



## Spotlight On Success: HE HAS MADE IT!

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*The 3rd Annual ‘Empowering Professionals’ conference sponsored by Prairie State College in collaboration with Easter Seals of Metro Chicago and the Illinois EI Training Program was held on March 6th in Chicago Heights and focused on the success stories of early intervention. The planning committee was overwhelmed with responses to its call for stories to share.*

*For those providers and families who struggle from time to time to find those intrinsic rewards that often give early intervention its meaning and purpose, this story is for you. To those of you who are lucky enough to remain firmly rooted in the good life offers, this story is for you, too. The impact that providers of early intervention services have on children and families often reaches far beyond the 60-minute sessions spread out over a course of anywhere from a few months to close to three years—and it is good to be reminded of that.*

*With the permission of Dr. Jim and Sheila Tarter, this is for all of you...*

He has made it. He is here. The first day of kindergarten. Kindergarten! Four kids, all in school now. I should be dancing in my shoes with the freedom that this will give me, and I am, but for very different reasons than a lot of moms. This was my goal, my hope, my dream, and I knew if this day would ever occur, it would be our biggest milestone yet.

Sam weighed barely over two pounds at birth, measured just fourteen inches long and spent 127 days in the NICU, a long and arduous journey. However, nothing compared to the work that it took to get him caught up to other kids. We are extremely lucky, and we know that everyone does not have this kind of outcome, so we try to keep things in perspective. That’s difficult. The reality, he was initially diagnosed as cortically blind, severely delayed and with very low muscle tone. He had breathing problems that even made it difficult at times to work with him. He was tube fed for two and a half years.

Every milestone our other children achieved came so naturally and without much effort

or thought. Every milestone with Sam was a huge mountain to climb. Sam’s physical therapist taught me everything I needed to know to push Sam and to get his little body to work, to get stronger and eventually to get more like “normal” babies. Patty Wiesener was a constant in our lives for three years solid. She was in our home at least once a week and we grew very close. Rarely a moment passed in his first three years without me thinking about how to push him, work with him, and strengthen him. Simple diaper changes were always accompanied by exercises. Even the toys that were bought for him had to have purpose and I had to try to make the work we did fun. Patty helped me do all of this. My husband and I feel strongly that she is a huge part of Sam’s success story. She was the one constant in our lives as we learned what to do to help Sam.

We had other therapists for Sam as well since he had so many challenges. At one time we had physical, occupational, developmental therapists, a nutritionist and developmental therapist-vision involved in Sam’s early intervention. However, as many therapists are involved doesn’t really matter if the parents are not willing to be students. It’s not enough for the therapists to come into the home and do the work on the baby. The parents have to learn to be like the therapists themselves and be willing to work really hard. It was not a fun job, but it’s the only way to get these babies caught up.

I also learned to navigate our state’s early childhood ropes and became a huge advocate for my son. I was his voice and no one dared challenge me on Sam and his needs. I believe that Illinois’ Early Intervention program was a Godsend for our family and it was a very positive experience for us. I might add on a personal note, that my husband is a physician and I am a teacher, but it doesn’t really matter where you come from or what you do, these babies need the same intervention and the parents need the same instruction.

*Continued on page two*

# 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

## By E-Mail

tburke@illinoiseittraining.org  
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## Website

www.illinoiseittraining.org

## Office Hours

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

## *Spotlight On Success Continued*

It was impossible not to compare Sam to where my other kids were at his various ages. I knew what was normal, and this was not a normal situation. I really think that if I hadn't compared though, maybe I wouldn't have pushed him as hard and his outcome may have not been so positive.

I always said in the first year of his life, that if someone would just give me a glimpse of his future and tell me that after tons of hard work, things would all work out and that he would be able to be in a regular classroom then our lives would have been so much less stressful. It was the not knowing what the future held that made it so hard. At the time, all we could do is hope for normal.

No matter what we went through, my hope remained and got me through some really rough days. To hope "is to look forward to something believing that it will happen." I hoped all along that kindergarten would happen for Sam.

My dreams and hopes have become a reality!



