WV Birth to Three Online Courses   3-11-25

WV Birth to Three Online Courses are available through the Canvas Learning Management System. These courses begin on the first of each month and you will have access to the course until 11:59 pm on the 30th of the month. To successfully complete any online course, you must complete all course activities and attain at least 80% on the post-test for the course. At the end of each month, your successful completion of these courses will be added to your WV STARS Learning History.

Parents!

If you are interested in learning more about any of the sessions listed, or registering to attend any sessions, please email wvbtttraining@wv.gov.

Training Registration for Professionals

Steps	I do not have a WV STARS ID Number	I have a WV STARS ID number
1	• Please visit https://wvstars.org/ • Select the Professionals link and then select the "Join" option and follow the registration instructions for a "REGISTRY" account. • Call WVSTARS with any questions you may have or for assistance at 855-822-7827	Proceed to step 2
2	**I have not completed a course in Canvas**	**I have completed a course in Canvas**
	Please email wvbtttraining@wv.gov to have an account created.	Please log into your account and follow these instructions: • In the left-hand menu, click on Courses and then click on All Courses • When the next screen opens, click on Browse More Courses at the top of the screen • A new screen will open listing all courses available for self-registration. • Clicking on the course card will provide you with a description of the course • To register for the course, please click the Join this Course option in the bottom right-hand corner of the course card.

To join the course for the current month, you must enroll by noon the 10th of the month.

As a reminder, practitioners and service coordinators can repeat WV Birth to Three courses for credit annually. To receive credit for courses you are repeating, there must be at least 12 months between completions. For example, if your first completion of a course is in January 2024, to receive credit for that course you must complete that course again beginning February 2025. If you are unsure when you last completed a course, please review your WV STARS Learning History.

Canvas for Learners	This self-paced course will provide you with an overview of how to navigate Canvas and introduce you to the different types of courses you will find in Canvas.	1 Contact Hour
Child Outcome Summary Form	This self-paced course provides key information about the Child Outcome Summary (COS) process to describe how children are functioning against three national outcomes: • Children have positive social-emotional skills (including social relationships). • Children acquire and use knowledge and skills (including early language/communication and early literacy). • Children use appropriate behaviors to meet their needs. This course will explore practices that contribute to consistent and meaningful COS decision-making, including: • why child outcomes data are collected. • the key features of the COS process. • the essential knowledge needed to complete the COS process. • how the three child outcomes are measured through the process. • how to identify accurate COS ratings using a team-based process. • the importance of comparing children's current functional performance to age-expected functioning. • when and how to measure progress in the three child outcome areas; and • how to document ratings and evidence to support those ratings in COS documentation. **This course is required for Developmental Specialists prior to enrollment in WV Birth to Three and for all practitioners and service coordinators during the first year of practice.**	5 Contact Hours
Communication Matrix	The Communication Matrix is an assessment tool created to help professionals and family members support individuals with complex communication needs. The Matrix evaluates expressive communication skills typically developed between 0-24 months of age. It is appropriate for individuals of any age who do not use some form of language fluently. They may have varying types and degrees of disabilities, including severe sensory, motor and cognitive impairments. The Matrix considers any type of communication including pre-symbolic, manual, braille, AAC and more. The training consists of seven lessons. Lesson 1 must be successfully completed to gain access to additional lessons. The remaining lessons may be completed based on your need to understand the function across the early stages of communication. Course credit will be provided based on the lessons successfully completed, with hours being reflected in this chart. {{TABLE}}	Variable Hours

Communication Matrix sub-table:

Lesson 1 2.25 hours	**Foundation for Intervention** The Foundation for Intervention introduces the process teams will use to plan intervention. This content discusses important points to remember when administering the Communication Matrix describing the information that can be obtained when interpreting the Communication Matrix profile including a description of the seven levels of the Matrix. **Essential Strategies** The Essential Strategies section discusses the various intervention strategies that should be considered for individuals at all levels of the Matrix.

Communication Matrix (cont..)	**Lesson 2** 1 hour	**Communication Level 1** Individuals in Level 1 do not act intentionally, but their behavior reflects their general state (i.e., comfort, hunger, sleep). In this stage, the individual is neither deliberately pursuing a goal nor aware of a means to obtain the goal. A communication partner interprets the individual's behaviors such as movements, facial expressions, and sounds. A communication partner interprets as if these were intentional. **Communication Level II** Individuals at Level II are in control of their behavior, but it is not yet used to communicate intentionally. Caregivers interpret the individual's needs and desires from behaviors such as body movements, facial expressions, vocalizations, and eye gaze. The individual may engage directly with objects and people rather than using an object to attract a person's attention or obtain the desired object. There is no "mental plan" for getting what they want.
	Lesson 3 1 hour	**Communication Level III** Individuals at Level III use pre-symbolic behaviors intentionally to communicate. Communicative behaviors are pre-symbolic because they do not involve any sort of symbol; they are unconventional because they are generally not socially acceptable for us to use as we grow older since they often involve physical contact.
	Lesson 4 1 hour	**Communication Level IV** Individuals at Level IV intentionally use conventional, pre-symbolic behaviors to communicate. Communicative behaviors are pre-symbolic because they do not involve any sort of symbol; they are conventional because they are socially acceptable, and we continue to use them to accompany our language as we mature. Conventional communication behaviors can include smiling, pointing, waving, high-five, looking intentionally, thumbs up, and vocalizations (uh-oh, uh-huh, etc.).
	Lesson 5 1.25 hours	**Communication Level V** Individuals at Level V use concrete symbols that physically resemble what they represent to communicate. Concrete symbols look, feel, move, or sound like what they represent. Level V is a transitional step that many individuals skip. Many individuals with sensory loss who have limited concepts about the world around them may need concrete symbols to make sense of the connection between the symbol and the thing/activity. For some individuals, concrete symbols serve as a bridge to more abstract symbols.
	Lesson 6 1 hour	**Communication Level VI** In Level VI, behaviors are intentional, purposefully directed toward a communication partner, and have an intended meaning. Individuals at Level VI use abstract symbols such as speech, manual signs, braille or printed words, or speech-generating devices to communicate.
	Lesson 7 1.25 hours	**Communication Level VII** Individuals at Level VII can use symbols (concrete or abstract) combined into two- or three-symbol combinations (i.e., "want juice" or 'me go out') according to grammatical rules. The individual understands that the meaning of symbol combinations may differ depending on how the symbols are ordered.

