

Early Intervention Training News

Administered by the United Cerebral Palsy of Greater Chicago and
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How to Reach

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EI Mentorship Program offers opportunities to share skills, knowledge and experiences

By Ted Burke,
EI Training Program Director

The Mentorship Program offers Illinois Early Intervention providers the opportunity for a supportive professional relationship where knowledge, skills and experience are shared. The **mentee** is someone who is seeking guidance in developing knowledge, self awareness and competence in early intervention. The **mentor** is a person with expertise in the areas of interest, who is willing to share his or her wisdom.

The Mentorship Program offers the mentee a nurturing and confidential environment in which to ask questions, share concerns and learn from an individual having more experience in the topic. The focus of the mentorship depends upon the needs of the mentee. Mentorships offer an opportunity to explore practical and theoretical issues that the mentee perceives

as unfamiliar, problematic or newly challenging.

Mentees can be any person credentialed in the Illinois Early Intervention System. Mentees can be experienced practitioners who want to deepen their knowledge and expand their skills or individuals new to the field who want to focus on learning about a particular aspect of their job.

Mentors are individuals experienced in early intervention with an expertise in the area in which they will provide a mentorship opportunity.

Mentors receive a stipend of \$250 for their work with a mentee, and up to 9 hours of credit every three years toward the maintenance of their early intervention credential.

How does it work?

Mentors and mentees meet for 10 hours over six months, with at least 8

hours being face to face, working on goals that they create together. The goals can focus on any aspect of work in early intervention, and are directly linked to Illinois' Principles of Early Intervention. Upon completion of the mentorship experience, the mentees will be awarded 10 continuing professional education credits in the appropriate EI core knowledge area.

There are two types of mentorships supported by this program:

Individual A relationship between a mentor and a mentee for the purpose of individual support and technical assistance, focusing on goals created together reflecting the mentee's needs interests;

Group: A series of meetings between a mentor and a group of

See Mentor on Page 2

EI Mentor Program Continued

providers, focusing on support and technical assistance around a specific topic. A few examples of topics which can be addressed through mentorships include assessment tools, sensory integration, parent-child relationships, service delivery in a day care setting, motor needs in newborns, and working with diverse populations.

Guidelines

Mentorships will be awarded for a period of 10 hours over six months. Two funding periods for Fiscal Year 2005 are anticipated. For the **first** funding period, applications for mentorships will be due July 1, 2004. Awards will be announced August 1, 2004. Mentorships will begin in August 2004 and end January 2005.

Applications for the **second** funding period will be due Dec. 1, 2004. Awards will be announced January 1, 2005. Mentorships will begin in January 2005 and end June 2005.

The focus of a mentorship must be related to the Illinois Early Intervention System's *Principals of Early Intervention*. Mentee applicants should request a topic as identified in the application material, which will assist us in finding a mentor.

Mentors will be assigned by the Illinois Early Intervention Training Program based on the mentor's area of knowledge and availability. However, mentors cannot work at the same Early Intervention Program as the mentee. Mentors must be currently credentialed in the Illinois Early Intervention System unless you are chosen as a Higher Education Academic Mentor.

Distribution of awards

Mentorships will be awarded balancing the following factors: region, discipline and experience in the field;

For further information email Ted Burke at tburke@ucpnet.org. In the month of May applications will be available on our website www.illinoiseittraining.org

Or

call our office at
866-509-3867

For an application
Remember the deadline
Is May 1, 2004

What's under construction



EI Providers earn extra credit for trainings

Ted Burke, director of the EI Training Program, announced that the training program has received approval from the Illinois Department of Regulations (IDPR) to offer CEs to Physical Therapists, Speech Language Pathologists and Social Workers. Approval has also hours for EI trainings.

When providers receive a certificate for an EI training it will note the number of hours that can apply toward trainings required for providers to maintain their licenses. Contact hours will also be noted for those who need CPDUs through the Illinois State Board of Education. The program has requested approval for occupational therapists to receive credit for

EI trainings. When providers receive a certificate for an EI training it will note the number of hours that can apply toward trainings required for providers to maintain their licenses /or teaching certificates. The training program has requested approval for Occupational therapists for EI trainings.

New Trainings

You can see by the agenda for the Regional Conferences that the EI Training Program continues to expand its menu of trainings. Other trainings that are available include an expanded IFSP training and documentation training for service providers and service coordinators.

