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**The Illinois Early Intervention Training Program**  
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# EI Training News



## Spotlight On Success: A View From Behind the Scenes

I find my position in IL Early Intervention unique in that it allows me to observe the field as more of an outsider, yet I am connected and work in the field from the inside. I am not a direct service provider, nor do I receive early intervention services; however my work with the EI Training Program requires that I be familiar with the roles and responsibilities of the professionals of early intervention as well as the needs of children and families eligible for services.

Working with the Training Program, I spend a large chunk of my time in contact, through telephone or e-mails, with providers, educators, administrators, business executives, students, family members, professionals on many levels, and folks just wanting to know what early intervention is all about. A lot of the people I connect with are looking for information and answers to questions that they cannot seem to find anywhere else. I also find that a significant number of people are not only looking for answers, they are looking for someone to listen. And as I listen, I am hearing some awesome stories...

It can be agreed that we live in a society in which so much is measured in time, with saving time the ultimate reward. Technology can take us around the globe and to outer reaches of the universe in seconds. And in our attempt to keep up

with the world around us, we move faster. As life around us moves faster, so do we. We need to be pretty high level multi-taskers in order to maintain status-quo and to get ahead, well, I'm never quite sure that I am, are you? Yet, we choose to work in a field in which progress is often measured on a much slower moving scale and finding any kind of balance between the two is a challenge. In early intervention, patience is not a virtue, it is a survival skill! And from what I have the privilege to hear, so many of you are doing more than surviving. You ARE making a difference!

I hear from providers looking for newer, bigger, and better resources to share with families and colleagues...

I hear from educators wanting to take any extra steps to keep their students informed...

I hear from students wanting to be sure they have the tools they need to step out into early intervention...

I hear recognition from the business world that the fields of early intervention are significant ...

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## Relationship of Quality Practices to Child and Family Outcome Measurement Results

The Office of Special Education Programs recently (April 29, 2011) released a document outlining the relationship between specific practices used to provide early intervention services in natural environments to the direct impact on child and family outcomes. The key practices reflected in this document were determined to have direct impact on the specific outcomes and were selected based upon a 2008 consensus document released by an OSEP TA Community of Practice-Part C Settings, *Agreed Upon Practices for Providing Early Intervention Services in Natural Environments*, and from the Basic Guidelines from the Division of Early Childhood's (DEC's) *Personnel Standards for Early Education and Early Intervention: Guidelines for Licensure in Early Childhood Special Education*, released in 2000. A joint effort between The National Early Childhood Technical Assistance Center (NECTAC), The Early Childhood Outcomes Center (ECO), and the Regional Resource Center Program (RRC), the purpose of this document is to assist states in identifying ways to improve results for those children and families receiving early intervention services. The Child and Family Outcomes Work Group of Illinois Early Intervention is reviewing the document to identify and implement strategies to support its use. The EI Training Program is looking for ways to incorporate the information in to current and new training curriculum. The eleven key quality practices reflected in this document are listed on page three. Their related strategies and impact on family and child outcomes will be printed in the Early Intervention Training News' fall newsletter.

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## Notes From the Ombudsman . . .

As providers, most of you are probably aware of the responsibilities related to determining child outcomes. What you may be less familiar with are the lead agency's responsibilities in regard to family outcomes. For this newsletter, I wanted to share some information about the state's family outcomes survey. The family outcomes survey goes out to early intervention families on an annual basis. It is an excellent opportunity for families to provide feedback about their early intervention experiences to system stakeholders. The family outcomes survey has two parts. The first section of the survey examines families' progress towards achieving five family outcomes. The second section includes items that assess the helpfulness of early intervention.

While a number of families respond each year, we have yet to get feedback from a group that is fully representative of the early intervention population we serve. If you're wondering what you can do to change this, a couple of things come to mind. First, if a family asks you about the survey, you can tell them why they received it. Second, you can encourage them to return their survey in the envelope provided or to enter their responses online. Third, if they need assistance completing the survey, let them know that they can call the Early Intervention Training Program for assistance. They can use the toll-free number: 866/509-3867. Lastly, if they are concerned about the feedback they are going to provide, you can assure them that information is only shared in aggregate and that responding to the survey will not negatively impact their services.

It is important that we hear from as many families as possible for a couple of reasons. First, information from the second section of the survey has to be reported in the Annual Performance Report which DHS submits each year. Second, survey information can be used at the local and state level to identify areas where we are supportive or could be more supportive of families' outcomes. DHS Early Intervention Bureau staff as well as Child and Family Outcomes Workgroup members review the information and provide suggestions for system improvement.

