

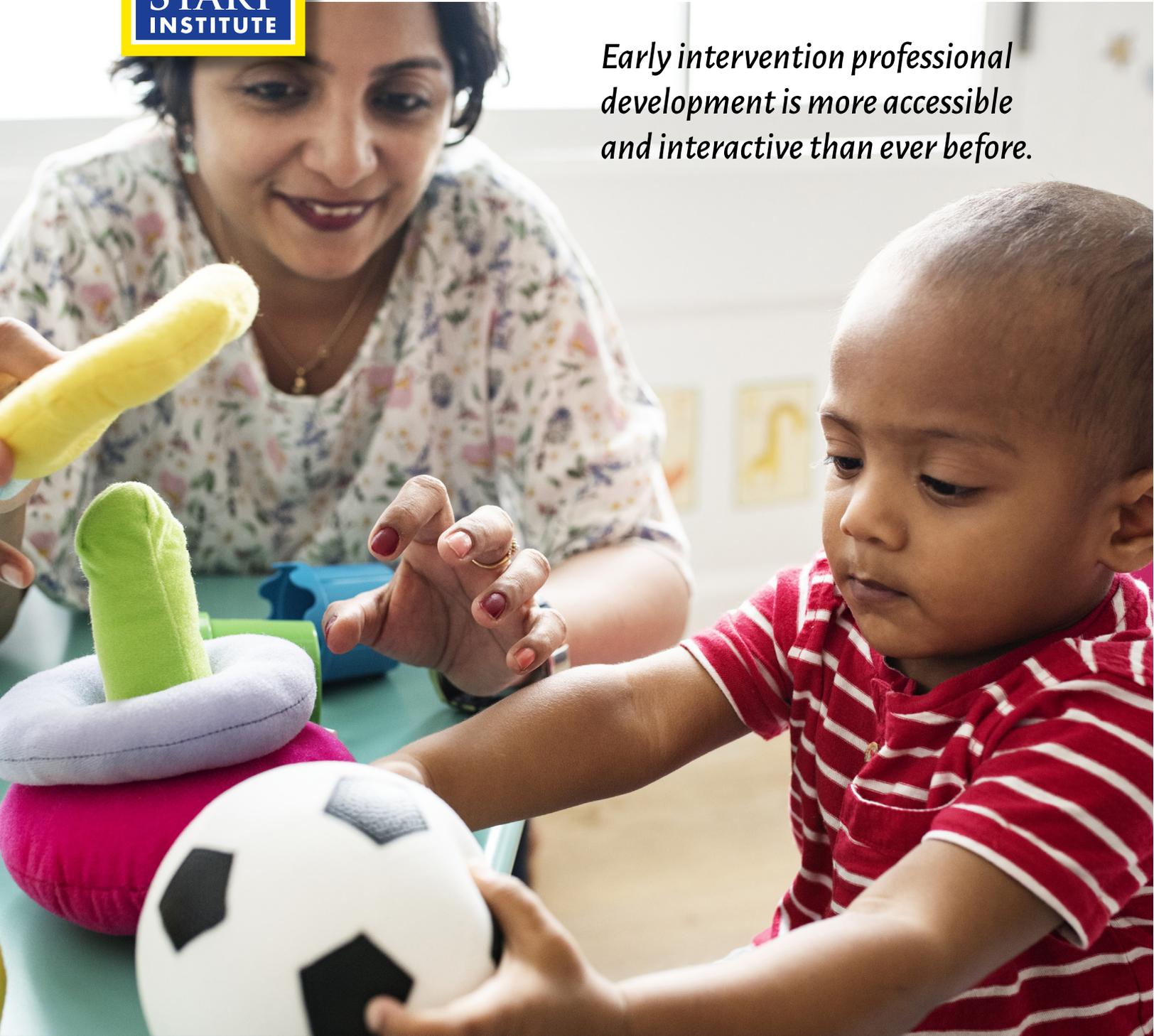


Early Start Institute

2019 – 2020

COURSE CATALOGUE

Early intervention professional development is more accessible and interactive than ever before.



A comprehensive system of evidence-based and up-to-date content designed to build professional capacity and support the work of securing improved outcomes for children with developmental disabilities or delays and their families.



Early Start Institute

2019 – 2020

COURSE CATALOGUE

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Early Start Institute 2019 – 2020 Offerings



Refresh and expand your skills

Refresh and expand the early intervention knowledge and skills you need to serve children and families in Early Start!

The Early Start Institute offers interactive, facilitated learning both online and in-person to provide the foundational knowledge and basic skills early intervention personnel need to build their own capacity to improve outcomes for children and families in Early Start.

The Department of Developmental Services, the California Department of Education, and the WestEd Center for Prevention & Early Intervention are pleased to offer this Comprehensive System of Personnel Development. The Institute employs multi-modal delivery methods across multiple learning environments to deliver content and achieve learning outcomes that are grounded in the comprehensive, evidence-based core curriculum for which Early Start personnel development is known.

Multiple Options for Training Early Start Personnel

All training activities use multiple media delivered through a flexible learning management environment.

Online courses feature interactive, facilitated learning through slide presentations narrated by field personnel, video clips of real families and interventionists, individual learning activities, online group interactions, assignments that generate discussion and deepen learning, and ongoing monitoring by parent-professional facilitator teams. To maintain the very popular and effective interpersonal characteristics of the original Early Start Online courses and ensure effective facilitation, each course is facilitated by at least two parent-professional partners. Each partner facilitates a cohort of up to 40 participants. Facilitators are parents, family resource center staff, vendors, regional center managers, and early intervention education professionals. They review lesson assignments, support understanding of course content, and facilitate interaction with peers via topical discussion forums related to each lesson. Participants and facilitators share and discuss strategies and resources through the discussion forums.

In-person training events support guided practice and exploration through interactive presentations, facilitated discussion and activities, and personal planning for translating research into practice. Participants process, practice, and problem-solve, supported by expert field professionals and parent partners.

All Institute training activities are developed in collaboration with Early Start field practitioners, managers, and family members. Sessions offer content, tools, and strategies that help Early Start service providers, service coordinators, managers, supervisors, and family support personnel integrate their knowledge and skills into real work activities.

Early Start Institute has three strands of concentration: Foundations, Skill Base, and Effective Practice.

FOUNDATIONS: Three online Foundations courses provide content about critical Early Start requirements, procedures, and practices.

SKILL BASE: This series of online courses provides content on supporting development within specific developmental domains for children with identified disability conditions. The series has five courses.

EFFECTIVE PRACTICE: Includes live trainings, online courses and webinars about special, possibly one-time topics, conducted as needed to offer timely communication to the field about issues critical to Early Start implementation. Webinars are conducted in real time and archived for later access. Effective Practice training activities may address advanced-level knowledge and skills through face-to-face facilitated training. One specific Effective Practice training is offered annually: the Early Start Partners Symposium.

“This program has been invaluable in learning the necessary skills to do my job well.”

There's more...

In this catalogue you will find the 2019 – 2020 Early Start Institute training schedule, details about the online delivery method for the web-based courses, and details about training content. You will also find a list of frequently asked questions.

Continuing education credit is available for most training activities. Check the Earn Continuing Education Credit section of this catalogue for more information.

Browse through the 2019 – 2020 Early Start Institute catalogue to discover which offerings recharge and expand your professional skills! Current information on course content, registration, and CEUs is also available on the [Early Start](#) website and on the [Early Start Neighborhood](#) website.



“I am more confident of the intervention strategies I use and apply and am able to help families more with this knowledge.”



2019 – 2020 Training Schedule

Multiple Opportunities for Professional Development

Three online sessions — Fall, Winter, and Spring — offer frequent opportunities for enrollment.