Collaboration with the IMDN brings new training

A new training on writing Family-Centered Functional Outcomes has been developed. This is a four-hour training, with a follow-up training. A total of 8 hours is offered for those who attend both sessions and work on a case study.

This Outcomex training is targeted toward service providers and service coordinators who have some experience in the EI system. Case studies, problem-solving scenarios and discussion focus on the intent and process of writing outcomes and service plans. If you are interested in hosting a training at your site or would like to attend the training, contact the Illinois Medical Diagnostic representative that works with your CFC, or call the EI Training Program.

Provider Connections Corner

By Rob Derry
Provider Connection

EI and the New Speech Language Pathology Assistant (SLPA) Requirements

The Illinois Department of Professional Regulation implemented licensure requirement for Speech Language Pathology Assistants (SLPAs). The new license requires an associate degree from an approved SLPA program. Persons holding a bachelor's degree in Communication Disorders who were functioning as a SLPA on June 1, 2002 were allowed to make application for the license prior to Dec. 31, 2003.

The window for applying for this license was only open during the month of December. Legislation has been introduced to widen the application time frame. When more information regarding this consideration is available, it will be posted on the Provider Connections web site at

www.wiu.edu/providerconnections.

EI Rule 500 (implemented Feb. 7, 2003) requires SLPAs to hold a current license to be credentialed within the Early Intervention System. No applicant will be issued an EI-Associate SLPA credential without a current SLPA license. The only exception to this rule is graduate students in their Clinical Fellowship Year (CFY).

Presently, bachelors degree level and non-CFY masters degree providers currently holding an active EI - Associate - Speech Language Pathology Assistant credential will be allowed to renew their credential without having the license. However, if the credential is inactivated it will not be reinstated without the provider presenting the SLPA license in addition to the required re-credentialing materials.

When the SLPA licensure issues are resolved and made available, all providers will be asked to provide the license to Provider Connections in order to keep their credential. Written notification of this request will be sent to providers. A specific time frame will be given to providers in which to supply the requested documentation. If documentation is not provided within the defined time frame, the credential will be inactivated.

Core Knowledge Areas Coursework Documentation Change

Beginning January 1, 2004 new applicants applying for the EI Developmental Therapy credential are not only required to meet specific degree requirements and document training in a global assessment tool, but also must document 2 semester hours or 30 contact hours in the four (4) core knowledge content areas. These areas are:

- ◆ Development of Young Children: Typical and Atypical

- ◆ Assessment of Young Children with Special Needs
- ◆ Intervention Strategies for Young Children with Special Needs
- ◆ Working with Families of Young Children with Special Needs

Young Children is defined as children age birth to five

Prior to March 5, 2004 course work being used to document these core knowledge areas was required to be within the past 5 calendar years of the EI credential application being made.

After recommendations from providers and other stakeholders in the EI System, the Department of Human Services has extended this timeline requirement to 10 years from the time the EI credential application is made.

Although this requirement currently only effects new applicants applying for the DT credential, beginning July 1, 2007 all new and renewing applicants will be required to document the 4 core knowledge area requirements to be issued/reissued any credential.

See Provider Connections on Page 4

EI Mentorship program links EI providers to share their knowledge and experiences



WE'LL SAY IT AGAIN: 'WEBSITE USERS HAVE THE EDGE



What's new in EI?
I know where to find
out

By Lucy Gimble
Administrative Assistant

We've said it before and cannot say it enough, "*Website users have the definite edge in Early Intervention*". The Internet is the fastest and most cost effective communication system available to us.

Your ability to access it and use our website will keep you apprised of current EI Rules, training opportunities, credentialing policies/procedures and any changes/updates that affect the functions of the Early Intervention system. With the click of your mouse, your credentialing status, policy updates, current training opportunities as well as those past and present approved for EI credit, video training and a wealth of early intervention resources are available to you.

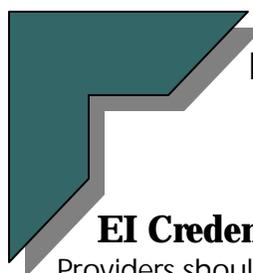
It is possible for the EI Training Program to send monthly mass mailings to 5000+ providers across the state to 'remind' and update them of training events. However, once the time and costs of such an endeavor are factored into the budget, there's little to be reminded of.

