrief with supervisor)	
Be able to document SST		Review information about Zoe & complete SST note(debrief with supervisor)		

Service Delivery Completion Date: \_\_\_\_\_







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



# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)






Observations & Demonstrations				Date Completed/ Supervisor Signature
Learning Objective for EISs	<i>If activity has been completed with Service Coordinator IPDP, document below</i>	Learning Tasks in EIS Credentialing Module		
		Reference Material	Application or Assessment	
Learn how cultural differences impact services		Complete one observation	Worksheet "Family Observation" (debrief with supervisor)	
Demonstrate competency in the evaluation and assessment of a child		Complete two observations	Worksheet "Eligibility Determination Observation" (debrief with supervisor)	
		Complete one demonstration of evaluation and assessment	Worksheet "Eligibility Determination Demonstration" (debrief with supervisor)	
Demonstrate competency participating in developing an IFSP		Observe one initial IFSP	Worksheet "Initial IFSP Observation" (debrief with supervisor)	
		Observe one annual IFSP	Worksheet "Annual Evaluation of the IFSP" (debrief with supervisor)	
		Observe one periodic review	Worksheet "Observation – Periodic Review" (debrief with supervisor)	
		Complete one demonstration of participating in an IFSP meeting	Worksheet "IFSP Demonstration" (debrief with supervisor)	


# Individualized Professional Development Plan (IPDP) for Early Intervention Specialists (EISs)

Observations & Demonstrations Continued				Date Completed/ Supervisor Signature
Learning Objective for EISs	<i>If activity has been completed with Service Coordinator IPDP, document below</i>	Learning Tasks in EIS Credentialing Module		
		Reference Material	Application or Assessment	
Learn how to incorporate intervention strategies and techniques into family routines		Observe two service delivery visits: 1. OT 2. PT	Worksheet "Sensory Motor Child Observation" (debrief with supervisor)	
		Observe one service delivery visit of a speech therapist.	Worksheet "Language or Cognition Child Observation" (debrief with supervisor)	
		Observe one service delivery visit of an infant mental health provider.	Worksheet "Social or Emotional Child Observation" (debrief with supervisor)	
		Observe one service delivery: child with a visual impairment	Worksheet "AI/VI Child Observation" (debrief with supervisor)	
		Observe one service delivery: child who is deaf or hard of hearing		
		Observe one service delivery: child with a medical diagnosis	Worksheet "Medical Diagnosis Child Observation" (debrief with supervisor)	
		Complete two observations of service delivery – SST (one Telehealth if applicable)	Worksheet "Demonstration – Service Delivery" (debrief with supervisor)	

Observations & Demonstrations Completion Date: \_\_\_\_\_

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

Supplementary Activities Continued					
Activity Number	If activity has been completed with Service Coordinator IPDP, document below	Learning Objective for EISs	Learning Tasks		Date Completed/ Supervisor Signature
			Reference Material	Application or Assessment	
SA 13		Be able to establish and build rapport with families	<a href="#">Guidelines for Good Relationships</a>	Read article (debrief with supervisor)	
SA 15.0		Know how to manage conflict effectively	<a href="#">Conflict Resolution Skills</a>	Read article (debrief with supervisor)	
SA 16.0		Know when and who to ask for help when needed	<a href="#">Lost Art of Asking for Help</a>	Read article (debrief with supervisor)	
			<a href="#">How to Ask for Help Effectively</a>	View video	
SA 17.0		Know how to effectively handle change in the workplace	<a href="#">Taking Charge of Change</a>	View video	
			<a href="#">Shift Happens</a>	View video	
			<a href="#">Managing Change and Being Flexible in Life</a>	Read the article	
				Write down five strategies or ideas for handling change in your journal (debrief with supervisor)	
SA 19.0		Be able to successfully communicate with team members, referral sources, community partners, and families	<a href="#">Principles of Effective Communication</a> (article and video clips)	Read article and watch the videos (debrief with supervisor)	

Supplementary Activities Continued					
Activity Number	If Self-Assessment item is a 1, 2 or 3; document below and complete activity.	Learning Objective for EISs	Learning Tasks		Date Completed/ Supervisor Signature
			Reference Material	Application or Assessment	
SA 20.0		Use effective interpersonal skills to build quality intervention teams	<a href="#">Ten Qualities of an Effective Team Player</a> <a href="#">Eight Essential People Skills</a>	Read articles and write five strategies you learned from the articles that can apply to your teams (discuss with supervisor)	

IPDP Completion Date:

EIS Signature:

Program Director Signature:

Supervisor Signature: