



## Spotlight On Success: SANDY'S SPEECH GROUP

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In many service fields, success is often marked by the successes of those served. Success in Illinois Early Intervention is often recognized by the advances children and families make towards their goals with the help and guidance of provider teams. But success can also be measured in the unexpected as witnessed in the story below .

Submitted by Barbara Lueck Steinkrauss and printed with permission by Sandy's Speech Group, the following story shares of the impact service providers can have on each other...

*For the past several years I have provided speech therapy services through Illinois' Early Intervention program. Periodically new requirements are mandated for maintaining our certification. Four years ago Ongoing Professional Development was added which requires that we meet for at least an hour each month with other professionals in our discipline. Like any new 'burden' on our time, this was met with resistance.*

*Initially I fulfilled this requirement meeting other speech therapists at various meetings.*

*One day I met Sandy Brooks, a speech therapist who invited me to attend a monthly get together she*

*had organized. At that time the group was meeting for dinner at a restaurant in Chicago's Chinatown and more recently the meetings are at 8:30 on Sunday mornings at the Panera Bread Store.*

*What started four years ago as an obligation has progressed to monthly meetings of eight therapists who look forward to seeing each other for consultation on various cases, scheduling and billing issues and discussions of journal articles. Therapists who attend various classes or conventions share what they have learned with the group. In between our monthly meetings we communicate via e-mail if we have questions or problems.*

*During the years we have learned about each others' backgrounds, families and interests. We've watched one therapist progress through a*

*Continued on page two*

### DHS Bureau of Early Intervention Announces January 1, 2009 as Deadline for Currently Enrolled Bilingual Interpreters to Meet New Compliance Requirements

Notice has been posted on the Provider Connections and DHS/EI websites announcing that providers currently enrolled as bilingual interpreters must be in full compliance with the new training and testing requirements by January 1, 2009 to continue their enrollment with the Central Billing Office. On January 1, 2009, authorizations will be ended for all interpreters/translators who are not in compliance with the new requirements of having completed a required six-hour Interpreter Training, provided by the Illinois EI Training Program and having met 70% proficiency on language competency exams, either oral proficiency, written proficiency or both, also provided by the EI Training Program. All new interpreter applicants must complete the Systems Overview Training in addition to the Interpreter Training and proficiency testing before submitting application/enrollment paperwork to Provider Connections. Child and Family Connections offices will be working with interpreters/translators who have met these requirements to ensure that bilingual interpreting/translating needs of infants and toddlers enrolled in the Early Intervention Program continue to be met.

Bilingual Interpreters that have failed to bill for services for more than 12

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## Interpreter Compliance Deadline - *Continued*

consecutive months will be inactivated immediately. On January 1, 2009, those remaining interpreters who have not met the new enrollment compliance requirements will lose all authorizations for services.

It is the responsibility of the interpreter to register for training and schedule appointment(s) for testing with the Illinois Early Intervention Training Program. Testing and Training schedules are posted on the training website, [www.illinoiseittraining.org](http://www.illinoiseittraining.org). Although The Training Program and Provider Connections share training and testing data, it is also the responsibility of each Interpreter to notify Provider Connections of compliance by sending the Certificate of Attendance and the Certificate of Language Proficiency to them.

The Illinois EI Training Program has been offering proficiency testing and Interpreter Training since February. To meet the need of those already enrolled as Interpreters in Early Intervention, the Training Program will continue with an accelerated schedule of testing and training through November 1, 2008. Those tested by November 1st are guaranteed test results in time to submit to Provider Connections by January 1st. Any testing done after November 1st may or may not be scored in time to meet the deadline.

