

Early Intervention Training News

*Administered by the United Cerebral Palsy of Greater Chicago and
Funded by the Illinois Department of Human Services Bureau*

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Illinois Partners With Texas to Study Early Intervention Family Outcomes

The Illinois Department of Human Services Bureau of Early Intervention is working with the Texas Department of Assistive Rehabilitative Services to develop a survey that will examine early intervention family outcomes. Funded through a collaborative grant from the Office of Special Education Programs, the Statewide Outcome Survey (SOS) being developed by Illinois and Texas will enable states to assess outcomes quickly and comprehensively. The information gathered from the surveys will help guide program improvements and demonstrate positive impacts for families to the agencies that fund EI services.

Families who receive early intervention services, the professionals who provide these services and the administrators who oversee Early Intervention in Illinois know EI works. The slogan "The sooner we start, the farther they'll go" is quickly embraced by those who touch the lives of young children with special needs.

Although the importance of early intervention has been recognized across the country for years, the immediate effectiveness of providing a broad range of services to young children, ages birth to three, and their families is not often researched. Longitudinal studies show that Early Intervention produces dramatic net savings over time on the order of \$13 in educational, health and social service costs for every dollar spent on the program. Analyzing the realized individual impact is more difficult because the average child receives EI services for only about 12-14 months.

Officials from both states say going beyond process measures and reliance on national studies is challenging, but they acknowledge a need to better assess outcomes and demonstrate their positive impact(s) on a more timely basis.

Work on developing a survey process to look at family outcomes is already underway. Families have been invited to offer their input on the survey process at a series of focus groups held

across the state. Additional focus groups are meeting to provide feedback on the draft survey. The surveys will then be translated into different languages and formats.

When the final family survey is distributed to families they will be asked to answer questions that relate to the following eight outcomes:

- Families understand their children's strengths, abilities and special needs
- Families know their rights and effectively communicate their children's needs
- Families help their children develop and learn
- Families feel they have adequate social support
- Families are able to access services and activities that are available to all families in the community
- Families will experience improvements in their quality of life
- Families will express optimism for their children's and families' futures
- Families will feel that their transitions from Part C services were successful

Completed surveys will be analyzed on a variety of dimensions such as demographic characteristics and services received. The analysis will then be used for program improvement and policy development. Watch for more information on the SOS project in upcoming newsletters.



Burke's Log

By Ted Burke, Director
EI Training Program



Dependent on your Toy Bag?

FACETS (Family-guided Approaches to Collaborative Early Intervention Training and Services) offers a 10-step program to help providers decrease their toy bag dependence. This list and other good resources can be found on the FACETS website at <http://www.parsons.lsi.ku.edu.facets/>.

Here are a few of their suggestions:

- ◆ Identify materials and toys that are available and will likely interest the child
- ◆ Join the care provider and child in activities throughout the home when you arrive.
- ◆ Plan a special activity with the care provider such as a trip to the park, a walk around the block, making pudding.
- ◆ With permission of family, ask the child to show or get toys they prefer. Follow the child's lead and move into other areas.
- ◆ Decrease the size of the bag and leave the toy bag by the door. Join the child's activities and only use the toy bag when and if needed.

Our goal since launching the EI Training Program newsletter over three years ago has been to provide news about the EI system, updates on training opportunities and other initiatives offered through the Training Program as well as information relating to credentialing and enrollment from Provider Connections. With this newsletter we are introducing articles that offer timely information on topics you have identified through our trainings and needs assessments. Please take time to read the article on "Family Outcomes" on page 1, the "Dependent on your Toy Bag" tips on page 2 and the article about "Social Emotional" that begins on page 3.

A Continued Focus for the Future

We reorganized the EI Training Program staff and added new staff so we can offer more regional trainings and support to CFC managers and staff and EI providers. Amy Cocorikis will provide training, support and oversight to the Regional Training Consultants, as well as provide training, technical assistance, resources and supports throughout the state.

Our team of Regional Training Consultants (RTCs) includes Susan Connor, Joan Debelak, Chelsea Guillen, Sharon Hale, Benton K. Johnson II, Maria Matticks and Sarah Nichols. The RTCs are responsible for implementing training activities within their assigned region. They will also provide resources, supports and information embedded within existing regional activities such as provider meetings, LIC meetings and Social-Emotional consultant provider meetings. You will hear more about our RTCs in upcoming newsletters. Fortunately, Lucy Gimble continues in the role as administrative assistant for the EI training program.

Don't forget to register for Sharing A Vision

Registration is still open for the Ninth Illinois Early Childhood Sharing A Vision (SAV) Pre-Conference and Conference to be held October 19-21, 2005 at the Doubletree Hotel Chicago-Oak Brook in Oak Brook, Illinois. You can download information and a registration form from the SAV website at <http://sharingavision.org/conf/2005/sav05/html>. The EI Training Program will offer three sessions as part of the conference on Oct. 19, 2005. The three-hour sessions are on

- ◆ Family Centered – From Principles to Practice
- ◆ Family Centered Assessment – Beyond Age Levels and Test Scores
- ◆ Family Centered Intervention – Consultation, Coaching and Reflective practice

The workshops will be offered twice so attendees will have the opportunity to attend two out of the three sessions. For registration information contact Lucy Gimble at 866.509.3867 or go to the EI Training Programs website at www.illinoiseittraining.org.

