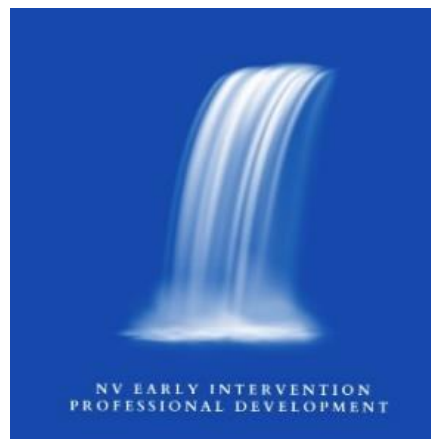




Nevada Early Intervention Professional Development Center



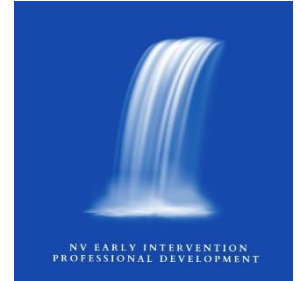
Program Catalog 2024 - 2025

Cover Photo: Galena Creek Falls, Reno, NV. Sometimes called Tamarack Falls because of the peak in the Mt. Rose Wilderness containing the spring that the creek flows from, this Nevada waterfall cascades over a junction along with the Mt. Rose Summit Trail in the mountains between Reno and Lake Tahoe.

Welcome

Nevada Early Intervention Professional Development (PD) Center

State of Nevada IDEA Part C Office
680 W. Nye Lane, Suite 102
Carson City, NV 89703
Telephone: (775) 687-0508 Fax: (775) 687-0599|



Contact:

Maya Raimondi, M.Ed., Director, Nevada Early Intervention PD Center
Email: mraimondi@dhhs.nv.gov
Website: <http://dhhs.nv.gov/Programs/IDEA/PartC/>

For historical information on the Nevada EI PD Center, please view our previous Program Catalog 2023-2024: [Nevada Early Intervention Professional Development Center Catalog \(nv.gov\)](http://dhhs.nv.gov/Programs/IDEA/PartC/)



Nevada Early Intervention Professional Development Center Opening & Ribbon Cutting Ceremony

March 22, 2023

PD Workgroup, Las Vegas, Reno and Elko

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Mission

The Nevada EI Professional Development Center will support the Nevada Early Intervention Services system in having a robust, well supported, qualified work force such that there are no wait lists for families in need of services. This correlates to improved results and achievement of individual child and family outcomes for Nevada's eligible families.

Professional Development, Trainings/Supports (Families and Professionals)

The Professional Development Center has many exciting virtual trainings and professional development scheduled for early Intervention (EI) families and professionals. All professional development (PD) and training are designed with evidence-based practices, follow our national technical assistance guidance, and are provided at NO cost to attendees.



Please look for the icon with yellow stars for family trainings and supports. Families are the stars in our system!



Please look for the blue presentation icon for content designed for EI personnel. The PD Center is here to provide support for those who serve our EI population!

Professional Development and Trainings 2024-2025



Two Part Feeding Training

For Families and EI Professionals

(1.0 PD hour per session for a total of 2.0 PD hours for the series)

September 20th & September 27th, 2024, from 3:00 pm – 4 pm

Nevada EI Professional Development Center presents a Two-Part feeding training for early intervention families and professionals. Please join us virtually to learn about the anatomy and physiology of feeding and how to identify feeding problems. The training will be presented by feeding specialist Dani West, SLP-CCC.

EI Action Series

For EI Professionals

(1.5 PD hours per session for a total of 3 PD hours for the series)

October 3 and October 10, 2024 from 1:00 pm – 2:30 pm



Two-part professional development "Action Movie" series on best practices for proactive early intervention services. This training is available for EI professionals.

Reflective Leadership Series

For EI Professionals

(1.5 PD hours per session for a total of 4.5 PD hours for the 3-part series)

Part 1: Tues Oct 15, 2024, 1:00 pm - 2:30 pm

Part 2: Tues Oct 29, 2024, 1:00 pm - 2:30 pm

Part 3: Tues Nov 12, 2024, 1:00 pm - 2:30 pm

Attending all 3 sessions is recommended.