Fall 2019 Session: September 9 - November 15 (*Registration available July 29*)

Winter 2020 Session: January 13 - March 20 (*Registration available November 25*)

Spring 2020 Session: April 20 - June 26 (*Registration available March 9*)

In-person training events are scheduled as well, with additional training activities to be announced.

FALL 2019

Foundations: Understanding Systems, Processes, and Practices

Foundations: Working Through the IFSP Process

Skill Base: Facilitating Social and Emotional Development (SB: SE)

Skill Base: Facilitating Sensory Processing Development (SB: SP)

Skill Base: Facilitating Communication Development (SB: Comm)

WINTER 2020

Foundations: Working Through the IFSP Process

Foundations: Partnering for Effective Service Delivery

Skill Base: Facilitating Social and Emotional Development (SB: SE)

Skill Base: Facilitating Cognitive Development (SB: Cog)

Skill Base: Facilitating Adaptive Development (SB: Adapt)

SPRING 2020

Foundations: Understanding Systems, Processes, and Practices

Skill Base: Facilitating Sensory Processing Development (SB: SP)

Skill Base: Facilitating Communication Development (SB: Comm)

Skill Base: Facilitating Cognitive Development (SB: Cog)

Skill Base: Facilitating Adaptive Development (SB: Adapt)

Early Start Partners Symposium:
Date and location TBA



Early Start Foundations

The complete **FOUNDATIONS SERIES** includes three online courses that provide the foundation of Early Start requirements, procedures, and practices.

Online Foundations courses may be taken in any order or concurrently; there are no prerequisites for participation. Requirements for completion are described in the course syllabi available on the [Early Start](#) website and in the [Early Start Neighborhood](#).

Foundations: Understanding Systems, Processes, and Practices (Fall 2019; Spring 2020)

Weeks 1-2: Family Systems

- Family systems theory
- Family characteristics and roles
- Family interactions and supports
- Impact of stressors and protective factors on family functioning
- Family support resources

Weeks 3-4: Early Start System

- Federal statute and regulations
- California statute and regulations
- State and federal system components and partners
- Performance plan and annual performance report
- Eligibility: developmental delay, established risk
- Procedural safeguards: parents' rights, mediation, due process, complaints

Weeks 5-6: Making Decisions Using Evidence-Based Practice

- What is evidence-based practice?
- Process for evidence-based decision-making
- PICO (Person-Intervention- Comparison-Outcomes): Defining a research question
- Research resources
- Relevance, validity, and reliability

Weeks 7-8: The Individualized Family Service Plan Process

- Definitions
- Phases and timelines
- Family concerns, priorities, and resources
- Transition at age 3

“Having a better understanding of how the systems for Early Start work has helped me guide families and answer their questions with more confidence.”

Weeks 9-10: Supporting Families Using Coaching and Other Help-Giving Practices

- The impact of help-giving practices on family functioning and early intervention effectiveness
- Types of help-giving supports and services
- Principles of partnership
- Steps of coaching: initiation, observation, action, reflection, feedback

Foundations: Working Through the IFSP Process (Fall 2019; Winter 2020)**Weeks 1-2: Child Development**

- Early brain development
- Developmental domains and stages
- Developmental differences and delays
- Levels of intervention
- Risks and protective factors

Weeks 3-4: Screening, Evaluation, and Assessment

- Assessment team members
- Definitions: screening, evaluation, assessment
- Components of a comprehensive assessment
- Family assessment
- Assessment tools
- Communicating about assessment results

Weeks 5-6: Creating Functional Outcomes

- What is an outcome?
- Child and family outcomes
- Required outcome components
- Functional outcomes
- SMART outcome statements

Weeks 7-8: Natural Environments for Families

- Natural environments: everyday routines, relationships, activities, places, and partnerships
- Requirements and principles
- Benefits of providing services in natural environments of children and families
- Justifications

Weeks 9-10: Selecting and Developing Interventions

- Factors to consider in selecting and developing interventions
- Integrating assessment results to determine services
- Service approaches: relationship-based, play-based, natural learning opportunities
- Providing services through coaching

“The content
has helped
me develop
outcomes/
goals for
children in my
program.”