Proficiency testing is by appointment only and is scheduled through the Illinois Early Intervention Training Program central office by calling toll free, at 866/509-3867, ext 266. Scheduling by phone is done Monday thru Friday from 9:00 am to 4:00 pm, except on holidays. Candidates are not considered scheduled until testing fees are received. Fees are \$65 for each exam and are accepted by check, money order or major charge card. Checks are to be made payable to UCP of Greater Chicago. ***Interpreters are eligible to take each test twice within a six-month period and are responsible to pay the full cost of \$65 for each test taken regardless of the results.***

Complete details as well as current training/testing schedules are available at [www.illinoiseittraining.org](http://www.illinoiseittraining.org)

## SPOTLIGHT ON SUCCESS - *Continued*

*pregnancy and give birth to a beautiful boy and listened as she now shares anecdotes about his antics as a three year old.*

*Sadly, we also watched as Sandy, the therapist who started this group battle cancer. Some months she would be wearing a wig as she underwent chemotherapy and we celebrated when she was in remission. Sandy managed to be joyful and caring throughout her ordeal. During the summer of 2007, Sandy passed away. Two weeks before she died she sent an e-mail about an article to discuss at our next meeting. We miss her perspective and friendship very much.*

*What started as a 'burden' has become a time I look forward to each month. I am thankful to Early Intervention for the opportunity to meet with this outstanding group of women who have become my professional friends.*

Do you have a success you would like to share? Please e-mail your story to [salt@illinoiseittraining.org](mailto:salt@illinoiseittraining.org). We cannot guarantee that we will print all stories received, but we will do our best to share them all. Thank you.

## The Illinois EI Training Program

### **By Phone**

708.444.8460  
ext. 250

Toll Free:

866.509.3867  
ext. 250

### **By Fax**

708.444.8470

### **By Mail**

7550 W 183rd St  
Tinley Park, IL 60477

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[tburke@illinoiseittraining.org](mailto:tburke@illinoiseittraining.org)  
[lgimble@ucpnet.org](mailto:lgimble@ucpnet.org)

### **Website**

[www.illinoiseittraining.org](http://www.illinoiseittraining.org)

### **Office Hours**

8:00 am - 4:30 pm  
Monday - Friday

## The Child Behind the Numbers...

An assessment should identify the strengths and risks within the child and the family context and use multiple methods and sources to obtain a holistic and representative picture of the child and the context in which the child functions. Dr. Samuel Meisels contends that "assessment is closely connected to its utility—to its contributions to decision making about practice or intervention or its judgments about a child's continuing progress." Observation, screening and assessment should form a continuous process through which a child's developmental strengths and needs are identified to inform the plan for intervention. Screening and assessment should be viewed as part of the continuum of intervention and not only as a means of identification and measurement. When there is fusion of assessment and intervention, both child and family benefit.

For a unique opportunity to learn from national leaders in the field of early childhood assessment—you are invited to attend:

### **The Child Behind the Numbers** *A Conference on Early Childhood Evaluation and Assessment*

**Featured Keynote by Samuel Meisels, Ed.D.**



*The Role of Research in Creating the Tapestry of Early Intervention*

**Presented by Gloria Harbin, Ph.D.**



*Family Assessment in Early Intervention*

**Presented by Lee An Jung, Ph.D.**



*Assessment Enhancement:*

*Observing and Interpreting Neurobehavioral Cues*

**Presented by Jennifer Rosinia, Ph.D.**



*Recognizing the Cultural Aspect in Evaluation and Assessment*

**Presented by Benton Johnson, II, Ph.D.**

4.5  
Early  
Intervention  
Credential  
Hours  
in  
Assessment

#### **WHEN**

**Friday, October 31, 2008**

**9:00 am - 2:30 pm**

#### **WHERE**

**Chicago Cultural Center  
78 East Washington Street  
Chicago, IL 60602**

#### **COST**

**\$90 includes Lunch from Berghoff Catering**

#### **HOW DO I REGISTER?**

**[www.erikson.edu/professionaldevelopment](http://www.erikson.edu/professionaldevelopment)**

The event is listed in the "Special Events" Box.

## Credential Application Instructional Podcast

Provider Connections has developed an instructional video podcast to assist in the completion of the EI Credential Application. This podcast is available at [www.wiu.edu/providerconnections](http://www.wiu.edu/providerconnections) by clicking on the 'Podcast' tab on the home page. A link is also available on the Credentialing/New Applicants. You are asked to encourage potential providers considering applying for EI Credentials to view this podcast as it may answer frequently asked questions. If you have any questions please contact Provider Connections at 800/701-0995.