Learn and apply best practices for reflective leadership to improve decision making, leadership skills and team performance. This training is available for supervisory personnel and any EI professionals seeking leadership roles.

Build Your Own Platform

For EI Professionals

(1.5 PD hours)

November 14, 2024 from 3 pm - 4:30 pm



The process of building your own “platform” can help you uncover, celebrate, and share the unique abilities you bring to your profession. Join us for the opportunity to network, brainstorm, and learn from the home-grown projects in the EI system and capstones that were launched from the Nevada EI Professional Development Center. Attendees will receive individualized support and follow up for their own original ideas as they consider how they may leave a legacy designed to improve results for infants and toddlers with disabilities and their families.

- Family engagement activities
- Workforce retention, professional development

- Meaningful data for stakeholders
- Media design, infographics
- Authoring an EI publication
- Conference presentations at local, national, and international levels
- And more!

Autism Training

For Families and EI Professionals
(1.0 PD hour)

December 6th, 2024, from 2:00 PM to 3:00 PM



Nevada EI Professional Development Center presents a training on autism for early intervention families and professionals. Please join us to learn *What is ATAP & What is ABA?* This training will focus on parent empowerment for families. The training will be presented virtually by members of The Autism Treatment Assistance Program (ATAP).

Early Intervention Virtual Parent Support Groups

For Families
(1.0 hour)

Date and Time to be announced (TBA), projected bimonthly (every other month) from February, April, June, August, October. Information to be provided to service coordinators to provide to families, or please contact the PD Center for more information.



Please join families who are receiving early intervention or who are interested in early intervention. The Support Group will include informational sharing of resources and supports, along with opportunities for families to share information, questions, challenges and triumphs.

Additional professional development options are in process of planning.

Flyers

Flyers are provided below for:

Open House

Two-Part Feeding Training

EI Action Series

Reflective Leadership Series

Build Your Own Platform

Autism Training

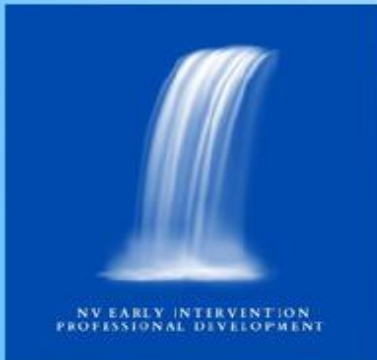
FULFILL DS PROFESSIONAL QUALIFICATIONS
WITH A NO COST COMPARABLE OPTION

Join the Nevada EI Professional Development Team
for a DS Series virtual ~

OPEN HOUSE

Thursday 07/25/2024 | 1:30 pm -3:00 pm

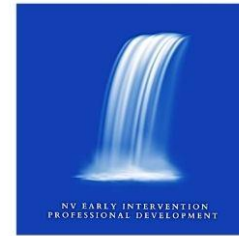
Via Teams Meeting. For more information, contact your
program management or Nevada EI PD Center Director
Maya Raimondi, M.Ed. at mraimondi@dhhs.nv.gov



Can't make this meeting?
Schedule for a virtual
Open House / Office Hours
with Maya Raimondi, M.Ed.,
PD Center Director :
mraimondi@dhhs.nv.gov



The Nevada Early Intervention
Professional Development Center
Presents



Two Part Feeding Training

On Teams

*Anatomy and Physiology
How to identify Feeding problems*

With
Dani West-SLP-CCC



Sept. 20 & 27, 2024



3:00 PM

Register & More Information



<https://dhhs.nv.gov/Programs/IDEA/PartC/>





EI ACTION SERIES

Two-part professional development "Action movie" series on best practices for proactive early intervention services.

All are welcome to attend either or both trainings. Ideal for renewal PD hours as well as for new staff.

