

Early Intervention Training News

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How To Reach

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How to Reach

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Early Intervention**
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SOCIAL EMOTIONAL PILOT PROJECT

A Relationship-Based Approach to Providing Early Intervention Services

As many of you probably know the Social Emotional Pilot Project will be implemented statewide this year. One of the main focuses is providing services to children and families in a relationship-based approach. The following is an excerpt from the article, Finding the Words, Finding the Ways, by Mary Claire Heffron, PhD and Lucia Milburn, PhD.

This article describes the basic concepts in a communication framework that we have developed at Children's Hospital in the Early Intervention Services Programs. The framework has been designed to help clinicians from many disciplines begin to conceptualize ways of being and speaking with parents in a way that are the supportive of the parent-child relationships. We have used this framework to orient and train new staff in our programs and in the community programs where we have been invited to train others.

The work of infant family mental health relies on clinicians from many disciplines to support the diverse needs of infants, toddlers and their families. These needs vary from setting to setting and family to family, and our original work was designed for staff working with children with special needs. Some of the individuals who develop an avid interest in the field of infant family mental health have had little or no formal training in how to develop a relationship with a family, how to communicate about difficult or sometimes painful issue(s) or how to get their wealth of im-

portant knowledge across to families from a variety of backgrounds. Some, who may have academic knowledge and understanding of the importance of relationships, may not have had the chance to learn about this work in a hands-on manner.

Social workers, therapists, and psychologists, who have had more formal training in the process of communication and development of the working alliance with individuals, may still find themselves perplexed. These individuals often raise questions about how to work with intervention models where relationships between children and parents, not an individual adult or individual infant, is the focus of the work. Early Interventionists who are well trained in specialty areas of child development may find themselves frustrated by the challenge of forming a relationship with adults through which their services are to be delivered. We have come to think of these potential communication challenges as the problem of the plexiglas shield. The information and the help are available, but difficulties finding the words and the ways can keep the parent from receiving the help they need for their children, themselves and their family. A non-discipline specific barrier can separate the intervenor and the family.

Well-meaning and knowledgeable educators, nurses, mental health clinicians, and Early Interventionists find that these barriers, the plexiglas shield, can keep them from delivering needed services in an effective manner. Staff can see

the needs and concerns of the baby and family, but are often perplexed about the inability to communicate in a way that will engage the family and cause the plexiglas barrier to lower, so that services can be provided in a way that is relevant to the family.

Knowledge and information are important, but effective service delivery depends as much on the process of how the information is delivered as on the knowledge itself. Delivering services effectively relies on many things such as developing a dyadic and relationship based focus, building a strong working relationship with a foundation of trust and good communication, a strong attunement to the needs of the parent, careful listening, and an ability to monitor your feelings and perceptions and observe the relationships going on around you. While dyadic processes are key to child development, the intervenor must also learn to negotiate family relationships which are complex and compelling.

In order to train staff with very different backgrounds we have come up with a basic model of communication that is useful for staff working in many different fields of infant family work. The basic communications framework that we have developed consists of three major categories: *How to Be*, *How to Understand*, and *How to Influence*. All interventions are intended to strengthen the competence and confidence of parents, which will build insight about their relationships with their children.

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DIRECTOR'S NOTES...

Welcome to the first newsletter of FY05. This past year proved to be a successful one. We hope to build on this success in the upcoming year to better meet the needs of providers in the field. Here are just a few of our accomplishments from last year:

- ◆ Provided 263 workshops statewide which were attended by 8,085 participants.
- ◆ Co-sponsored and/or provided EI credentialing hours for 1,211 additional training events held by other entities (e.g. Universities, STAR NET, Illinois Medical Diagnostic Network, Head Start, Hearing and Vision Connections, individual Child & Family Connection offices, Local Interagency Councils, Ounce of Prevention, Hospitals and State Provider Associations)
- ◆ Collaborated to hold a statewide Faculty Institute for faculty preparing early intervention and early childhood personnel
- ◆ Developed a mentoring program for providers across Illinois.
- ◆ Held six regional conferences throughout the state.

Focus for the Future

The EI Training Program is looking at ways to bring additional trainings to areas of the state in the upcoming fiscal year. We are planning to provide distance learning opportunities for providers in the upcoming months. Check our calendar for the events. Five additional conferences will be held throughout Illinois between now and June of 2005. Participants who attend a conference can earn up to 10 hours of ongoing professional development credit.