Special thanks to the WV Department of Education for allowing WV Birth to Three access to this content.

Creating Meaningful Child and Family IFSP Outcomes	This self-paced course focuses on how to write meaningful Individualized Family Service Plan (IFSP) outcomes. To successfully do this, early intervention teams must establish partnerships with families to ensure the outcomes support the family's hopes and dreams for their child and family within the context of their daily activities and routines. We will highlight a six-step process to ensure IFSP outcomes are family friendly, yet specific to ensure accurate measurement of a child and family achieving the identified outcomes. **This course is required during the first year of practice for all WV Birth to Three practitioners and service coordinators.**	2.5 Contact Hours
Early Signs of Autism	Approximately one in 44 children is currently being diagnosed with Autism Spectrum Disorders. For many children, the early signs of Autism were present and observable before 18 months of age. This self-paced course will assist early childhood professionals from a variety of programs and/or systems to recognize early indicators, or "red flags", of Autism in young children and sharing tips in how to share concerns with families.	2 Contact Hours
Family Guided Routines Based Intervention (FGRBI) Overview	The Family Guided Routines Based Intervention (FGRBI) is an approach for providing early intervention services within a child and family's natural environment consistent with mandates of Federal law and best practices. With roots in activity-based intervention, FGRBI focuses on parent-implemented interventions for children aged birth to three. The FGRBI practices shift the role of practitioners to coaching families to embed intervention into their daily interactions with their child. This self-paced course will assist you in gaining a basic understanding of the FGRBI approach and how it will enhance your skills by facilitating home visits to support families. **This course is required during the first year of practice for all WV Birth to Three practitioners and service coordinators.** This overview course is a prerequisite for the five FGRBI Communities of Practice. The CoP's focus on a specific component of the Model and support practitioners in exploring how to embed the concepts into their practice with children and families. The CoP's may be completed in any order.	3 Contact Hours
Feeding Milestones and Nutrition Basics	This self-paced course will introduce practitioners to the WV Birth to Three Feeding Screener that can be completed with families when there are concerns at mealtimes to determine if further assessment or referrals are needed. This session is designed for Counselors, Developmental Specialists, Hearing Specialists, Nurses, Orientation/Mobility Specialists, Physical Therapists, Psychologists, Service Coordinators, Social Workers, Special Educators and Vision Specialists.	1.5 Contact Hours
Pyramid Model Course 1 – Overview and Effective Practices for All Children	This course is intended for early intervention professionals supporting infants, toddlers and their families through WV Birth to Three. In completing this hybrid course, you will broaden your understanding of the Pyramid Model evidence-based practices and how to support families to maximize the social and emotional development of their infants and toddlers. The course will examine the Tier 1 Pyramid Model practices Effective Practices for All Children - how to promote social and emotional development through strengthening partnerships with families to promote responsive, nurturing caregiving and high-quality environments.	3.5 Contact Hours

	This course is the first in a series of three courses to assist you in implementing the Pyramid Model practices. You must complete the three courses in order. Once you successfully complete this course you will be contacted by WV Birth to Three to plan for enrollment in courses 2 and 3.	
Seizures and Autism Spectrum Disorder	This self-paced course will provide learners with a review of seizures and epilepsy in children with autism spectrum disorders. Dr. Jodi Lindsey will review the following: • Incidence of seizure disorder, epilepsy and autism spectrum disorder • Description of seizure types • Brief overview of specific types of seizure disorders • Assessment of seizure concerns • Treatment and management of seizure disorders	1.25 Contact Hours
Supporting the Transition from WV Birth to Three	Whether you are starting a new job, graduating from college, joining a little league baseball team, or becoming a new parent, transitions matter. Support, planning, and preparation make a big difference. As we help families transition out of early intervention services, the support, planning, and preparation we provide can make a big difference too. It can impact how they view WV Birth to Three. It can impact how prepared and confident they feel as they navigate this new phase of life. This self-paced course is designed to increase participants' knowledge and understanding of the transition process when children exit the WV Birth to Three system. **This course is required during the first year of practice for all WV Birth to Three practitioners and service coordinators.**	3 Contact Hours