Thursday Oct 3, 2024: 1:00 pm - 2:30 pm

Previews of case studies, preparation practices. (1.5 hr)

Thursday Oct 10, 2024: 1:00 pm - 2.30 pm

Lights, camera, action! Star practices. (1.5 hr)

NO COST PD HOURS

VIRTUAL TEAMS

MOVIE THEME GIVEAWAYS



Obtain Teams link from program management



IFSP TEAM EMPOWERMENT



BALANCED IFSP STRATEGIES

For more information, contact IDEA Part C Office,
NV Early Intervention Professional Development Center

Maya Raimondi, PD Center Director:
mraimondi@dhs.nv.gov

NV Early Intervention
Professional Development Center
3-Part Webinar Series



REFLECTIVE LEADERSHIP SERIES

Part 1: Tues Oct 15, 2024 1:00 pm - 2:30 pm (1.5 PD hr)

Part 2: Tues Oct 29, 2024 1:00 pm - 2:30 pm (1.5 PD hr)

Part 3: Tues Nov 12, 2024 1:00 pm - 2:30 pm (1.5 PD hr)

Attending all 3 sessions is recommended.

NATIONAL CURRICULUM

Learn and apply best practices for reflective leadership to improve decision making, leadership skills and team performance.

Designed for early intervention supervisors, mentors, coaches, and anyone aspiring to leadership.



Jennifer Kellogg, M.Psy., M.Ed.

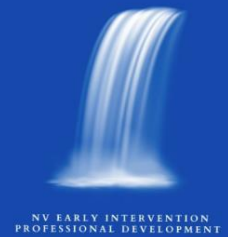
Clinical Program Planner 1/Liaison

Infant Mental Health Endorsed, IMH-E®
Family Specialist



For meeting link or more information, contact:
Maya Raimondi, PD Center Director
mraimondi@dhhs.nv.gov

Nevada Early Intervention Professional
Development Center Presents



BUILD YOUR OWN PLATFORM



THE PROCESS OF BUILDING YOUR OWN “PLATFORM” CAN HELP YOU UNCOVER, CELEBRATE, AND SHARE THE UNIQUE ABILITIES YOU BRING TO YOUR EI PROFESSION.

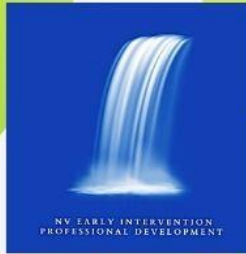
Join us for the opportunity to network, brainstorm, and learn from the home-grown projects in the EI system and capstones that were launched from the NEIS PD Center. Attendees will receive individualized support and follow up for their own original ideas as they consider how they may leave a legacy designed to improve results for infants and toddlers with disabilities and their families.

- ✓ Family engagement activities
- ✓ Workforce retention, professional development
- ✓ Media design, infographics
- ✓ Meaningful data for stakeholders
- ✓ Authoring an EI publication
- ✓ Conference presentations at local, national, and international levels
- ✓ And more....

Maya Raimondi, M.Ed.
NEIS Professional Development Director

Contact

mraimondi@dhhs.nv.gov



Nevada Professional Development Center Presents Training on

AUTISM

Early Intervention Professionals and Families
Join us to learn

What is ATAP? What is ABA? Parent Empowerment

Training presented virtually by:

Samantha Jayme- Health Program Manager 3
and Loren Gonzalez-Clinical Program Planner
of the Autism Treatment Assistance Center

December 6th, 2024 2:00 PM-3:00 PM



VIA TEAMS

MEETING ID: 281 941 516 072

PASSCODE: 6KBMBH

Program of Study:

Developmental Specialist (DS) Series

Developmental Specialist (DS) Series



The DS Series program, which began during 2023 through Nevada Governor's Finance Office (GFO) American Rescue Plan Act (ARPA) funding, is designed as an alternative licensure option and workforce retention initiative for Developmental Specialists in the Nevada Early Intervention Services system. All Learners are encouraged to explore all options that may be the best fit for them, including traditional routes to licensure through coursework available at institutions of higher education.