Our website, www.illinoiseittraining.org, has a new look. You can now search for workshops by core content area and by signing up for a workshop online, you will automatically receive periodic EI Training Updates via your email. Our agenda for this fiscal year also includes the following goals:

- ◆ Provide more intermediate to advanced level training opportunities for more seasoned providers.
- ◆ Distribute training needs assessment statewide.
- ◆ Collaborate with new and current partners to provide accessible training opportunities for all providers and parents in the EI system.
- ◆ Offer additional mentoring opportunities beginning in January 2005. (Check the website, www.illinoiseittraining.org, for more details).

NEW FORMS FOR EI CREDIT APPROVAL

In order to speed up the approval process for providers wishing to obtain EI credit for a workshop that has not been pre-approved by the EI Training Program we have developed a new **EI Training Activity Credit Request Form** which you can find in this newsletter. This form is to be used by all participants wishing to obtain credit for a workshop that does not already have EI Credit granted for the workshop. Please check the certificate you receive from the workshop to make sure it has not already been approved for Illinois Early Intervention contact hours. If it has, you do not need to get any additional approval from the Illinois EI Training Program.

If credit for EI contact hours has not been granted, but you believe that the content of the workshop focused on one or more of the four core knowledge areas of Early Intervention you may request credit by completing the EI Training Activity Credit Request Form.

We will no longer issue certificates for these activities. Documentation will be provided after we review your form and it is returned to you with the Illinois EI Training Program Seal of Approval stamped in the lower right hand corner.

Additional blank forms can be downloaded from our website at www.illinoiseittraining.org.

What Are the 4 Core Knowledge Areas?

1. The Development of Young Children: *Typical or Atypical*
2. Working With Families of Young Children With Disabilities
3. Intervention Strategies for Young Children With Special Needs
4. Assessment of Young Children With Special Needs

PROVIDER CONNECTIONS CORNER

PC Welcomes New Staff

Rachael Hamilton began working with Provider Connections on August 23, 2004 as a resource assistant. In her role, Rachael will be working to develop a resource that will assist provider in determining how college/university coursework meet the core knowledge content area requirements. In the future, Provider Connections hopes to post this resource on its website.

Rachael will also be assisting in the daily credentialing, enrollment, and technical assistance processes at Provider Connections. Please help us welcome Rachel to the Illinois Early Intervention program.

New Look to PC Website

In mid July 2004, Provider Connections launched a new website that has a slightly different look. New features added to the website are pages dedicated to new, renewing and evaluator applicants. Each of these pages has all applications and instructions required for the respective process. Specific clarifications are made related to the ongoing professional development plan, the 240 hours of experience requirement, and the core content knowledge areas.

In addition to the above pages, the site includes a page dedicated to defining the purpose of an EI credential. This page lists all creden-

tials available along with non-credentialed services. Simply click on the credential/service for which you are interested and you will see a pop-up box with the requirements needed for obtaining the credential/service.

We hope that these additions simplify the credentialing and enrollment process. If you have suggestions on how to improve the website feel free to email us using any of the email addresses found on the "About Us" page of the Provider Connections website, www.wiu.edu/providerconnections.

WWW.ILLINOISEITRAINING CONTINUES TO EVOLVE

Designed for the Illinois credentialing and credentialed Early Intervention service provider, www.illinoiseittraining.org also provides information, resources and support to the many who either directly or indirectly touch the lives of young children with special needs and their families.

From the site's Home Page one can access a training calendar of events sponsored by the EI Training Program, as well as other entities approved as appropriate for Early Intervention credentialing credit. Search categories now include the four core knowledge areas of Early Intervention making it even easier for you to find the type of training you're looking for. All events posted on the "Upcoming EI Training Calendar" link award Early Intervention credentialing credit to participants. Also new from the Home Page is the link, "Past Training Approved For EI Credit". Here you may search alphabetically or by date, trainings that have been requested and approved for EI Credit. Before you submit your request for EI Credit on a workshop you have already attended, check here first. If it is posted here there's no need to submit another request. Simply include a copy of your proof of attendance with your (re)credentialing information sent to Provider Connections.

The 'Links' link provides access to a wealth of information and resources for parents, providers, students, administrators and anyone interested in Illinois Early Intervention. Links to DHS Bureau of Early Intervention and Provider Connections present federal and state rules and regulations and information/applications for credentialing as an EI provider. You will also find links to more training opportunities through our video learning library, Starnet Regions and a 143 page directory of Early Childhood Degree and Certificate Programs available through colleges and universities throughout the state. Parent resources and general information is also available through the website's links.

Be sure to scroll down the entire Home Page. At the bottom half of this page you will find brief bits of new Early Intervention updates/information and links to further details.

