



EI Training News

Spotlight On Success: A Story Worth Repeating

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Your response to the success stories that we share through this quarterly publication has been overwhelmingly positive; leading us to conclude that you do find something meaningful in the success of others and appreciate the stories that are shared. It is our hope to continue to share your stories and invite you to keep sending them to us.

In reviewing some of the stories that we have already shared, we find that many are timeless and carry a wonderful message and inspiration.

The following story was first printed in 2008 and was so well received by our readers that we think it definitely worth sharing again. It focuses not on the success of a child or a family, which is something you might expect to find in this featured section, but rather on the unexpected success of a group of providers who began a journey together because they felt they had little choice...

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 conven-

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Truth in Health Care Professional Services Act

The Early Intervention (EI) Program has been advised by its legal counsel that the Truth in Health Care Professional Services Act (<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3264&ChapterID=24>) applies to licensed health care professionals providing EI services. This Act went into effect on July 1, 2010, and provides guidance regarding advertisement for health care services and posting of licensure, including wearing a name tag and, if the professional has an office, displaying a writing that clearly identifies the type of license held by the health care professional. Licensed EI credentialed providers should read and comply with the Truth in Health Care Professional Services Act.

In addition, the Bureau strongly encourages non-licensed EI credentialed/enrolled providers, including service coordinators, developmental therapists, and interpreters, to wear a name tag during all encounters with EI enrolled children/families that clearly identifies his or her position or title. The name tag should be of sufficient size and be worn in a conspicuous manner so as to be visible and apparent. No positions or titles that conflict with licensed health care professionals may be used.

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Notes From the Ombudsman . . .

For this issue, I have been asked to discuss some of the positive things that I see happening in early intervention. Although I feel that we are making positive headway in a lot of areas, the piece I'd like to highlight is a renewed focus on teaming. I have seen this through a number of initiatives. The importance of teaming was initially highlighted through the work of the Service Delay Workgroup and their development of a document describing an integrated services approach. DeeDee Lowery, Program Manager at CFC#1, who participated on the workgroup and has been piloting this approach in her region shared that she has received positive feedback from the families and providers who are working to implement this approach. Specifically, she reports improved communication among team members. Team members now operate more successfully because they have a better understanding of what is occurring with the family and what other team members are doing. Families have reported their gratitude for only having to share their story and personal information one time. Team members take on the responsibility of sharing information to reduce the communication burden for the family during a typically stressful time. When asked about what she felt helped this approach work, she stressed the importance of believing in the Principles of Early Intervention. The group of providers who have piloted this approach are committed to these principles and feel that they have benefitted from the enhanced communication and support that results from improved teaming practices.

Another way that teaming is being supported in early intervention is through the cohorts participating in some of the new Training Program offerings. While this isn't necessarily teaming about a particular child, cohorts experience some of the same support and communication benefits as integrated service teams. Cohorts have been formed through some of the linked training series, such as the Fall, Winter, and Spring Institutes and The Clock is Ticking series. The same interventionists attend all of the trainings, so they really get to know each other. They have opportunities to share practice challenges as well as successes and to experience support from other participants. The hope is that these interventionists will then take what they have learned and spread this approach to other team members with whom they work.

Lastly, I want to share that teaming will be part of the discussion with the newly created Service Delivery Approaches Workgroup. The group will be examining the approaches available for providing early intervention services. Based on my review of the literature and other states' early intervention materials, this is an area that many states are examining. While there are many different names for what we are trying to achieve, the core values seem to be similar. Most states are working to increase communication among IFSP team members, reducing unnecessary duplication of services, focusing on the priorities of the family, and addressing functional outcomes within the context of the family's everyday routines and activities. This vision seems to align nicely with our Principles of Early Intervention, so I'm excited to begin the work of investigating options and moving the system towards a more integrated approach to service delivery. I feel that as we improve teaming practices, families, children, and interventionists will benefit!

Chelsea Anice

Spotlight On Success continued

tions 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 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 battled 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 nest 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.