The DS Series through the Nevada EI PD Center is comprised of 6 courses provided across approximately 12 months. Coursework follows the Early Intervention/Early Childhood Special Educator (EI/ECSE) and Early Childhood Personnel Center resources: [EI/ECSE Standards \(2020\) | DEC \(dec-sped.org\)](#)

The Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards represent the first standards to focus specifically on the preparation of professionals who work with young children ages birth through 8 who have or are at-risk for developmental delays and disabilities and their families, across home, classroom and community settings.

DS Series coursework also follows the Nevada Department of Education's 18 credits of coursework for the educator licensure with an endorsement in Early Childhood Developmentally Delayed 0-7 years: [Exceptional Pupils Ages 0-7 Early Childhood Developmentally Delayed NAC 391.363 \(webapp-strap-paas-prod-nde-001.azurewebsites.net\)](#)

Successful completion of the DS Series will meet requirements for the State of Nevada IDEA Part C Office's Alternative Certification which is comparable to the Nevada Department of Education's educator license with an endorsement in Early Childhood Developmentally Delayed 0-7 years.

Governance: Successful completion of the DS Series will meet the Alternative Certification requirements with the IDEA Part C Office according to State of Nevada IDEA Policy Manual and federal IDEA law: C1.2. (34 CFR 303.118) – *Comprehensive System of Personnel Development: An appropriate certification is one which is approved at the discretion of the IDEA Part C Office through an approved course of comparable study, licensure and/or experience and is deemed to be equivalent to an Endorsement for Early Childhood Developmentally Delayed.*

DS Series Course Titles

DS Series 1.0 Orientation to DS Series

DS Series 1.1 Foundations and Development in Early Intervention

DS Series 1.2 Partnering with Families in Early Intervention

DS Series 1.3 Assessment in Early Intervention

DS Series 1.4 Curriculum in Early Intervention

DS Series 1.5 IFSP Strategies and Advanced Strategies in Early Intervention

DS Series 1.6 Service Coordination and Professional Capstone in Early Intervention

DS Series Course Descriptions

DS Series 1.0 Orientation to DS Series

Learners will meet with Instructors for the DS Series and will learn about expectations for successful completion of the DS Series.

DS Series 1.1 Foundations and Development in Early Intervention

The purpose of this course is to introduce the Initial Practice-Based Professional Preparation Standards for Early Interventionists (DEC EI/ECSE standards). The learning resources provided are designed to be used in both pre-service and in-service to facilitate the integration of the knowledge and skills addressed by this standard. This course incorporates the foundational study of the Individual with Disabilities Education Act federal law as well as covers typical and atypical development of children in the field of early intervention and early childhood education.

DS Series 1.2 Partnering with Families in Early Intervention

The purpose of this course is to introduce, analyze and apply evidence-based practices in the field of early intervention for working with families of diverse cultures, systems, and values. The learning resources provided are designed to be used in both pre-service and in-service to facilitate the integration of the knowledge and skills addressed by DEC EI/ECSE standards. Guest lecturers include family members from early intervention families.

DS Series 1.3 Assessment in Early Intervention

The purpose of this course is to introduce the subjective, objective, unstructured and structured observations of young children with physical disorders, communication disorders and disorders of behavior, learning and development relative to the survey, review and critique of standardized and non-standardized tests as well as the use of test data in planning instruction as addressed by DEC EI/ECSE standards. Guest lecturers include early intervention therapists and providers.

DS Series 1.4 Curriculum in Early Intervention

This course is designed to promote collaboration with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Learners will use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

DS Series 1.5 Strategies and Advanced Strategies in Early Intervention

This course examines general strategies as well as advanced strategies used to achieve Individualized Family Service Plan (IFSP) outcomes which are meaningful to families. Guest lecturers include Early Intervention (EI) experts regarding actual case examples of children with involved or critical needs.