Since its inception, in July 2002, the website has undergone several changes and continues to evolve to become your 'one-stop' crossroads of Early Intervention information. We encourage online registration when possible. Not only is this the most efficient method of registration, setting up a registration account through the website allows you the benefit of periodic EI Training Updates providing the most current training opportunities available through the Illinois Early Intervention Training Program. It's been said before and we cannot say it enough, *Website Users Have the Edge in Illinois Early Intervention*.

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Relationship-Based Approach Techniques - A Basic Communication Model

Be aware of your own feelings: so that you don't accidentally act them out. For example: if you feel very critical of a parent who slaps her child's hand in front of you, but you don't want to respond by criticizing her, then notice how you are feeling. Remind yourself that you will have opportunities later on to influence the way she disciplines her children. It may be important to comment on your feelings if you can do this in a way that is not reactive or critical. "I was a little concerned when you slapped his hand because he looked confused. I wonder if he understands that is something he can't touch?"

Be respectful and follow the parent's lead. Stay attuned to their words, affect and behaviors: listen to their concerns rather than bringing up your own. "So it sounds to me from what you are saying like your main concerns are around sleeping and eating. It sounds like this is keeping you from getting any rest yourself." Staying with a parent who is depressed or angry can often be hard. Resist the urge to cheer up the parent, or to switch the subject. Your attention can contain the emotions, and your responses can hand them back in a more manageable form. "I hear that you are having a very hard time coping since David left you, but I also want to comment, that despite this, you are still able to attend to Johnny."

Be empathic: be careful not to label emotions for parents or confuse your emotions with theirs. "This sounds rough to me, but how has it been for you, knowing that you must give him medication so many times each day?"

Be aware that there are multiple ways of seeing and experiencing reality: determined by culture, past experience and current situations. For example, cultures vary in terms of whether they believe a baby should sleep alone in a crib. "When did your other kids move into their beds? I know families do this in different ways."

Think about all family and household members: even if they are not present. "Have you had a chance to talk with your husband about the baby's hearing problem? Would you like to try to schedule a visit when he could be here?"

Normalize: "lots of babies his age have trouble sleeping. I know that it is very hard because of your other kids. If you would like, we can work on some strategies to help him sleep for longer stretches."

Attribute positive meaning to the parent: note what the parent does do for the child, and comment on the positive things. "I can see how much she loves it when you play peek-a-boo with her."

Resist the urge to do it for the parent: emphasize the parent's relationship with the child (and de-emphasize your importance to the baby). "I have brought some toys with me today that I thought she might like. Would you like to play with her with this rattle and see if she does?"

Remember and use information from past conversations: "how wonderful that your brother is coming to visit. I know he is one of your most favorite people in the world." or "I brought the jack-in-the-box toy this week because of how much she enjoyed finding the hidden toys last week."

Think about reasons why and ways that a parent might show resistance: for example, if a parent is not home several times when you have scheduled appointments, you might wonder if she is not comfortable with how your meetings have been going. You might say something like, "Let's take some time today to think about how to make these meetings as useful to you as they can be. Are there things that you would like to change about how we spend our time together?"

EI Training Activity Credit Request

Please fill out this questionnaire to request contact hours for EI Activities not pre-approved by the Illinois Early Intervention Training Program and listed on the website www.illinoiseittraining.org.

Please fax or mail your responses to the **EI Training Program**. **(PLEASE NOTE: Processing may take up to 30 business days)**

7550 W. 183rd St.
 Tinley Park, IL 60477
 Fax: 708.444.8470
 Phone: 708.444.8460 ext. 23
 Toll Free: 866.509.3867

You must fill out a separate questionnaire for each activity you attend. Responses to the questions may be typed or printed/written clearly. After your responses have been reviewed you will receive a certificate indicating the amount of contact hours you have earned toward your EI credential. Your completed questionnaire should include the following information and responses.

Name _____ Phone (____) _____
 Address _____
 City _____ State _____ Zip _____
 Discipline _____

Assessment Questions 3 & 4 to be completed on a separate attached sheet

1. Title of Workshop/Conference _____ Date _____
 Location _____ Sponsoring Entity _____ Presenter _____

2. Please Attach:

- Copy of timed program or agenda
- Certificate of Completion

3. What was the main objective of the workshop/conference?

- Write 50-100 words in response to this question.

4. How will you use the information you learned at this workshop/conference in working with children and families receiving early intervention services?

- Write 50-100 words in response to this question.