## Training Program Presents at Fall Conferences

In collaboration with the Illinois Physical Therapy Association, the EI Training Program will be presenting a series of conference sessions at the 2008 IPTA Annual Fall Conference: *"Moving In All The Right Directions"*. Scheduled for September 26-27, this year's conference will be held at the Holiday Inn Select, 1801 N Naper Boulevard in Naperville, IL. On Friday, The Training Program's sessions will focus on assessment in early intervention with the "Development of Meaningful Intervention Plans for Families and Providers". Saturday's presentation, "The Road Less Traveled", focuses on strategies and interventions for parents and caregivers to carry over into every day situations. Further conference details and registration information can be found at [www.IPTA.org](http://www.IPTA.org).

In addition to the IPTA Fall Conference, The Training Program has, once again, been accepted to present at the Division of Early Childhood's 24th Annual International Conference on Children with Special Needs and Their Families: "Renew Your Energy". This four-day event opens on Monday, October 27th and runs through Thursday, October 30th. Held at the Hilton Hotel in Minneapolis, Minnesota, detailed information and online registration is available at [www.dec-sped.org/conference](http://www.dec-sped.org/conference).

## From the Office of the Training Program...

Through the collaborative efforts of the IL Autism/PDD TTAP, Illinois State University, and the Illinois Early Intervention Training Program, the Training Program will continue to offer the online training, Autism Spectrum Disorders. Available through [www.illinoiseittraining.org](http://www.illinoiseittraining.org), the successful completion of this course offers participants 54 EI contact hours among the various core knowledge content areas of Illinois Early Intervention. Within this training are gateway quizzes and written reflective assignments. So that the Training Program can better process participants' assignments, all assignments are required to be submitted for review together, effective immediately. An Assignment Checklist has been added to the course attachments. Participants are asked to use this checklist as a self-tracking tool and submit the completed checklist along with all assignments to the Training Program.

# Positive Solutions for Families

## *Eight Practical Tips for Parents of Young Children With Challenging Behavior*

Has life with your young child become filled with conflict and confusion? Does it seem as if even the simplest activity can turn quickly into disaster when your child's behavior is out of control? Are you beginning to feel as if things are getting worse instead of better?

YOU'RE NOT ALONE. Many, if not most parents find themselves struggling with the challenging behavior of their young child at some point in time. The good news is that there are evidence-based, effective strategies that you can use to create positive solutions for your family.

Review each of the tips below and think about situations you have experienced that are similar to the provided examples. You will need to decide which strategies are likely to work best for your family. You might want to try one or two of the strategies at first and then add others as you become more comfortable with the process. Remember, the idea is to develop specific approaches for your own family that can be used in everyday life.

### **Tip #1: Keep Your Expectations Realistic**

It is important for you to know and understand your child's abilities and limitations. When you expect too much or too little from your child it can lead to problems and frustrations for you both. ~ *You are in a restaurant with a group of friends. The waiter took your order over 30 minutes ago and your food still hasn't arrived. 2 ½ year-old Simone is getting impatient—she is throwing her crayons and saying that she wants down. Instead of getting angry and frustrated with her for acting up, try taking her for a short walk to give her and others a needed break.* ~

### **Tip #2: Plan Ahead**

Try to anticipate what your child may do or need in various situations. Make sure that you plan ahead to set your child up for a successful experience. Hope for the best, but plan for the worst. Always have a back-up plan! ~ *Your family is in the car headed to your mother's house for dinner. It is usually a short drive, but rush-hour traffic is snarled, it's 6:30 pm, and you're already 45 minutes late. Your 3 year-old is screaming for food in the backseat. Luckily, you remembered to bring some snacks and a sippy cup of water to hold him over until you can make it home.* ~