DS Series 1.6 Service Coordination and Professional Capstone in Early Intervention

This course provides an overview of service coordination under Part C of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and discusses the knowledge and skills that all early intervention (EI) service coordinators should possess, regardless of program or location. Information is provided about specific beliefs, values, and, importantly, the expertise that a well-qualified service coordinator brings to the EI team. The unique roles and responsibilities of service coordinators are important to eligible families as these families navigate the early intervention system from referral to transition/exit. We will understand and acknowledge the complexity of the essential work performed by EI service coordinators.

This course also addresses the conclusion of the DS Series with the Professional Capstone in EI. The Capstone provides learners the leadership opportunity to 'give back' to the EI system by adding value to the EI system through the development and defense of unique project-based work which interests a learner or a team of learners. The Capstone course is the culmination of the Developmental Specialist (DS) Series. The DS Series meets requirements for the IDEA Part C Alternative Certification which is a comparable licensure equivalent to the Endorsement in Early Childhood Developmentally Delayed.

DS Series Expectations

To ensure a comparable course experience to traditional institution of higher education routes to licensure, DS Series Learners will be required to devote approximately 35 hours per one 5-week course, or at least 7 hours of time per week, toward their studies during course weeks as follows:

Class time with Instructors and other Learners:

90 min class time via Teams class meetings (1 time per week during late afternoon; work release time allowed at discretion of program's management).

On own time:

90 min research of evidence-informed practice (professional academic platform to be provided)

90 min literature reviews (documentation of research)

90 min practicum (data collection and review of cases already on your caseload)

60 min reflective practice (documenting connections of course content to actual practice)

Weekly time: 420 min or 7 hours per week across 5 weeks

Total course time: 35 hours

2024 – 2025 DS Series Calendar

Cohort 3 DS Series

Course Schedule (Thursdays, 10:00-11:30 AM)

Orientation: Thursday, Feb 29, 2024

Course 1.1 Foundations & Development in EI: March 7, 14, 21, 28; April 4

Course 1.2 Partnering with Families in EI: May 2, 9, 16, 23, 30

Course 1.3 Assessment in EI: July 11, 18, 25; Aug 1, 8

Course 1.4 Curriculum in EI: Sept 5, 12, 19, 26; Oct 3

2025

Course 1.5 Strategies & Advanced Strategies in EI: Jan 9, 16, 23, 30; Feb 6.

Course 1.6 Service Coordination & Professional Capstone in EI: March 6, 13, 20, 27; April 3, 10

Graduation Thursday, April 10, 2025

Open Enrollment DS Series

2024

Orientation: Tuesday 10:00-11:30, Aug. 27, 2024

Course 1.1 Foundations & Development in EI: (2024) September 10, 17, 24; Oct 1, 8

2025

Course 1.2 Partnering with Families in EI: (2025) January 7, 14, 21, 28; Feb 4

Course 1.3 Assessment in EI: March 4, 11, 18, 25; April 1

Course 1.4 Curriculum in EI: May 6, 13, 20, 27; June 3

Course 1.5 Strategies & Advanced Strategies in EI: July 1, 8, 15, 22, 29

Course 1.6 Service Coordination & Professional Capstone in EI: September 9, 16, 23, 30; Oct 7, 14

Graduation Tuesday, Oct 14, 2025

Attendance

Learners enrolled in the DS Series are required to attend the Cohort Orientation and all 6 courses which are each comprised of 5 classes. Learners who have met course requirements for any course equivalent through an institution of higher education must provide a transcript and would not need to re-take the DS Series course, however all Learners intersecting with the DS Series must complete the final Capstone course. Missing even 1 class may result in an Incomplete grade for the course, which may affect the completion of certification requirements. If missing a class, Learners are responsible for communicating with their course Instructors and are responsible for any possible make up coursework.

Participation

Learners enrolled in the DS Series will need to utilize internet connectivity to participate in virtual Teams class sessions and to perform research for assignments. Participation requirements will be advised by the course instructor who will provide a detailed course syllabus. Participation may entail audio and visual screen participation, discussion, breakout group work, chat posts, short presentations, interviews of colleagues/professionals and uploading assignments to Teams folders. Learners are responsible to communicate with their course Instructors for any challenges or barriers to participation.