Foundations: Partnering for Effective Service Delivery (Winter 2020)

Weeks 1-2: Working With Diverse Families

- Legal requirements
- Diversity: cultural competence, awareness, reflection, and impact
- Learning about the family: values, characteristics, traditions
- Strategies to promote successful cross-cultural interactions
- Services and supports

Weeks 3-4: Relationship-Based Early Intervention

- Relationships: parent/child, parent/professional, family/professional, professional/professional
- Key concepts
- The importance of the parallel process
- Strategies: supporting by being with, not doing for
- The Mutual Competence Model

Weeks 5-6: Quality Assurance in Early Intervention

- Early Start quality assurance terms
- The State Performance Plan (SPP) and the Annual Performance Report (APR)
- The importance of data in quality assurance
- High quality data
- Federal and state reporting requirements, systems, and outcomes

Weeks 7-8: Transition Planning

- Options for transition at age 3
- Supporting families throughout the transition process
- Transition timeline and activities
- Required documentation and meetings

Weeks 9-10: Collaboration With the Early Start Team and Community Resources

- IFSP team members
- Types of teams: multidisciplinary, interdisciplinary, transdisciplinary
- Core provider model for Early Start
- Interagency agreements and collaboration
- Working with other community partners



Early Start Skill Base

The SKILL BASE courses provide content to help Early Start providers support development within specific developmental domains and for children with specific disability conditions.

Skill Base: Facilitating Social and Emotional Development (Fall 2019; Winter 2020)

Weeks 1-2: Social and Emotional Developmental Milestones

- Components of social and emotional development: attachment, temperament, emotion, regulation, relationships
- Typical stages and milestones of social and emotional development
- The centrality of relationships

Weeks 3-4: Red Flags, Common Disabilities, and Referrals

- Risk factors for social and emotional disabilities
- Red flags and reasons for concern
- Common disorders, including autism spectrum, attachment, adjustment, and affective disorders
- Impact of specific disabilities on social and emotional development

Weeks 5-6: Essentials of Assessment of Social and Emotional Development

- Tools and practices to assess social and emotional development
- Observation and interview: the child, the parent, the parent/child relationship
- Relationship-based assessment
- Family-centered reports

Weeks 7-8: Outcomes, Services, and Coordination

- Functional and relationship-based child and family outcomes
- Resource options for promotion-level services
- Resource options for preventive intervention
- Resource options for treatment

Weeks 9-10: Intervention Strategies to Work With Children and Their Families

- Coaching and the OWL (Observe, Wonder, Listen) strategy
- Child-parent interventions: developmental approaches
- Child interventions: applied behavior analysis, naturalistic behavioral approaches, functional behavior assessment
- Environmental interventions: assistive technology, adaptations, and modifications
- Integrating intervention into typical routines



EARLY START ONLINE NOW OFFERS Skill Base: Facilitating Social and Emotional Development as an *open access course*. This option has been made available to support the State Systemic Improvement Plan by offering flexible and self-paced access to timely content about evidence-based practices to support social and emotional development of infants and toddlers receiving Early Start services.

The open access course features the same essential content as the traditional Early Start Online course, without assignments, discussion forums, facilitation, or monitoring. Individuals may register at any time and proceed through the course at their own pace. Early Start Online Help staff will be available to assist with technical issues. It takes approximately 45 minutes to complete each lesson and approximately 4 hours to complete the entire course. Participants who complete the open access version of the course (view all course content, complete pre- and post-course quizzes, and submit course feedback) may download a verification of 3.5 professional development hours. The open access course is not eligible for an Early Start Online Certificate of Completion and is not approved for CEUs.