We believe it to be in the best interests of all service providers and the children and families they serve to use our resources to adapt/develop

curriculum relative to current Illinois early intervention needs and present it. Discovering all that is offered is just a couple of mouse clicks away.

All providers enrolling in the Illinois Early Intervention system agree to Internet access and to regularly monitor early intervention websites. With links to Illinois DHS Bureau of Early Intervention, Provider Connections, The Illinois EI Clearinghouse, and several other EI related sites, continued calendar updates, and a video learning library, www.illinoiseittraining.org strives to be your 'one-stop-shopping' early intervention Internet website. More user friendly than ever before,

See Website on Page 8



Provider Connections Continued

EI Credential Renewal Process

Providers should send all required EI Credential renewal materials to Provider Connections no more than 4 weeks prior to the credential expiration date. Renewals are reviewed and processed during the last week of the month that the credential expires. Because updated information is sent from the Provider Connections office to the Illinois Department of Public Aid (IDPA), renewals cannot be processed any earlier because IDP will not accept post-dated information.

Even though renewing providers may not have the renewed credential in hand by the expiration date there will be no lapse in the credential. If Provider Connections receives a renewal application but needs more information to renew, the providers will be contacted. You may also view your credential status and begin/expiration dates on the

Credential Lookup System at
[www.wiu.edu/
providerconnections](http://www.wiu.edu/providerconnections)



Year 2 for EI Regional Conferences

Newest date -- August 2-3 at the Holiday Inn Select in Decatur

The EI Training Program is planning another year of Regional Conferences. We still have openings at the Crystal Lake and Mt. Vernon conferences, so if you are interested please fill out the registration form on the next page and send it to our office. A Regional Conference has also been scheduled at the Holiday Inn Select, 4191 W. Highway 36 in Decatur on August 2-3. We are finalizing the agenda for Decatur. Please

check our website for more information on Decatur as well as five other regional conferences that will be held between September 2004 and June of 2005. The cost for a Regional Conference beginning with the Decatur conference in August will be \$40.00. The attendance fee was raised because of increased costs for holding Regional Conferences.

Don't miss the chance to attend a Regional Conference. Each of the conferences includes two full days of workshops, question and answer sessions on Day 1, and plenty of time to network with other EI providers. An attendance fee of \$25.00 for the Crystal Lake and Mt. Vernon conferences and \$40 for the Decatur conference is charged to participants attending one or both days of each conference. Parents who have children receiving EI services can apply to the EIPALS program for a Leadership Grant to pay the participation cost. For information on the stipend contact Joan Debelak at 708.444.8460, ext. 12, or toll free 866.509.3867, ext. 12. You can mail or fax your registration form. If you fax the form please mail your check as soon as possible. The registration form is on the next page.

Full conference agendas are at
www.illinoiseittraining.org

Decatur Highlights

The Hearing and Vision Connection will offer specific sessions beginning with the Decatur conference. There will also be sessions that relate to the following areas:

- ◆ Growth and Nutrition in Young Children
- ◆ Sensory Techniques with Young Children
- ◆ Infant Massage: An Overview of Techniques to Share with Families
- ◆ Working with Family in Early Intervention
- ◆ Developing Family-Centered Functional Outcomes

Conference Schedule

The conference will begin at 8:30 a.m. each day with registration and continental breakfast. Participants will have a choice of breakout sessions in the morning and afternoon, unless they are attending a full-day session. Question/Answer sessions will be held before lunch to address topics such as Credentialing, Making the Shift to Natural Environments, Quality Assurance and What's Billable Under IFSP Development Time. A complete schedule for each conference is posted on the EI Training website.

To Register

Pre-registration is required if you plan to attend one or both days of a Regional Conference. Information on area hotels will be mailed to participants with their confirmation notice about three weeks before the event.

EI Regional Conference Registration Form

Please circle which Regional Conference you plan to attend

Crystal Lake, May 25-26

Mt. Vernon , June 16-17

Decatur , Aug. 2-3

Please complete the registration form below and send

Via Mail to: Illinois Early Intervention Training Program
c/o United Cerebral Palsy of Greater Chicago
7550 West 183rd Street, Tinley Park, IL 60477

Fax to: 708.444.8470

If you are faxing your registration form you will need to send a check (\$25.00 for Crystal Lake and Mt. Vernon, and \$40.00 for Decatur) payable to UCP of Chicago as soon as possible to secure your registration.