Learners and individuals interested in the DS Series will have opportunities for Open House/Office Hours to connect with the PD Work Group and Instructors.

Grading

Course assignments within the DS Series will be transparently evaluated according to rubric expectations set by course instructors as outlined in the course syllabus, e.g., For criteria of clarity and organization, rating scales may include Above average, Sufficient, Developing, or Needs Improvement.

Overall course grades will be based on a binary grading system of Pass/Fail.

Evaluation

For continuous improvement, Learners will have the regular opportunity to evaluate courses and Instructors. The DS Series will also be evaluated by the EI Professional Development Center and evaluation may include PD stakeholders external to the EI system, such as Institutions of Higher Education (IHEs). Data will be forthcoming during future DS Series cohorts.

Learner Application

Open Enrollment

<https://forms.office.com/Pages/ResponsePage.aspx?id=5kCj5J64aE6OqhVE0nA5gHNSL5i8QqBBiWR8Uh4K8DNUQIc0Q1E5MlpJOTNOWFZOWUINRjJYR1pLQy4u>



Application Approvals

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgment regarding application approvals, including:

I understand that my program management must approve my enrollment in the DS Series and must approve any practicum work. I understand that work release time or flex time for participation in DS Series coursework will be approved at the discretion of my program's management.

Instructor Application

EI personal with at least 5 years of experience and an educator license with an endorsement in early childhood developmentally delayed or a comparable certification such as the IDEA Part C Alternative Certification, are encouraged to join the PD Center as a volunteer instructor or guest speaker. PD hours are provided for volunteer instructors and guest speakers for time spent on preparing for training, implementing training and evaluating training. Our instructors are able to use their creativity and love for the EI field to benefit the next generation of developmental specialists, which in turn benefits many families who will have continuity of services. To apply to be a volunteer instructor or guest speaker, please apply at:

<https://forms.office.com/Pages/ResponsePage.aspx?id=5kCj5J64aE6OqhVE0nA5gN-FzyTsxodLuvclJn8bCED9UOUpaWkxMV0pWQVJFMkVJOVRMOTVOVUYxMC4u&origin=QRCode>



Code of Conduct

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgement regarding the following Code of Conduct.

The Early Intervention Professional Development Center policies are intended to promote an effective teaching and learning environment. The following is not an all-inclusive list:

1. No participant has the right at any time to behave in a manner that will disrupt the learning activity of others, or that will cause physical or emotional harm.
2. Participants will conduct themselves in a courteous and considerate manner towards each other, including Learners, instructors, guest speakers, and all members of staff and visitors to the learning environment.
3. The Personnel Center will contact a program's management regarding concerns should a participant be in violation of the Code of Conduct, with every effort made to resolve any issues at the lowest level possible.
4. Language or activities that are seen as pejorative, discriminatory or racist are prohibited.
5. Participants will respect the beliefs, culture, dignity, and rights of others, as well as their right to privacy and confidentiality.
6. Disruptive, unruly, rude and/or offensive behavior will not be tolerated.
7. Academic honesty is paramount, and any form of plagiarism will not be tolerated. Any act of cheating in class work, homework, informal and formal tests, or internal or external examination is prohibited. Furthermore, copying of and/or borrowing another learner's work or entity's work without permission and/or appropriate citation/reference is prohibited.

8. Any participant who is in a position of authority will conduct themselves in a manner befitting someone in authority, respecting the rights of other participants and will not abuse such authority bestowed upon themselves through their position.
9. Should a Learner be absent from class for a period of 1 day or longer, this leave of absence must be supported by a letter from a supervisor or health professional. Missing even 1 class per one 5-week course may result in delayed completion of a course and completion of eventual certification.
10. A Learner may be removed from the learning environment at any time at the discretion of the Instructors or administrative support.
11. A Learner may remove themselves at any time from the learning environment and must communicate with the course Instructors as soon as possible.
12. A Learner may request for support as needed regarding any questions, concerns and complaints being resolved at the lowest level possible with the instructors, followed by the PD Center administration and the Learner's program management.