### **Tip #3: Clearly State Your Expectations in Advance**

Some undesirable behavior occurs because your child can't act differently, other times it occurs because your child simply doesn't want to act differently. Either way it helps for you to remember that your child cannot read your mind. Be sure to give your child one clear instruction so that he knows what it is that you want him to do. ~ *You are visiting at your sister's house and your daughter has been playing with her favorite cousin. Over the course of the afternoon, toys have been tossed aside and scattered throughout the room. When you say, "Come on Alicia, it's time to get ready to go!" she ignores you completely and continues to play. A better approach might be to say, "All right, time to get going. Alicia, let's start by putting the blocks in their box. I see it over there in the corner!"* ~

### **Tip #4: Offer Limited, Reasonable Choices**

Most children are not born with the built-in ability to make decisions and then accept the consequences. In order for your child to learn to take personal responsibility they will need plenty of support and practice. ~ *You have just picked up your son at childcare and he doesn't want to get into his car seat. You sense a battle of the wills coming on. One way to avoid a struggle might be to say, "Zachary, the car won't start until you get buckled in your seat. Do you want to climb up in there yourself, or do you want Daddy to put you in?"* ~

### **Tip #5: Use "When...Then" Statements**

A "when...then" statement is a simple instruction that tells your child what he or she must do in order to earn a desired consequence (what he/she

wants to do). This is also known as a contingency statement. When you use a contingency statement, be sure you:

- ✓ Give it a positive focus
- ✓ State it only once
- ✓ Set a reasonable time limit
- ✓ Follow through
- ✓ Are prepared for your child's response--  
It may be "NO"

~*It's a sunny day and your barefoot child has decided she would like to go out in the backyard and play. She starts outside and you stop her and say, "No... put on your shoes." She starts to throw a tantrum. Here's an alternative approach you might want to use next time. "When you put on your shoes, then you may go outside". You are not just saying "No". You are letting her know what needs to happen in order for her to reach her desired destination.* ~

### **Tip #6: Catch Your Child Being Good**

Did you ever stop to think about how much time you spend telling your child what he should not do? Instead, try giving specific, positive attention to the behavior that you want to see. This will teach your child what you want him to do and increase the likelihood that this behavior will occur again and again. ~ *You are enjoying a remarkably calm family meal. Instead of waiting for your 4 year-old to begin fidgeting, trying to leave, or stuff green beans down his shirt, you look at him and exclaim, "Manuel, it makes Daddy so happy to see you eating your dinner like a big boy!"* ~

### **Tip #7: Stay Calm**

When your child's behavior is unacceptable, you can choose to either respond to it or ignore it. If you decide that a reaction is required, remember that the least response necessary is usually best. Acting calm with a minimum of attention will reduce the risk of strengthening the very behavior you wish to discourage. When you remain calm, it also gives you time to think about how you want to respond. Remember, you are modeling desired behavior for your child the more out-of-control your child becomes, the more self-control you need to show. When you remain calm your child learns appropriate ways to respond to difficult situations. ~*You are cleaning your house in preparation for your in-laws' annual visit. You go in the kitchen for just a moment and return to your family room to find that your 2 year-old son has colored on a white wall with red and blue crayons. Your immediate reaction is to scream in horror. However, you think twice, take a deep breath and say, "Christopher, paper is for coloring, Mommy's walls are not," and buckle him in his high chair where he can continue to create his art on paper.* ~

### **Tip #8: Use Neutral Time**

Neutral time cannot be found in the middle of a difficult situation filled with strong feelings. Instead, neutral time is when everyone is calm enough to think and talk and listen. It's important to remember that neutral time can occur either before or after a child's unacceptable behavior occurs. You can talk about what happened earlier and talk about positive ways to handle problems in the future. The challenge is to identify neutral time and make use of these opportunities. ~ *You are sitting on the sofa reading books with your daughter when you look up at the clock and realize it is 7:30—bedtime is approaching fast. Getting Emma to brush her teeth each night has become more and more of a struggle. As you hold her on your lap you say, "Almost bedtime kiddo. Hey, tonight Mommy is going to brush her teeth at the same time you do-it'll be fun for us to do it together!"* ~

Center for Evidence-Based Practice:  
Young Children with Challenging Behavior  
University of South Florida  
Department of Child & Family Studies

[www.challengingbehavior.org](http://www.challengingbehavior.org)