We all have a part to play in ensuring that families receive benefit from participating in early intervention services. The Early Intervention Training Program has recently developed a new online module, "The Impact of Early Intervention on Families", that discusses the family outcomes survey in more detail. If you would like to learn more about the survey or about how providers can support family outcomes, you can access this training by visiting their website: [www.illinoiseittraining.org](http://www.illinoiseittraining.org) and searching their online trainings.



## Spotlight On Success continued

However, it is the calls I receive from parents and family members that seem to truly validate and give meaning to what each of you are doing in early intervention. I hear from parents who know someone whose child was helped through early intervention and is looking for help for their child ... I hear from the parents who are so grateful for the help they've received through early intervention they are not ready for their child to transition into early childhood special education services... And every once in awhile I will hear from a parent or a family member, usually a grandparent, who is so grateful for the progress their child is making that they just wanted to tell someone and the Training Program's number was the number that answered their call.

To sum this all up, I know that there are stories of your successes out there and would like to be able to share them. Let us know of the good that you see happening in your work and we'll do our best to get that word out!

Cheers to all of your successes from someone who is proud to be a part (no matter how remotely) of Illinois Early Intervention.

Lucy Gimble - IL Early Intervention Training Program

## RECIPES FOR SUCCESS...

*What you learn through your experiences in early intervention is important to us! Not only does your various levels of knowledge and broad ranges of experiences help us in the planning and development of training curriculum, we want to share what works when working with children and families receiving your services. We believe in the 'ripple effect' and know that you are out there making a difference; therefore the Training Program is devoting this space to share some of your proven "RECIPES FOR SUCCESS" in your work with children and families. . .*

"Consider adult learning style - we focus so much on the kids, but if we are depending on the family to be the implementers, - What is at is their learning style?" . . . . "Always start with strengths - no matter what!" . . . . "Help the family become better observers by pointing out your own observations." . . . . "Remember Grandma! Grandparents can be a great resource for 'daily life' play." . . . . "Ask a parent/caregiver WHY THEY THINK their child is doing something. It helps the family to begin the problem solving process with you." . . . . "Investigate all options - never say "it can't/won't work" . . . . "Make family's priorities a priority...no questions asked!" . . . . "As hard as it is, involve siblings - they can make a lot of change happen. They are motivators!" . . . . "It's important to consult with other specialists, REALLY consult with them!"

*Do you have a favorite strategy, or "Recipe for Success", that you would like us to share? Please add it to the evaluation form at the next EI Training Program event you attend OR fax it to us at 708.444.8570 OR e-mail to [lgimble@illinoiseittraining.com](mailto:lgimble@illinoiseittraining.com). Please make the subject line Recipe for Success. You can also mail your recipes to us at: IL EI Training Program / 7550 West 183rd St / Tinley Park, 60477. We also want to give credit where credit is due. Unless you request that we do not, we will include your name with your recipes.*

## Relationship of Quality Practices to Child and Family Outcome Measurement Results Continued

For those interested, this document can be found, in full, at [http://www.fpg.unc.edu/~eco/assets/docs/QualityPracticesOutcomes\\_4-29-11-Final.doc](http://www.fpg.unc.edu/~eco/assets/docs/QualityPracticesOutcomes_4-29-11-Final.doc)

- ⇒ Communicate with the family about the purpose of EI and reflect the following focus throughout the IFSP process and ongoing intervention: "Early intervention provides supports and services to assist families and caregivers in enhancing their child's learning and development to assure his or her successful participation in home and community life."
- ⇒ Gather information from the family regarding: their interests; important people and places in their lives; their concerns, priorities, and resources; and what's working/what's challenging in participating in everyday routines and activities.
- ⇒ Throughout the IFSP process and ongoing intervention, provide written prior notice at all appropriate times, obtain parent consent for evaluation/assessment and IFSP services, and ensure procedural safeguards are fully explained.
- ⇒ Evaluate and assess the functional needs and strengths of the child in all areas of development and the child's functional performance in the 3 global outcomes, to identify needs and appropriate services to meet those needs.
- ⇒ The family and EI providers collaboratively review information obtained through parent interview and child assessment and identify functional, measureable and developmentally appropriate IFSP outcomes that: a) focus on participation in everyday routines and activities; b) are based on family concerns, priorities, and interests; and c) are developmentally appropriate and reflect the child's functioning across settings.
- ⇒ The family and EI providers collaboratively identify strategies/activities and the necessary services and supports to achieve outcomes and enhance participation and learning in natural environments by: a) enhancing the family's capacity in supporting their child's learning and development between visits; b) building on the interests and strengths of the child and family; and c) designing frequency, intensity, and method for each service to be reasonable and not burdensome to the family.
- ⇒ During each early intervention visit, use the IFSP and discussions with the family about what worked/what was challenging since the prior visit to decide the priorities for and focus of the visit including: a) assisting the family in problem solving issues and challenges; and b) assisting the family in identifying naturally occurring learning opportunities.
- ⇒ During each intervention visit, participate with the family or caregivers and the child in activities and/or routines as the context for promoting new skills and behaviors.
- ⇒ Jointly revise, expand, or create strategies, activities or routines to continue to progress toward achieving IFSP outcomes and address any new family concerns or interest.
- ⇒ As a team, jointly review IFSP outcomes and services (including frequency and intensity) through periodic IFSP reviews or annual IFSP meetings ( and revise as necessary).
- ⇒ Identify transition issues and discuss steps to prepare the family for choices/options at different transition points and to prepare the child for participating in the new setting when transition occurs.