To register for the open access course:

- *If you have previously registered for an Early Start Online course, whether you completed it or not, go to the [Early Start Online](#) home page and click on the button under the heading *Open Access Courses*. Here you will be able to self-register under your current Early Start Online profile.*
- *If you have not previously registered for an Early Start Online course and need to create a profile, go to [Early Start Online Open Access Course Registration](#) to set up a profile and register for the course.*

Skill Base: Facilitating Sensory Processing Development (Fall 2019; Spring 2020)

Weeks 1-2: Development of Sensory Processing Skills

- The seven sensory systems
- Motor performance: body awareness, discrimination, bilateral coordination, and praxis
- Sensory regulation: arousal and self-regulation
- Sensorimotor milestones in the first three years

Weeks 3-4: Red Flags, Common Disabilities, and Referrals

- Sensory processing disorder
- Red flags and reasons for concern within each sensory system and related to motor performance and praxis
- When to refer for evaluation of sensory processing development
- Impact of specific disabilities on sensory processing skill development

Weeks 5-6: Essentials of Assessment of Sensory Processing

- Personnel qualified to assess sensory processing development
- Review of relationship-based, authentic assessment
- Formal and informal tools and practices to assess sensory processing development
- Family-friendly reporting
- Interpretation of assessment results for service planning (IFSP)

Weeks 7-8: Outcomes, Services, and Coordination

- Determining functional and relationship-based child and family outcomes
- Writing complete, functional outcome statements to address sensory processing concerns
- Natural environment service options for activities that support sensory processing development

Weeks 9-10: Intervention Strategies to Work With Children and Their Families

- Promotion-level resources to support sensory development in all young children
- Prevention-level resources and strategies to support sensory processing development in young children at-risk for delays or disabilities
- Elements of intervention and treatment for sensory processing disorders
- Criteria for selecting personnel qualified to provide intervention services for sensory processing needs

Skill Base: Facilitating Communication Development (Fall 2019; Spring 2020)

Weeks 1-2: Development of Communication Skills

- Define common terms in the area of communication development
- Define the essential components of a child's communication system
- Describe typical communication development in infants and toddlers

Weeks 3-4: Red Flags, Common Disabilities, and Referrals

- Recognize behaviors and characteristics that indicate a need for assessment
- Describe the characteristics of the most frequently occurring communication disorders
- Describe the impact of specific developmental disabilities on communication

Weeks 5-6: Essentials of Assessment of Communication Development

- Identify multiple tools and practices to assess development and progress in the area of communication
- Restate findings of a communication evaluation or assessment report to a child's family
- Describe how communication assessment can be conducted using typical family routines and activities

Weeks 7-8: Outcomes, Services, and Coordination

- Identify a family's concerns, priorities, and resources for their child's communication development
- Identify possible functional, family-focused outcomes for a child with a communication disorder
- Explore service and support options based on the needs of the child and family

Weeks 9-10: Intervention Strategies to Work With Children and Their Families

- Describe relationship-based intervention strategies to support families in supporting the communication development of their young children
- Identify resources and strategies for promoting the communication development of young children
- Identify intervention strategies for integration into natural environments to address the communication disorders of young children

Skill Base: Facilitating Cognitive Development (Winter 2020; Spring 2020)**Weeks 1-2: Development of Cognitive Skills**

- Define essential components of infant-toddler cognition
- Describe the scope and sequence of typical cognitive development in infants and toddlers
- Define common terms in the cognitive domain pertinent to infants and toddlers

Weeks 3-4: Red Flags, Common Disabilities, and Referrals

- Recognize behaviors and characteristics that indicate a need for assessment
- Identify the most frequently occurring disabilities that have cognitive delays or disabilities and primary characteristics
- Describe the challenges associated with referring a child for assessment based on red flags for cognitive delays or disabilities

