

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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Thinking About Child Outcomes?

Illinois is one of several states working with the Early Childhood Outcomes Center's (ECO) Child Outcomes Summary Form to collect child outcomes information to determine the effectiveness of early intervention services. Over the last year, ECO has developed a variety of tools and resources to support early childhood professionals in their work with the child outcomes summary form. These resources are available at the ECO website at

www.the-eco-center.org.

Specialists from the ECO center recently facilitated a series of EI workshops across Illinois. One tool they presented at the workshops was entitled "**Age-expected and Immediate Foundational Skills and the Child Outcome Summary Forms (COSF) 7-Point Rating Scale.**" Here is an explanation of the form and process:

The COSF uses a 7-point scale for rating a child's functioning in each of the three outcome areas. To determine a rating, the team must be familiar with the child's functioning in the outcome area across a variety of situations and settings. The team needs to think about the many skills and behaviors that allow the child to function in an age-expected way in each of the outcome areas. The team needs to understand the developmental continuum that leads to age-expected functioning, asking:

1. Are the skills and behaviors demonstrated what one would expect for a child this age?

2. If not, are they like those of a

younger child? Are these the skills and behaviors that come just before the age-expected skills and behaviors?

3. If not, are they like those of a MUCH younger child? Or are they farther away (much earlier or atypical skills and behaviors) from age expected skills and behaviors?

An important developmental concept for understanding how to use the COSF is the concept of foundational skills.

Some of the skills and behaviors that develop early serve as the foundation for later skills and behavior, or expressed another way, later skills build on earlier skills in predictable ways.

Teachers and therapists can use earlier-developing skills to help children move to the next higher level of developmental functioning. We refer to these conceptually linked earlier-developing skills that serve as a base as "**foundational skills.**" For example, children play along side one another before they interact in play.

Development in the early childhood years proceeds through several levels of foundational skills as skills and behaviors become more complex and more varied as children get older. All skills that lead to higher levels of functioning are foundational skills, however, the set of skills and behaviors that occur developmentally *just prior* to age-expected functioning can be described as **immediate**

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foundational skills in that they are the set of foundational skills that immediately precede age-expected functioning.

A child whose functioning is like that of a slightly younger child is probably showing **immediate foundational skills**. Her functioning

does not meet age expectations, but she demonstrates skills and behaviors that occur developmentally just prior to age expected functioning and are the basis *on which to build* age-expected functioning.

A child whose functioning might be described as like that of a MUCH younger child does not meet age expectations, nor does she demonstrate skills and behaviors that immediately precede age-expected functioning. She has foundational skills, but does not yet demonstrate an **immediate foundational** level.

It is important to note that some foundational skills get replaced by newer skills whereas others continue in children's (and adult's) repertoires throughout the lifetime. The nature of interacting with other children changes fundamentally as children get older. On the other hand, skills like making eye contact, turn-taking, and eating with a fork get incorporated into more sophisticated routines but never disappear.

To identify whether functioning that continues throughout life constitutes an immediate foundational skill, ask yourself at what age one would first expect to see this functioning and how close that age is to the child's current age. For instance, being able to make eye contact is not an **immediate** foundational skill for a three year old because we would expect eye contact to start at a much younger age." Having a firm understanding of foundational, immediate foundational, and age-expected skills will help team members implement correct and consistent ratings.



Updates From Across The State...

The 2nd Annual Hope for All Conference: A conference promoting Autism Spectrum Disorder Awareness is scheduled for Friday, July 13, 2007 at the Westin/Chicago – North Shore, 602 North Milwaukee Avenue, Wheeling, IL 60090. The conference is held from 8 a.m. to 3:30 p.m. and includes breakfast and lunch. Brian King will talk about "Making the Spectrum World Friendly" in his keynote address. King has Asperger's Syndrome and is the parent of three sons also with Asperger's Syndrome. He is a licensed clinical social worker who has focused his social work and coaching practices on issues faced by individuals on the Asperger's end of the Autism Spectrum.

Ken Moses, a psychologist and parent of an adult son with a disability, and Autism specialists Barbara Doyle, Pat Bryant, Patti Boheme, Tracy Lyndon and K. Garvey Hohne will also present. A link to online registration is available on the Home page of www.illinoiseittraining.org, or a registration form can be downloaded by searching 'Regional Conferences' un the Upcoming Training Events menu option. Registration cost for the one-day conference is \$50.00.