## Upcoming Training Events...

### *"Partnering for Success" Institute - Fall 2011*

Based on the positive provider feedback and response to this linked training series first introduced in the fall of 2010, the Illinois Early Intervention Training Program is proud to offer two opportunities to participate in this 4-day linked series training that supports the key principles of early intervention and promotes evidence-based practices in providing intervention to young children and their families. These full-day sessions take a deeper look at the key principles which guide that guide early intervention practices as well as assessment practices, teaming relationships in early intervention, and evidence-based practices and strategies.

Open to all early interventionists, of all disciplines and levels of experience, including service coordinators, this Institute lays the foundation for participants to build upon their knowledge and network, creating communities of practice that can continue to support learning and growth long after the Institute's scheduled sessions have ended.

The first Institute series begins on Friday, September 9, 2011 and will be held at the Regency Conference Center in O'Fallon. Successive sessions will be held on Thursday, September 22nd, Friday, October 21st, and Thursday, November 10th.

The second Institute series will be held at the Double Tree Hotel in Alsip with the first training day scheduled for Tuesday, September 20th. Sessions 2, 3, and 4 will be held on Thursday, October 6th, Thursday October 20th and Tuesday, November 1st. Participants must attend all four sessions in the Institute series to receive 25 hours of early intervention credit.

### *"Baby Steps and Building Blocks" - The Infant/Toddler Development Institute*

Professionals in the field of early intervention require a strong foundation of how development unfolds in the first three years of life. This four-day linked training series is designed to enhance participants' knowledge of infant/toddler development and support their ability to implement developmentally appropriate practices in their day-to-day work in early intervention. Highly recommended for those newer to the world of infants and toddlers seeking information on child development, this training series will be an essential tool in your work with children and families. This Institute is also appropriate for experienced professionals who have been supporting children and families who can benefit from revisiting and refreshing their knowledge on the most current information in the field.

Launching in Tinley Park, the first of this four-session training series will be held on Friday, October 7, 2011, with sessions 2, 3, and 4 scheduled, successively, on Thursday, October 27th, Thursday, November 10th, and Monday November 28th. Participants must attend all four sessions in order to receive 25 hours of early intervention credit.

Online registration is available for either Partnering for Success Institutes and the Infant/Toddler Development Institute. See [www.illinoiseittraining.org](http://www.illinoiseittraining.org) for more information and to register.

### *2011 Sharing A Vision Conference: "Children, Families and Professionals Together"*

Once again, the Illinois Early Intervention Training Program teams with collaborating agencies, IDEC, ISBE, STARnet, and Project Choices in presenting the *2011 Sharing A Vision Pre-Conference* events and invites you to join us as we present *"Recipes For Success"*. This pre-conference workshop will showcase intervention strategies, techniques and tips, learned through experience, by your colleagues in early intervention. A panel of Illinois early intervention partners, including Family Members, Service Coordinators, Speech-Language Pathologists, Physical Therapists, Occupational Therapists, Developmental Therapists, and Mental Health Specialists share practical strategies that support the creation of positive learning opportunities for the children and families we serve in Illinois Early Intervention.

This session takes place on Monday, September 26, 2011, from 9:00 am to 12:00 noon at the Crowne Plaza Hotel in Springfield. Online registration is available through the Training Program's website, [www.illinoiseittraining.org](http://www.illinoiseittraining.org). There is no cost to attend this pre-conference session; however seating is limited. Register Now.

But don't stop there...You are encouraged to register for the whole 2011 *SAV Conference: "Children, Families and Professionals Together"*, and take advantage of the full conference experience. Through the joint efforts of many early childhood supporters from across the State, the 12th Biennial Sharing A Vision Conference comes together to address mutually shared issues and goals as well as to promote networking and collaboration among the various early intervention and early childhood constituents. This 3-day event, starting on Monday, September 26th with pre-conference workshops/meetings, the Creative Expressions Art Gallery featuring children's art from across the State, Vendor EXPO, and opening ceremonies, continues through Wednesday, September 28th.