Weeks 5-6: Essentials of Assessment of Cognitive Development

- Identify multiple tools and practices to assess development and progress in the cognitive domain
- Restate findings of a cognitive evaluation/assessment report(s) to a child's family
- Describe how cognitive assessment can be conducted using typical family routines and activities

Weeks 7-8: Outcomes, Services, and Coordination

- Identify a family's concerns, priorities, and resources for their child's cognitive development
- Identify possible functional, family-focused outcomes for a child with a cognitive disability
- Explore service and support options based on the needs of the child and family

Weeks 9-10: Intervention Strategies to Work With Children and Their Families

- Identify resources and strategies for promoting the cognitive development of young children
- Describe relationship-based intervention strategies to support families as they support the cognitive development of their young children with cognitive delays or disabilities
- Identify strategies for integrating developmentally appropriate intervention into natural environments to support the cognitive development of young children

Skill Base: Facilitating Adaptive Development (Winter 2020; Spring 2020)

Weeks 1-2: Introduction to Adaptive Development and Self-Care Skills

- Explain the meaning of relevant terms, including “adaptive development” and “self-care skills”
- Identify important family, environmental, and cultural factors that influence a young child’s adaptive development, including the role, values, expectations, and practices of the parent(s) that are unique to acquisition of self-care skills
- Discuss how delays in development and different specific disabilities may influence a child’s adaptive development and self-care skills

Weeks 3-4: Sleeping

- List typical amount, cycles, and stages of sleep in young children (birth to 36 months) and the influence of early development on sleep patterns
- Identify sleep concerns that require referral to relevant professionals and family-professional teaming
- Explain intervention strategies and environmental factors (e.g., relationship-based, routines-based, proper positioning, adaptations, preferences) to support healthy sleep routines for young children

Weeks 5-6: Feeding, Self-Feeding, and Oral-Motor Skills

- List the typical milestones of young children (birth to 36 months) in the development of drinking and eating skills
- Identify feeding and eating concerns that require referral to relevant professionals (e.g., physical therapist, occupational therapist, speech and language pathologist) and family-professional teaming
- Discuss the range of intervention strategies for families (e.g., relationship-based, routines-based, proper positioning, adaptations, preferences) as they support the development of eating skills during every day routines

Weeks 7-8 : Bathing, Using the Toilet, and Personal Hygiene

- List the typical milestones and readiness behaviors of young children (18 to 36 months) in the development of dressing, toileting, and personal hygiene (e.g., bathing, washing hands, brushing teeth, blowing noses, covering coughs and sneezes)
- Identify dressing, toileting, and personal hygiene concerns that require referral to relevant professionals and family-professional teaming
- Explain intervention strategies (e.g., relationship-based, routines-based, proper positioning, adaptations, preferences) that promote the development of dressing, toileting, and personal hygiene skills of young children

Weeks 9-10: Bringing It All Together to Address Adaptive Development Through Early Start

- Discuss the development of adaptive skills with parents during the assessment process in order to identify family concerns and explain assessment findings in family-friendly language
- Compose meaningful, functional child and family outcomes addressing concerns in the domain of adaptive development based on needs identified through family and developmental assessments
- Describe strategies for providing services across disciplines in natural environments to address child and family outcomes addressing concerns in the domain of adaptive development



Early Start Effective Practice

EFFECTIVE PRACTICE courses and workshops are training activities that support guided practice and exploration, facilitated interaction, and personal planning for early intervention service personnel. Activities may be face-to-face, online (such as a webinar), or a hybrid of face-to-face and online. As with all Early Start training, content is developed with the input of field practitioners, managers, and family partners.

Early Start Partners Symposium (Dates and location TBA)

This event is a comprehensive, face-to-face professional development and networking opportunity for the entire Early Start community. General and breakout sessions are intensive and interactive, using facilitated training and discussion processes to deliver content that goes beyond foundational knowledge and strategies to address topics of critical interest to both new and seasoned Early Start personnel. Participants from multiple disciplines have the opportunity to access a higher level of research and practice, engage in cross-agency training, and take part in collegial discussions. Check the [Early Start Neighborhood](#) and [Early Start](#) website for updates and details.