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The Illinois Early Childhood Intervention Clearinghouse is moving in July, 2007 to 223 S. Third Street, Springfield, IL 62701. The Clearinghouse's telephone and fax numbers are not changing. The website address will also remain the same at www.eicclearinghouse.org. The Illinois Early Childhood Intervention Clearinghouse, funded by the Illinois Department of Human Services, has been providing library and information services on early intervention issues throughout Illinois since 1986. Their mission is to make available state-of-the-art library and information resources related to early childhood intervention to the citizens of Illinois. The Clearinghouse offers Information on health, educational, disability and developmental concerns of infants and young children through books, journal articles, periodicals, videotapes, Cd-roms, audio cassette tapes, bibliographies and special publications and brochures. Check the EI Training Program's website (www.illinoiseittraining.org) for a list of Clearinghouse videos that can be used for EI credit.



Registration Is Open for Sharing A Vision 2007

The 10th Illinois Statewide Collaborative Early Childhood Conference will be held Oct. 17-19, 2007 at the Crowne Plaza in Springfield, IL. The pre-conference this year will feature a full day of trainings offered through the Early Intervention Training Program. The Training Program will offer half-day sessions on: Sibling Perspectives of a Brother with Cerebral Palsy; Professional Boundaries in Natural Environments; Working with African American Families; and Providers Helping Families with Transition (This session will include a panel discussion). The Training program will also offer as a pre-conference session, a full-day workshop on Developing Meaningful Intervention Plan for Families. Refer to www.illinoiseittraining.org for more information on the pre-conference sessions.

Providers who wish to attend the full conference will need to pay a registration fee of \$125, if registered before July 25, 2007. The fee for those registering after July 25th is \$150. Complete information on the full SAV conference schedule is available at www.sharingavision.org

Sharing A Vision is recognized as one of Illinois' premiere early childhood conferences. The 2007 conference features internationally renowned presenters, a full menu of workshops, many approved for EI credit, hot topic discussion sessions, networking opportunities, a children's Creative Art Gallery, and vendor exhibits.



Life-Long Learners Can Take Things a Little Easy Too!

Two of the more popular television figures these days are the adorable turtles, Bill and Karolyn Slowsky. The Slowsky's just like to take things a littler slower than the rest of the world. The "slow and easy" couple is so popular they have a website and Karolyn has a blog.

Taking things "slow and easy, may be good advice, but when you work in early Intervention it's a motto that's difficult to embrace. Early intervention is a busy world. Yet, it's an environment that encourages life-long learning. The EI Training Program offers flexible opportunities for EI professionals to update and expand their learning at their own pace.

Two options are on-line trainings and watching approved videos. Trainings currently available on-line include:

Basic Level Autism Training

15 hours in Atypical Development, 8 hours in working With Families, 18.5 hours in Interventions and 12 Hours in Assessment. A total of 54 hours

Billing for EI Providers

2 hours in Working With Families

Provider Training on Mandated Child Outcomes

2 hours in Assessment or Working With Families

CVI Damage to the Brain: A common cause of Visual Impairment to Children

1 hour in Atypical Development, 2 hours in Assessment, 3 hours in Intervention

You can access the trainings through the 'online training' search option under the Upcoming EI Training Calendar menu selection at www.illinoiseittraining.org. Providers will need to register for the training and follow the directions given. You must complete the entire training in order to receive EI credit.

Video Credit Hours—To help providers and appli

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cants meet their credentialing goal, the EI Training Program has worked with the Illinois Early Childhood Intervention Clearinghouse to identify approximately 175 recent videos that are now approved for credit hours. A maximum of 5 hours of EI Video credit may be used for every 30 hours of continuing education submitted for renewal and/or core knowledge area documentation purposes. Individuals will need to complete an EI Training Video Credit Request form in order to receive credit. This form is included in your video rental from the Clearinghouse or can be downloaded from the EI Training Program’s website. Credit hours are awarded according to the running time of the video rounded up to the nearest quarter hour.

A listing of Clearinghouse videos approved for EI credit and the EI core content area of approval is available at www.eiclearinghouse.org. This listing can also be found through the ‘Links’ menu option on the

EI Training Program’s website. Clearinghouse videos are loaned for up to two weeks and are shipped directly from the Clearinghouse library in Springfield to your home address. When finished viewing them, EI professionals can return the videos at local libraries or mail them back to the Clearinghouse.

Although most of the Clearinghouse’s video library is readily available, some of the more popular titles may be on a waitlist.

Three video titles are readily available online through the EI Training Program’s website. Each of these videos offer one hour of EI credit. Video Credit Request forms must be completed for these three videos, as is with the Clearinghouse videos, to receive EI credit.



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