Whether you are an early interventionist, service coordinator, family member, educator, support staff, LIC member or administrator, this conference is for you. With over 60 different breakout sessions to choose from, this event allows you opportunities to learn new ideas and skills from the experts and share with your colleagues. Keynote speakers, LeDerick Horne on Tuesday and John Foppe on Wednesday will share their stories of personal triumph that will inspire and help you discover your own place in the world.

For more information and/or to register for the 2011 Sharing A Vision Conference, go to [www.sharingavision.org](http://www.sharingavision.org) or call Tracy Hodge at 630-369-7784.

**Information about these and other EI Training Events can be found at  
[www.illinoiseittraining.org](http://www.illinoiseittraining.org)**



# Pointers For Parents...

## *Charting Your Child's Development from 18 to 24 Months*

The following chart describes many of the things a baby is learning between 18 and 24 months and what a parent can do to support their child in all areas of development. As you read, remember that children develop at their own pace and in their own way. Understanding who your child is, what his strengths are and where he needs more support, is essential for promoting his healthy development.

### HEALTHY DEVELOPMENT: 18 TO 24 MONTHS

What's going on:	What you can do:	Questions to ask yourself:
<p>Toddlers' vocabularies are growing by leaps and bounds. They are learning and saying many new words and stringing words together, such as, "Dolly fall."</p> <p>Toddlers are very independent and eager to be in control. Among their favorite words are "Me" and "Mine!"</p>	<p>► Expand on what your child says. When she says, "Dolly fall!" you can say, "Yes, Dolly tumbled down to the floor!" This helps you expand your child's language skills.</p> <p>► Give your toddler ways to feel in control by giving choices among options that are acceptable. Let her choose between the red or blue cup and the pink or green shirt. Avoid asking her opinions when only one option is okay; for example, do not ask, "Are you ready to go?" unless she can stay longer. Use language to help her predict what will happen. "In five minutes it will be time to go."</p>	<p>► What are your child's strengths in communicating? Where does she need help?</p> <p>► How does your child express her thoughts and feelings? Is she more likely to use her words or actions? How do you respond?</p>
<p>Toddlers are developing self-control, but still cannot stop themselves from doing something unacceptable, even after many reminders. They also do not yet understand the consequences of their actions.</p>	<p>► Help prevent tantrums or loss of control by heading them off at the pass. If you see your child getting frustrated, try to calm her down and suggest another activity before she starts hurling the puzzle pieces. Help your obviously angry toddler avoid a fight with her friend by inviting them to pause for a snack.</p> <p>► Use consequences that are directly connected to the behavior of your child. If she is pouring water on her high chair after being told not to, take her out of her high chair. Then offer other acceptable options such as water play in the bathtub or outside.</p>	<p>► What behaviors do you find most difficult to handle? Why?</p> <p>► How were you disciplined as a child? How do you think that influences how you discipline your child?</p>
<p>Toddlers are able to play and explore in more complex ways. They like toys that they can play with in many different ways such as blocks, cars, and stuffed animals that lend themselves to imaginative play. Toddlers love to move. In just a matter of months, children go from crawling to walking to practically running! Practicing their new moves strengthens the brain connections that help coordination. Children learn a lot from active play. For example, they learn about gravity and up and down when swinging or going down a slide.</p>	<p>► Provide your child with objects and toys that lend themselves to imaginative play and join in with them. You will learn a lot about her thoughts and feelings and can help her expand her thinking. Sand, water, play dough, and drawing materials are all good choices for children this age. They help develop your child's creativity and strengthen muscles that your toddler will use later in handwriting.</p> <p>► Turn a walk into a learning opportunity. Point out big and small dogs in the park. Talk about the colors of the cars on the street. This kind of learning makes new ideas and concepts stick.</p>	<p>► What are some of the ways your child uses pretend play? What does this tell you about her?</p> <p>► What do you most/least enjoy about playing with your toddler?</p>

This is one of a series of handouts made available from ZERO TO THREE, the nation's leading resource on the first three years of life, and the American Academy of Pediatrics. For more information on this and other family and provider resources, go to: [www.zerotothree.org](http://www.zerotothree.org) or [www.aap.org](http://www.aap.org)

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**IL Dept of Human Services Bureau of Early Intervention**  
**<http://www.dhs.state.il.us/ei>**



**Provider Connections**  
**[www.wiu.edu/ProviderConnections/](http://www.wiu.edu/ProviderConnections/)**



**Early Intervention Clearinghouse**  
**[www.eicclearinghouse.org](http://www.eicclearinghouse.org)**



**Early Intervention Monitoring Program**  
**[www.eitam.org](http://www.eitam.org)**



**Early Intervention Central Billing Office**  
**[www.eicbo.info](http://www.eicbo.info)**