Special Topics Training Activities

Sessions offer timely content, innovative tools, and strategies appropriate for experienced Early Start service providers, service coordinators, managers, supervisors, and family support personnel. Activities might include live trainings and webinars, conducted as needed, to offer “just-in-time” communication to the field about issues critical to Early Start implementation. Special and critical topic webinars are conducted in real time and archived for later access. Details will be announced on the [Early Start Neighborhood](#) and the [Early Start](#) website, as well as through email to our listserv. Check the sites often, and join our listserv on the [Early Start Neighborhood](#).



“I use the strategies that I learned in my work with families each week.”



Earn Continuing Education Credit

Continuing education units (CEUs) are offered through California State University, Sacramento. In addition, WestEd Center for Prevention & Early Intervention (CPEI) is a provider approved by the California Board of Registered Nursing and the California Speech-Language Pathology and Audiology Board. WestEd CPEI is also approved by the California Association of Marriage and Family Therapists (CAMFT) to sponsor continuing education for Early Start personnel.

Units and/or hours earned and rates may vary by course; refer to the details below. Granting of CEUs requires payment of CEU fees and completion of evaluations or forms as determined by the specific granting agencies.



Continuing Education Units for Courses Online

Continuing Education Units (CEUs) are offered through California State University, Sacramento for \$90 for 10 hours.

- Each online course completed earns 10 CEU hours. To obtain CEUs, participants must do the following:
 - Register for and complete a course;
 - Complete the Pre-Course Quiz;
 - View all lesson presentations in their entirety;
 - Complete all assignments by deadline;
 - Complete the Post-Course Quiz;
 - Complete the course feedback form;
 - Download the course completion certificate;
 - Complete the Registration Agreement (after the course has ended); and
 - Submit fee of \$90 payable to WestEd.

WestEd CPEI is approved by the California Association of Marriage and Family Therapists (CAMFT) to sponsor continuing education for LMFTs, LCSWs, LFCCs, and LEPs. WestEd CPEI's CAMFT continuing education provider number is 135222. WestEd CPEI maintains responsibility for Early Start Online courses and their content. The cost is \$15 per hour.

- Each Early Start Online course completed meets the qualifications for 10 hours of continuing education credit for LMFTs, LCSWs, LFCCs, and LEPs as required by the Board of Behavioral Sciences. The total fee is \$150 per course.

The provider is approved by the California Board of Registered Nursing for 10 contact hours per course at \$15 per hour.

- Each Early Start Online course completed earns 10 contact hours from the California Board of Registered Nursing. The total fee is \$150 per course.

WestEd CPEI is approved by the California Speech-Language Pathology and Audiology Board under provider number PDP 312. The cost is \$15 per hour.

- Each Early Start Online course meets the qualifications for 6 hours of continuing professional development credit as required by the California Speech-Language Pathology and Audiology Board. The total fee is \$90 per course.

Continuing Education Units for Early Start Partners Symposium

The provider is approved by the California Association of Marriage and Family Therapists, California Board of Registered Nursing, and California Speech-Language Pathology and Audiology Board for contact hours for the Early Start Partners Symposium. Details about the number and cost of contact hours for the symposium will be available later this year once content, dates, and location for the symposium are confirmed. Watch for updates about the [Early Start Neighborhood](#), the [Early Start](#) website, Twitter ([@esneighbors](#)), and in your email inbox if you are on our listserv (join at [Early Start Neighborhood](#)).

You can indicate your interest in receiving CEUs on your registration form when you register for the symposium.



Frequently Asked Questions About Early Start Institute

Questions About Early Start Institute Courses Online

How long is each course? 10 weeks. Participants will complete one lesson every two weeks over the course of the 10-week period.