## Early Intervention Resources - Check them out...



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/)



IL Early Childhood Intervention Clearinghouse  
<http://www.eiclearinghouse.org>



Hearing and Vision Connections  
[www.morgan.k12.il.us/isd/hvc](http://www.morgan.k12.il.us/isd/hvc)



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



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

## **\*Seven Key Principles: Looks Like / Doesn't Look Like**

*The second of seven excerpts, this document, developed by the Workgroup on Principles and Practices in Natural Environments (February, 2008) elaborates on seven key principles identified by work group members listing the concepts underlying the brief statements. Each principle also has descriptive statements illustrating what the principle should "look like" in practice. There are also descriptions of what it "doesn't look like" because often those practices are still being used. While the work group offered much input, no attempt was made to reach consensus. The statements are simple examples and many others could be added. This document may be particularly useful as training material.*

### **2. All families, with the necessary supports and resources, can enhance their children's learning and development.**

#### **Key Concepts:**

- ⇒ All means ALL (income levels, racial and cultural backgrounds, educational levels, skill levels, living with varied levels of stress and resources).
- ⇒ The consistent adults in a child's life have the greatest influence on learning and development - NOT EI Providers.
- ⇒ All families have strengths and capabilities that can be used to help their child.
- ⇒ All families are resourceful, but all families do not have equal access to resources.
- ⇒ Supports (informal and formal) need to build on strengths and reduce stressors so families are able to engage with their children in mutually enjoyable interactions and activities.

<b>This principle DOES look like this</b>	<b>This principle DOES NOT look like this</b>
Assuming all families have strengths and competences; appreciating the unique learning preferences of each adult and matching teaching, coaching, and problem solving styles accordingly	Basing expectations for families on characteristics, such as race, ethnicity, education, income or categorizing families as those who are likely to work with early intervention and those who won't
Suspending judgment, building rapport, gathering information from the family about their needs and interests	Making assumptions about family needs, interests, and ability to support their child because of life circumstances
Building on family supports and resources; supporting them to marshal both informal and formal supports that match their needs and reducing stressors	Assuming certain families need certain kinds of services, based on life circumstances or their child's disability
Identifying with families how all significant people support the child's learning and development in care routines and activities meaningful and preferable to them	Expecting all families to have the same care routines, child rearing practices and play preferences.
Matching outcomes and intervention strategies to the families' priorities, needs and interests, building on routines and activities they want and need to do; collaboratively determining the supports, resources and services they want to receive	Viewing families as apathetic or exiting them from services because they miss appointments or don't carry through on prescribed interventions, rather than refocusing interventions on family priorities
Matching the kind of help or assistance with what the family desires; building on family strengths, skills and interests to address their needs	Taking over an doing 'everything' for the family or, conversely, telling the family what to do and doing nothing to assist them

*\* Seven key principles: Looks like/doesn't look like. OSEP TA Community of Practice-Part C Settings, can be found in its entirety at*

<http://www.nectac.org/topics/families/families.asp>

## From DHS...

The Illinois Department of Human Services is soliciting comments regarding the Federal Fiscal Year 2009 Annual Part C State Application. Part C of the Individuals with Disabilities Education Act (IDEA) as amended in 2004 addresses services for children birth to 3 years of age with developmental disabilities or delays and their families. You may view the application at <http://www.dhs.state.il.us/page.aspx?item=43140>. Copies for review will be available at all 25 Child and Family Connections (CFC) offices. For Illinois residents, you may locate the CFC office nearest you by calling 800/323-4769. Comments to the application should be submitted in writing to: Illinois Department of Human Services, Bureau of Early Intervention, 222 S. College, 2nd Floor, Springfield, IL 62704. Comments will be accepted beginning March 18, 2009. All comments must be received by April 30, 2009.