I have read and understand the Code of Conduct. I will abide by the Code of Conduct along with work performance standards and policies from my program (Signature documented on electronic application).

DS Series Academic Discipline and Recovery Acknowledgment

The Nevada EI PD Center makes every effort to work with Learners, especially with Life Happens events. When the Academic Code of Conduct is breached, a process for Academic Discipline and Recovery may be required, such as provided below.

1. Academic Recovery procedures have been established by the Nevada Early Intervention Professional Development (PD) Center to support Learners who have experienced Academic Discipline and are interested in returning to the PD Center learning environment. Academic Recovery is designed to equitably protect PD Center Learners and Instructors from wasted time and potential. Learners are encouraged to take Academic Levels of Discipline and Academic Recovery seriously. Careful attention to course requirements can save Learners from the stress of dealing with the steps of Academic Discipline and Academic Recovery.

Learner Initials _____

Supervisor/Manager Initials _____

2. Learners who believe their course grades were impacted by health/medical issues or emergency circumstances are encouraged to maintain clear communication with their instructors in order to avoid any further Academic Levels of Discipline. Requirements for Academic Recovery will vary for reasons for Academic Discipline that were beyond health/medical issues or emergency circumstances. e.g., lack of participation, late or missing assignments, or any egregious violations or breach of the Learner's Code of Conduct i.e., academic dishonesty.

Learner Initials _____

Supervisor/Manager Initials _____

3. Learners who disagree with their Academic Discipline or Academic Recovery must include their supervisor and/or program manager when contacting the PD Center for further advising.

Learner Initials _____

Supervisor/Manager Initials _____

4. If a Learner has been placed on academic probation, suspension, dismissal or a sit out period, options to resume participation with the Nevada EI PD Center may include:

Academic probation:	1 instance
Academic suspension/sit out :	1 instance
Academic Dismissal:	0 instances

While academic discipline is never pleasant, Learners may use this experience as an opportunity to gain clarity and focus for their next steps. With proper support and focus, Learners may successfully return from academic discipline and finish stronger than before.

Learners who are not allowed to return to the PD Center will be advised on options available to them that are beyond the PD Center.

Learner Initials _____

Supervisor/Manager Initials _____

5. Academic Recovery is not automatic and may require some or all of the following steps prior to resuming participation in the PD Center:

Self-assessment

The Learner would map out their goals, supports, resources, motivators, challenges, areas for course correction and strategies for improvement and overall success. The Learner would submit their self-assessment to their supervisor, manager and PD Center advisor.

Meetings

The Learner would meet separately or jointly with their supervisor, manager and a PD Center advisor to discuss an improvement plan for participation in PD Center resources. Documentation of these meetings would be submitted to the PD Center.

Training

The Learner would participate in trainings or professional development that is approved by their supervisor or manager on topics of time management and learning strategies while balancing the competing demands of working in the field of Early Intervention. Documentation of the training would be submitted to the PD Center.

Reflection Letter

The Learner would submit to the PD Center a letter on formal letterhead requesting to return to their program of study. The Learner must state their responsibility for their actions, what they have learned from their experience and what they will do differently going forward.

Letters of Support

The Learner's supervisor and/or manager would submit to the PD Center a letter(s) of support on formal letterhead indicating their belief that the Learner should be considered for Academic Recovery and that the Learner is well supported to successfully complete rigorous professional development.

Advising

Following PD Center approval for the Learner to return to participating in the PD Center, the Learner must attend at least 2 check in/advisory meetings with the PD Center throughout the duration of the course. The Learner must also document they have checked in with their supervisor and/or manager at least 2 times throughout the duration of the course.

Learner Initials _____

Supervisor/Manager Initials _____

Materials Use

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgement regarding the following Materials Use requirements:

I am responsible for pick up, proper care and handling, and drop off to my program re: any loaned items, such as PD Center textbooks, etc., so that these materials will be available to other Learners and Instructors.