FOR OFFICE USE ONLY

SEAL OF APPROVAL

Credit Granted In The Following Areas:

- ____ Development of Young Children: Typical
- ____ Development of Young Children: Atypical.
- ____ Working w/ Families of Young Children w/ Disabilities
- ____ Intervention Strategies for Young Children w/ Special Needs.
- ____ Assessment of Young Children w/ Special Needs.
- ____ TOTAL HOURS APPROVED

IL EARLY INTERVENTION TRAINING PROGRAM

Approved By _____

Date _____

EI Training Activity Request for Pre-Approval (Sponsoring Organization)

Please fill out this questionnaire to request pre-approval contact hours for EI Activities through the Illinois Early Intervention Training Program and posted on the website www.illinoiseittraining.org.

Please fax or mail your responses to the *EI Training Program*. (PLEASE NOTE: Processing may take up to 30 business days)

7550 W. 183rd St.
Tinley Park, IL 60477
Fax: 708.444.8470
Phone: 708.444.8460 ext. 23
Toll Free: 866.509.3867

Organization Name _____
Contact Person _____ Contact Phone (____) _____
Contact Email _____ Organization Website _____
Address _____
City _____ State _____ Zip _____

1 Title of Workshop/Conference _____ Date _____
Presenter (s) _____
Address of Workshop _____ State _____ Zip _____
Cost to Attend _____ Would You like this to be posted on our website? ____ Yes ____ No
Time of Workshop _____ Begin _____ End _____ Who is Your Target Audience _____

2. **Please Attach**

- Copy of timed program or agenda
- Presenter(s) bio or resume

3. What was the main objective of the workshop/conference?

- Write 50-100 words on a separate sheet of paper in response to this question.

FOR OFFICE USE ONLY

SEAL OF APPROVAL

Credit Granted In The Following Areas:

- ____ Development of Young Children: Typical
- ____ Development of Young Children: Atypical.
- ____ Working w/ Families of Young Children w/ Disabilities
- ____ Intervention Strategies for Young Children w/ Special Needs.
- ____ Assessment of Young Children w/ Special Needs.
- ____ TOTAL HOURS APPROVED

IL EARLY INTERVENTION TRAINING PROGRAM

Approved By _____ Date _____

Once approved you may add to your certificate of completion the following statement:

"Approved for _____ contact hours of Illinois Early Intervention Credentialing Credit in the area(s) of _____"

READY, SET, GO...

EI REGIONAL CONFERENCES READY TO ROAR

Making the first stop in Peoria on October 5th-6th, the EI Training Program is ready for a second season of its Regional Conference Tour. Building on the positive feedback of the first year's tour and your suggestions for improvement 2004-05 is looking to be bigger and better than ever before.

Five choices of breakout sessions with several new topics added to the agenda make no two conferences alike. To meet some of the training needs of our more seasoned veterans of early intervention, higher level learning opportunities will be offered.

And of course, good company, good conversation,

and good food are a given.

As conference details unfold, they will be posted on www.illinoiseittraining.org "Upcoming EI Training Calendar" as part of the Conference Registration Form.

With plenty of openings left, it's not too late to register to attend. You may download the form from the website or complete this page. Be sure to include your \$40 attendance fee, made payable to UCP of Chicago, to guarantee your spot.

We're looking forward to meeting you on the Tour

EI Regional Conferences 2004-05

___ Oct. 5-6/Peoria

___ Nov. 16-17/ Matteson

___ March 9-10/Fairview Heights

___ June 8-9/Effingham

These two-day conferences offer 11 EI Continuing Ed Contact Hours and up to five different breakout sessions to choose from. Sessions offered will relate to the four core knowledge areas of Illinois Early Intervention. There is a \$40 Attendance Fee for each registrant regardless if attending one or both days of each event. Registration is accepted by mail with attendance fee, made payable to UCP of Chicago, enclosed. All EI Service Providers and parents of children receiving EI services are encouraged to attend. Parents may apply to the EIPALS program for a Leadership Grant to cover the \$40 fee by contacting Joan Debelak at 866.509.3867, ext. 12

Please complete this form by indicating your conference preference above and providing the information below. Mail along with your check, made payable to UCP of Greater Chicago, to:

*The Illinois Early Intervention Training Program
c/o UCP of Greater Chicago/Infinitec SouthWest
7550 West 183rd Street
Tinley Park, IL 60477*

Name _____

Daytime Phone _____

Agency/School _____

Fax _____

Work Address _____

E-Mail Address _____

City/State/Zip _____

Current EI Credentialed Position _____

Home Address _____

City/State/Zip _____

For More Information

Please Call 866.509.3867, ext. 23

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...AND MUCH MORE

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