## From the EI Training Program...

On any given day and particularly during the latter part of each month, the Training Program receives a high volume of phone calls. Because your call is important to us, below are a few tips that will help us process your call more efficiently:

- ▶ Listen carefully to your telephone options when calling our office at 866/509-3867, ext 250
- ▶ Precede each extension number with \* , (i.e., \* 2 5 0)
- ▶ When leaving your message, speak slowly and clearly into the mouthpiece of your phone
- ▶ Leave your telephone number, including area code, at the beginning of your message and repeat it again at the end of your message (cell signals can vary in strength and/or certain phone features, like call waiting, can interrupt your message leaving incomplete call back numbers)

### Effective May 1, 2009

In order to process your requests for duplicate Certificates of Attendance/Participation issued by EI Training Program at the training events it sponsors, requests for duplicate certificates will no longer be accepted by telephone. Effective May 1, 2009 the form on page 5 must accompany all requests for duplicate Certificates of Attendance/Participation issued by the EI Training Program. This form can also be found on the EI Training Program website at [www.illinoiseittraining.org](http://www.illinoiseittraining.org).

With the exception of requests for the re-issue of certificates with corrected information, such as the correction of a misspelled name, there will be a \$10 processing fee for each copy of a certificate, payable in advance.

- ▶ Requests for re-issued certificates will be accepted by mail or by fax to:

The Illinois EI Training Program  
7550 West 183rd Street  
Tinley Park, IL 60477  
FAX: 708/444-8470

Please return your incorrect certificate if able.

▶ Requests for copies of certificates will be accepted by mail only, to the same address, with processing fee included with the request. Payment is acceptable by check or money order made payable to UCP of Chicago OR by major credit card with information as requested on the form.

Every effort will be made to process all requests within 5 business days of receipt. Original copies of certificates will be returned via USPS and as an e-mail attachment.

*\* Please note that it is possible that our e-mail attachment will be blocked by your internet security filters. If you would like to receive e-mails from the EI Training Program, please allow your e-mail inbox to accept e-mail from [ucpnet.org](http://ucpnet.org) and [illinoiseittraining.org](http://illinoiseittraining.org).*

# Request for Duplicate Certificate

*(Only those certificates originally issued by the Illinois Early Intervention Training Program)*

Complete the form below and submit along with payment if applicable to:

The Illinois EI Training Program  
7550 West 183rd St  
Tinley Park, IL 60477

ONLY Re-Issue Certificate Requests may be faxed to: 708/444-8470

Please indicate the type of certificate request:

- Re-issue certificate due error on original—i.e. misspelled name, incorrect date, etc. - at no charge  
*Request must be received within 45 calendar days of the event*
- Duplicate certificate—to replace misplaced, lost, destroyed, etc. - at a charge of \$10 per each certificate

Name of Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_ City/State of Event: \_\_\_\_\_

Name on original Certificate: \_\_\_\_\_

Corrected information on Re-issued request : \_\_\_\_\_

*2nd request if needed:*

Name of Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_ City/State of Event: \_\_\_\_\_

Name on original Certificate: \_\_\_\_\_

Corrected information on Re-issued request : \_\_\_\_\_

Name of Person Making Request: \_\_\_\_\_

Are you the Certificate holder? Y / N If No, What is your relationship to the Certificate holder? \_\_\_\_\_

Send requested copies to:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Daytime Phone: \_\_\_\_\_ / \_\_\_\_\_

<p><b># of Certificates Requested</b> _____ <b>@ \$10 each</b>      <b>Total:</b> _____</p> <p><input type="checkbox"/> Check/Money Order Enclosed      <input type="checkbox"/> VISA MC DISC AM EX</p> <p>CC # _____</p> <p>Expiration _____ Name on Card _____</p> <p>Address: _____</p>	<p style="text-align: center;"><i>For office use only</i></p> <p>Date Received:</p> <p>Date Sent:</p> <p>Processed by:</p>
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The Next:

# Illinois Interagency Counsel on Early Intervention

Will Meet on:

Thursday, May 14, 2009

At:

UCP/Infinitec  
7550 West 183rd St  
Tinley Park, IL 60477

From:

10:00 am - 1:00 pm

**Public Welcome**



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*A Program of United Cerebral Palsy of Chicago/Infinitec  
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**The IL Early Intervention Training Program**