I am responsible for materials provided to me, including promotional PD Center materials and any materials developed as a part of my Capstone project. I will use these materials in a responsible and professional manner to benefit the EI system which includes families, such as in building the available knowledge of the system and promoting workforce retention to the benefit of families and staff. As the DS Series is grant funded and will be provided to all participants at no cost, I will not sell any materials nor allow anyone else to sell any materials provided to me or developed as a result of participation in the PD Center. (Signature documented on electronic application).

Accessibility and Accommodation

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgement regarding the following Accessibility and Accommodation requirements:

The PD Center's DS Series will largely take place virtually via Microsoft Teams meetings. Assignments will require internet access that is required for class participation, conducting online research and literature reviews. Access to a professional academic online research platform will be provided by the PD Center. Participants are responsible for access to a computer device/laptop and internet

connectivity to engage in coursework.

Practicum work is also a required part of coursework and will involve reflective practice regarding face-to-face services with your de-identified caseloads of families with infants and toddlers with disabilities.

Will you require any accommodations to access the DS Series? (Enter Yes or No)

If yes, please describe any accommodations you may need to access the DS Series: (information and signature documented in electronic application).

Graduation

All Learners who have completed DS Series requirements by the final Capstone course may apply for Graduation toward obtaining their IDEA Part C Alternative Certification which will be issued following the Capstone presentation/defense according to course rubric. Instructors will provide Learners their application link/QR code during Course 1.5 ahead of Course 1.6. Here is a sample of the Graduation application for the DS Series:

[NV Early Intervention Professional Development Center Graduation Survey \(office.com\)](#)



Testimonials:

Impact of DS Series

“As both someone enrolled in the class and an owner of a program enrolling staff, we could not do this without you.” D. Aronson, Theraplay Solutions

“This is a great way to get the training and licensure required by the State of Nevada, in a way that allows you to continue working without having to pay for university classes and works with your daily schedule.” A. Wilson, NEIS, NW

“These courses directly impacted my work performance! I learned new information and had reminders of past knowledge that made me do a better job with my families. This course flowed easily and due to the ability to do this during work hours made me less stressed out as well as having ample opportunities to have discourse with my co-workers to better understand the needs of this job.” A. Rubio, NEIS NE

“I am so appreciative to all who made this PD center cohort possible, It has helped me personally achieve my goals of teaching. I would have never expected to be teaching Specialized Instruction to families and children with Disabilities.” A. Stone, NEIS NW

“The DS Series Cohort helped me to gain more knowledge about my role as a Developmental Specialist in Early Intervention. This opportunity allowed us to collaborate with other DS and learn from other professionals in EI. I now have a better understanding of the importance of EI within our community and how it really takes a village to support the families.” T. Bumanglag, Theraplay Solutions

“I'm so grateful to have been a part of this cohort. I started here at NEIS in 2006 as a Teacher Assistant followed by a PSI, Public Service Intern, and current day as a Developmental Specialist. I've seen so many people come and go due to the impact of not meeting the 3-year agreement for acquiring and meeting the specific educational milestone. I would definitely recommend this opportunity for others! Thank you to everyone and their involvement with creating this cohort series.” C. Ellis, NEIS S

“I must make sure I show gratitude for the opportunity to complete my position requirements by attending the PD Centers DS Series. It has allowed me to stay with the agency as well as continue to grow, knowing that I have met the standard. While in the DS Series I noticed that every single course was directly related to our position as Developmental Specialist. Most college course focus on a topic from a wide lens, but that was not the case with the curriculum that was created inside the DS Series Course. The courses provided reminders on how to interact with our families, how to improve strategies, and refreshed the laws of the program. In this position, we can experience burnout at one point or another, but throughout these courses I found fresh ideas on how to approach difficult families, get creative with implementation of strategies, and the importance of our position in the community. Thank you, your team, and all the professors who taught throughout the course!” C. Madison, NEIS S.

Acknowledgments

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And all Volunteer Instructors, Guest Speakers, and Supporters of Nevada's Early Intervention Services system.