Name _____ Daytime Phone _____

Agency/School _____ Fax Number _____

Work Address _____ City/State Zip _____

Home Address _____ City/State Zip _____

E-Mail address _____ Current EI Credentialed Position _____

I am a parent of a child receiving EI services (check here if applies) _____

I would like to apply for an EIPALS Parent Leadership Grant (check here if applies) _____

**If you have questions call us at
708.444.8460, ext. 23
toll free 866.509.3867, ext. 23**

Nurturing a Child's Development from 2 to 6 months

By Sonja Hall

Social Emotional Project Consultant

(This is the second in a series of articles about the critical nature of early parent-child relationships, brought to you by the Social-Emotional Initiative funded through the DHS Bureau of Early Intervention. The following is quoted from a parent information sheet, developed by Zero to Three and the American Academy of Pediatrics).

“Key Finding from a National Academy Sciences report highlight the contributions to development of, in brief 1) parent-child relationships, 2) both nature and nurture, 3) linkages between all areas of development, and 4) what children experience, including how their parents respond to them.

How does this look in everyday life?

Five-month-old Tara loves playing peek-a-boo with her mom and dad. When they stop, she squeals and reaches out her arms to let them know she wants more. So they continue. Soon her parents add another twist to the game as they start to hide behind the pillow for a few second before they “reappear” to give her time to anticipate what will happen next.

This simple game is more than just fun. It shows how all areas of Tara's development are linked and how her parents help to encour-

age her healthy development. Tara's interest in playing with her parents is a sign of her social and emotional development because she has fun with per parents and can see how much they enjoy being with her. This makes her feel loved and secure, and will help her develop other positive relationships as she grows. Her desire to play this game with mom and dad leads to the development of new intellectual abilities as she learns to anticipate what comes next, an important skill for helping her feel more in control of her world. Knowing what to expect will also help her to more easily deal with being separated from parents as she learns that people exist even when she can't see them.

Tara's early language and motor abilities emerge as she squeals, makes sounds and moves her arms to let her parents know that she does not want them to stop. When they continue, her parents let her know that she is a good communicator, and each time they reappear, she learns that she can trust them to always come back.

Relationships are the foundation of a child's healthy development.



How observing and listening to parents can help providers

When working collaboratively with parents, you have a chance to ask them what games, such as peek-a-boo, they enjoy with their children, and even ask them to demonstrate how their babies respond. You can then talk about the wonderful developmental effects of these games, as described in this story. If a child has a disability that inhibits her capacity to play peek-a-boo, such as visual limitations, you can talk about emphasizing the use of the other senses in playing the same game, i.e., touch or voice. Parents can be the best sources of information about how, in their daily interactions, they might enhance their babies' learning to anticipate what happens next, that parents always come back after separations, and to feel pleasure and fun in interacting and communicating with parents. Again, ALL areas of development will be impacted.

Website Information continued

the EI Training Program listens to your feedback and continues to make improvements to the website allowing EI providers access to necessary and pertinent information as efficiently as possible. From cosmetology to neurology to veterinary medicine and everything in between, wouldn't you want your hired, licensed professionals to be current in the issues and trends of their fields?

As Illinois licensed professionals, EI providers deserve the opportunity to be the best and it is the goal of the Illinois Early Intervention Training Program to provide some of those opportunities. In many instances, our website is the only source used to promote Illinois early intervention information and opportunities.

Yes, Website users **DO** have the edge in Illinois Early Intervention, and www.illinoiseittraining.org is a good place to start!



Parents would like professionals to know

An article published in the *Parent-Family Connections* (G. Costa) listed "Lessons Parents Would Like Professionals to Know." Here is an excerpt from what parents said.

- ◆ "Please don't use unexplained terms or acronyms.
- ◆ Please keep the feeling of control in our hands. Allow us the opportunity to consider options without judgments or pressure.
- ◆ Consider the ways I might cope with my child's problems. Do not make judgments; show me courtesy and respect. Look behind the reasons I am not able to do what you think I should do.
- ◆ Allow me to keep searching for an answer. And, allow me to suspend my search."

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