Frequently Asked Questions...

The EI Training Program receives anywhere from 20 to 200 phone calls and messages each day. Although many of the calls received are looking for technical assistance with our website or online learning, we do receive a significant number of calls with questions ranging from, "Did you get my fax?" to "Should I overnight or fax in my credential application?" to "I have questions about writing my report. Can you help me?" to "How do I open the link to the online System Overview Training?" and just about anything and everything in between. No question is considered 'out-of-line' with early intervention and we make every effort to answer your question, find and answer, or direct you to the answer. Those questions related to credential matters are referred to Provider Connections, those inquiring about family help are directed to CFC's. Questions about policy and procedures are referred to DHS's Bureau of Early Intervention and of course any questions related to the Training Program are answered to the best of our ability.

The Training Program is in the process of developing a 'Frequently Asked Questions' document to be added to it's website. It is our hope that you will find such a resource helpful and perhaps a little more efficient to your routine. Because the range of questions we are addressing in this document is broad and diverse, planning and organization is deliberately a little more involved. We hope to make this resource available to you as soon as possible before the fall of this year. Below are a few of your frequently asked questions . . .

I just finished an online training, how do I print my certificate for credit?

Because the Adobe platform processing our online learning currently does not auto prompt certificates of completion, the system is monitored manually on a regular basis. Your certificate of completion will be e-mailed to you within 10 days of your successful completion of the course.

How do I register for training and how much will it cost?

Registration for all IL Early Intervention Training Program sponsored events is available through our website. Creating a log-in account on the Training Program's website allows for online registration and gives account holders access to their registration and attendance history of Training Program events. The majority of Training Program events have a \$10 registration fee that is processed during the registration process through PayPal services. It is not necessary to be a PayPal member to process payment through this service. Costs vary for special events such as conferences, symposiums, linked training series, etc.

Will you let Provider Connections know that I've completed my training?

Though we share information with Provider Connections, EI Training Program registration and attendance data does not automatically transfer to Provider Connections' credentialing data. It is your responsibility to keep your required training and continuing education information current with Provider Connections according to their policies and procedures.

Does it really take 30 business days to approve a training for EI credit? My credential expires at the end of this month?

Depending upon the volume of requests being reviewed at any one time, and the type of event being reviewed, it can take a full 30 business days to review a credit request. The best way to ensure a shorter response time is to complete the Activity Request for EI Credit in it's entirety. Too often, incomplete or partial information is submitted with a request which stalls the review process.

Illinois EI Training Program Upcoming Events

Date	Training Event	Location
5/4/11	Hawaii Early Learning Profile - Overview	Jacksonville
5/10/11	HELP II - Next Steps Maya	Tinley Park
4/12/11	HELP III—Writing Maya's Report	Rolling Meadows
4/15/11 4/20/11 4/30/11 5/10/11 5/17/11 5/24/11 6/9/11 6/11/11	Online System Overview One Day Follow Up Session	Carol Stream Joliet Tinley Park Bloomington Fairview Heights Schaumburg Freeport Tinley Park
4/18-20/11 5/9,16,23/11	3-Day System Overview for Interpreters/Translators in IL Early Intervention	Marion Alsip
5/18/11	Parent Liaison Webinar	Online
4/13/11	Assessment in Early Intervention...	Effingham
4/29/11 5/20/11	When Do I Pounce? Exploring Factors that Influence the Type and Frequency of Intervention We Provide	Rolling Meadows Fairview Heights
5/12/11	Using the Family's Stuff	Tinley Park
5/3/11	Key Principles in Early Intervention	Tinley Park
4/4/11	Why Do They Do That? Understanding Young Children's Social Emotional Progression and Its Influence on All Areas of Development	Alsip
4/15/11 5/24/11 6/17/11	It Matters! Practices & Strategies That Support Children & Families From Diverse Backgrounds	Tinley Park Springfield Fairview Heights
4/19/11	Grieving Children and Helping Hands	Springfield
4/27/11 5/13/11	Understanding Autism: Strategies to Support Young Children's Development	Bloomington Fairview Heights
4/28/11 5/5/11	Developing Meaningful Intervention Plans	Jacksonville Joliet
5/13/11 6/3/11 6/13/11	Child Outcomes In Action	Bloomington Tinley Park Fairview Heights
5/17/11	The Pressure of Poverty: Effects on Young Children and Their Families	Alsip
5/25/11	Adult Learners: How To Help The Family Help Their Child	Skokie