How often are courses offered? Three sessions are offered annually. Up to five courses are offered per session on a rotating basis. During a session, all courses run concurrently—that means, all courses run during the same 10-week period.

How much time will each participant need to commit to an Early Start Online course? Approximately one hour per week (two hours per lesson). This is an estimate and, of course, each individual's experience will be unique. Participants may access lesson activities at their convenience.

What is a lesson like? Each lesson consists of narrated presentations, assignments, and a discussion forum. Participants complete two assignments that are submitted and reviewed by facilitators.

What if I miss a lesson or a deadline? Lessons are available for two weeks at a time. Deadline reminders for both assignments and quizzes are sent frequently by instructors. No deadline extensions are provided as the timeframe for completion of required components is generous. If a lesson, assignment, or quiz deadline is missed, *you will not receive a certificate of completion*. You may download your course responses and re-enroll for the same course during a later session. You will be able to monitor your own course completion records online throughout each course.

Is there a test? There are Pre- and Post-Course Quizzes. The quizzes are intended to provide information about the effectiveness of content delivery—not individual participant performance. Participants must complete the quizzes to have completed the course and to receive a certificate of completion.

What equipment is needed to participate? Individuals need a computer with an Internet connection. Download times for presentations and videos will be faster with hard-wired and broadband connections.

What software is needed to participate? No specific software is needed as most content plays within the learning management system. However, the narrated presentations will not play without current versions of Flash and Java, meaning they cannot be viewed, for instance, on an iPad or iPhone. Some agency computers or Internet networks may require agency technology support to adjust security protocols for access.

Questions About Early Start Institute Activities

How much does participation cost?

- Early Start Online: There is no cost to California residents to register or participate in Early Start Online courses. Registration is currently available only to California residents.
- Early Start Partners Symposia: Costs for participation in in-person training activities vary. Most recently, the 2019 Early Start Partners Symposium had registration fees of \$90 per individual per event. Information about current registration fees is available on event registration forms. Additional costs may include travel, lodging, and per diem expenses and vary by individual and agency.

Are continuing education units available? Continuing education units are available, as well as LCSW and MFT hours. In addition, the provider is approved by the California Board of Registered Nursing and the California Speech-Language Pathology and Audiology Board. Units differ between online and in-person courses, and costs differ among approving institutions. Refer to the Earn Continuing Education Credit section of this catalogue for more information.

Where can I get more information? Current information about training content, registration, and CEUs is available on the [Early Start](#) website and the [Early Start Neighborhood](#) website. The Early Start Neighborhood is an online community housing interactive groups, news, and discussion forums; links to resources; and archives of training materials. Interactions in the Neighborhood support staff participation and integration of new knowledge into daily work through private, networked learning and practice cohorts.

“Many of the ideas I learned from the course have really helped me to understand more fully my role as an early interventionist.”



Early Start Resources to Support Your Work



Early Start Neighborhood

<https://earlystartneighborhood.ning.com>

The go-to website for everything you need related to Early Start, online professional development, evidence-based practice, the State Systemic Improvement Plan, countless resources, and much more!

Early Start Service Coordination Handbook

<https://earlystartneighborhood.ning.com/service-coordination-handbook>

The state's authoritative guide tells you what you need to know about service coordination within the Early Start system. Selected chapters currently available include:

- Service Coordination and Coordinators
- Introduction to Procedural Safeguards
- Multidisciplinary Team Process
- Interagency Agreements
- Referral and Intake Requirements and Procedures
- Evaluation and Eligibility
- Assessment
- Individualized Family Service Plan Process

More chapters to come! Check back often!

California Early Start Central Directory of Early Intervention Resources

<https://www.ceitan-earlystart.org/central-directory>

The comprehensive Early Start Central Directory is now online to make it easier for you, families, and other stakeholders to find up-to-date information about statewide services and resources for infants and toddlers with developmental disabilities, delays, or concerns.