A Reminder

Please remember to contact us if you cannot attend a training you are registered for. If you contact us at least 24 hours in advance we can then call one of the people on our waiting list so they can attend. Thank you.

Provider Connection's Corner

By Rob Derry, Director, Provider Connections

Credential Application Documentation Change

Effective January 1, 2006 there will be a change in documentation materials required to apply for an Illinois EI Credential. **Providers submitting applications that include college/university transcripts will need to submit official transcripts** with the EI Credential Application.

Provider Connections has been accepting copies of transcripts, which included student copies and unofficial copies printed from the Internet. This change is being implemented due to difficulty in determining the degree and date conferred as well as the major field on unofficial transcripts. Often times student copies or Internet transcripts do not include complete information related to the above mentioned areas.

Because many of the initial credentialing requirements are education/degree based, it is necessary that Provider Connections verify degree type, content, and date conferred. The credentialing process is delayed when any of these elements are missing from the materials submitted.

Core Knowledge Area University Course Search

Currently, only new Developmental Therapy applicants are required to document this requirement. However, beginning July 1, 2007 all new applicants will be required to document these areas. In addition, at the time of renewal after July 1, 2007 all providers credentialed prior to July 1, 2007 will need to document completion of the four core areas.

In April 2005, the Core Knowledge Course Search feature was added to the Provider Connections website.

This system lists courses that have already been reviewed and approved for EI credit in one or more of the core knowledge areas. Presently, Provider Connections has reviewed and given credit for 615 college/university courses from 57 different colleges/universities.

For new providers and providers who will be renewing their credential prior to July 1, 2007, it is recommended that documentation of all completed EI related coursework and/or workshop training be submitted as part of the credential application. Provider Connections will total the hours submitted and provide feedback on the "Portfolio Checklist" as to whether the core knowledge areas are fulfilled or not. Providers will then know how to direct their EI continuing education to complete the core knowledge area requirement. Documentation submitted for this review will be kept in the providers' file and does not need to be resubmitted with subsequent renewal applications. **(Continued p. 4)**

89 II Admin Code 500.60(d) Education As of July 1, 2007, to be credentialed and maintain the credential an individual must provide documentation of the completion of educational experiences, as approved by the Department, that include at least 2 semester college hours or the equivalent (30 clock hours or CEU credit hours) in each of the following early intervention core knowledge content areas: **The Development of Young Children: Typical and Atypical; Working with Families of Young Children with Disabilities; Intervention Strategies for Young Children with Special Needs; and Assessment of Young Children with Special Needs.** Parent Liaisons are not required to provide this documentation.



Social and Emotional Development

By Leslie Gold, SE consultant for CFC #6

Social development means learning to form and value relationships with others. Social development begins in infancy when the infant responds to the familiar voice, smell, and touch of the important caregivers in their lives. When these first social experiences are rewarding, they support the next stage in social development as the baby becomes a toddler.

A toddler's excited exploration of new places as they attain locomotion through crawling or walking is enabled by a secure relationship with a trusted adult who provides a base for the child's discoveries. Toddlers learn to share, cooperate, take turns, compromise, and negotiate through these relationships.

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Social, Emotional cont.

Emotional development is closely related to social development and refers to the young children's feelings about themselves, the people in their life, and the environments in which they play and live. Emotions color the experience of every young child, whether the emotions consist of delight, anger, frustration or distress, and they offer a window into the social and emotional development of the young child.

Infant emotions are evoked by physical conditions: hunger, discomfort, temperature or fatigue. An infant's emotional repertoire is basic, ranging from cooing to crying, and is shaped by temperament. Infant emotions can be all consuming to the infant and overwhelming for parents and caregivers who are still learning how to best soothe and comfort the tiny being.

As the child becomes a toddler, they learn from the important people in their life how to display emotions in other ways, whether verbally or with their body language. Intimate and caring relationships are the basic structure within which all meaningful development unfolds. (This article includes excerpts from information developed by the Michigan Department of Community Health.)

Provider Connections cont.

Providers can use the Core knowledge Course Search feather when submitting documentation of course work in the core knowledge areas. If your official transcripts includes courses that already appear in the Core Knowledge Course Search, simply print out the Search Result page and highlight the courses both on your official transcripts and the Search Result page. If highlighted courses do not appear in the Core Knowledge Course Search, syllabi must be provided

The Provider Connections Core Knowledge Area Course Search is located at

<<http://www.wiu.edu/ProviderConnections/training/search.php>> Call 800.701.0995 for questions.

Looking for information and research on a specific disability or syndrome? The Illinois Early Childhood Intervention Clearinghouse is a great resource. The Clearinghouse is funded by the Illinois Department of Human Services and has been providing library and information services on early intervention issues throughout Illinois since 1986. The Clearinghouse will help you find information on health, educational, disability and developmental concerns of infants and young children. You can link to the Clearinghouse from the EI Training Program's website at www.illinoiseitriaining.org

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