Detailed Information for these and other EI Training Events can be found at
www.illinoiseittraining.org
 Online Registration is available

Pointers For Parents...

Charting Your Child's Development from 12 to 18 Months

The following chart describes many of the things a baby is learning between 12 and 18 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: 12 TO 18 MONTHS

What's going on:	What you can do:	Questions to ask yourself:
<p>Toddlers are great communicators. They are learning new words every day, and using them, along with their gestures, to let you know what they are thinking and feeling. For example, they take your hand, walk you to the shelf and point to what they want and say, "Book."</p> <p>Toddlers understand a lot more than they can say. By 12 months they will probably follow a 1-step instruction such as "Go get your shoes." By 18 months they will likely follow 2 and even 3 step directions.</p>	<ul style="list-style-type: none"> ▶ Encourage your child to use his words, sounds, and gestures to communicate, even if you think you know what he wants. ▶ Play games that include instructions and see how many he can follow.. ▶ Read with your toddler. It helps him learn new words and concepts. It also helps him develop a love of books and reading. 	<ul style="list-style-type: none"> ▶ How does your child communicate what he wants; what he's thinking and feeling? ▶ How does your child like to read with you? What are his favorite books?
<p>Toddlers are beginning to do pretend play, a major developmental milestone. They continue to imitate what they see around them, for example, using a child-sized broom to sweep the floor. But now, they are beginning to understand symbols and ideas—not just concrete things they can see and feel. For example, they begin to use objects in new and creative ways. A spoon can become an airplane or a toothbrush. Pretend play helps develop important intellectual skills and creativity.</p>	<ul style="list-style-type: none"> ▶ Offer toys that represent objects in your toddler's world, such as a play kitchen with plastic food, a mini-grocery cart or a toy telephone. Join in his play;; help him develop his own stories by letting him be the director. ▶ Give your child different objects and watch the many ways he uses them. 	<ul style="list-style-type: none"> ▶ What kind of play does your child enjoy most? How do you see him pretending? ▶ What kind of play to you most/least enjoy with your toddler? Why?
<p>During this stage of development, toddlers motor skills are taking off. They begin to walk and run, which opens up a whole new world of exploration for them and a whole new world of watchfulness for you. As you try to keep your toddler safe, remember that while they understand, "Stop!" or, "Don't Touch.", they do not have the impulse control yet to stop themselves the next time the temptation appears. Since they are better at doing things rather than stopping what they are doing, "Walk slowly." works better than, "Don't run."</p>	<ul style="list-style-type: none"> ▶ Create lots of low, safe places in your home where your child can crawl under furniture, cruise around a coffee table or stand on his own. Help a child who's walked up the stairs to get down safely. ▶ Think of ways to divert your child away from a forbidden object so you don't have to say "no" all day long. If he's fixated on the TV remote, maybe a toy with buttons and twisty knobs could be a substitute. 	<ul style="list-style-type: none"> ▶ How does your child use his motor skills? Is he a very active child who uses his whole body, or does he prefer to explore with his fingers and hands? ▶ How is your child's need for physical activity the same or different from yours? How does this affect your and your relationship with your child?

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 or 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/

IL Early Intervention Clearinghouse
www.eiclearinghouse.org



Hearing and Vision Connections
www.morgan.k12.il.us/isd/hvc



Early Intervention Monitoring Program
www.eitam.org



Early Intervention Central Billing Office
www.eicbo.info