

WINTER WEBINAR WEDNESDAYS

Hosted by the Early Intervention Training Program at the University of Illinois

Click on the title of the webinar to get more information

i.e. the time, description, presenter and credit information

January 2015

Wednesday	Title of Webinar
14 th	PM: Implementing the DEC Recommended Practices
21 st	AM: Speech Sound Development in Toddlers – What’s Typical and How Do I Support It? PM: Down Syndrome: An Update
28 th	AM: Bring Stories to Life for Young Children: Increasing Opportunities for Participation & Learning PM: Visual Systems for Young Children

February 2015

Wednesday	Title of Webinar
4 th	AM: Behavior: Successful transitions for infants and toddlers: Ideas for moving with ease between everyday routines PM: Children of Incarcerated Parents
11 st	AM: Behavior: Tackling sleep troubles: I'm tired, you're tired, let's all get some sleep!
18 th	AM: X Chromosome Disorders: Presentation and Developmental Implications in the Early Years
25 th	AM: Behavior: Talking with parents about challenging behavior in the birth-3 range: How to get started and work collaboratively to problem solve PM: Supporting Receptive Language Skills in Infants and Toddlers

March 2015

Wednesday	Title of Webinar
4 th	AM: Understanding Prader-Willi and Angelman Syndromes: Clinical Features and Developmental Outcomes PM: A Unique Perspective in Foster Care
11 st	AM: Empowering parents with parent implemented interventions for language delay and autism spectrum disorders PM: Early Identification of Autism Spectrum Disorder: Why It Matters & How to Support Families ¹
18 th	PM: Is it a language delay? Language disorder? Language difference? Intervention or not?
25 th	AM: Cortical Visual Impairment

¹Webinar was originally scheduled for February 18.

January 14, 2015

1:30 – 2:45 PM

Implementing the DEC Recommended Practices

(.75 Intervention & .5 Working with Families)

Presenters: Chelsea Guillen & Tricia Catalino

The DEC Recommended Practices were developed to provide guidance on practices related to better outcomes for young children with disabilities, their families, and the personnel who serve them. In this webinar participants will learn about the DEC Recommended Practices and discuss how to implement the practices in the early intervention setting. Participants will also learn about the background and evidence for the practices and take part in discussion about how the practices can help support families through collaboration with team members.

Objectives:

- a. Participants will describe the process for updating the Recommended Practices.
- b. Participants will identify practices to support families and to implement collaborative intervention.
- c. Participants will discuss how to implement the DEC Recommended Practices in the early intervention setting.

January 21, 2015

9:00 – 10:15am

Speech Sound Development in Toddlers – What’s Typical and How Do I Support It?

(.5 Atypical & .5 Typical & .25 Intervention)

Presenter: Shauna Ruzich

Speech sound development happens gradually over a span of eight years. During the toddler years a child is learning language at the same time speech sounds are developing. It is typical that sound errors occur but to what extent?

Objectives:

- a. Gain an understanding of speech sound acquisition.
 - b. Understand what is typical and atypical.
 - c. Learn strategies to support the child and family.
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1:30 – 2:45pm

Down Syndrome: An Update

(1.0 Atypical & .25 Working with Families)

Presenter: Karen Cavanaugh, M.D. and Pat Singler

In order to enhance providers’ current knowledge about Down syndrome, we will combine the latest medical information with one family’s first-hand experience of raising a child with Down syndrome.

Objectives:

- a. Understand advances in medical and community interventions, as well as changes in prognosis, for patients with Down syndrome
- b. Learn about common comorbidities in children with Down syndrome
- c. Identify the benefits of early intervention for children with Down syndrome
- d. Be familiar with educational supports and expected school function for children with Down syndrome
- e. Recognize possibility of dual diagnosis in some children with Down syndrome

January 28, 2015

9:00 – 10:15am

Bringing Stories to Life for Young Children: Increasing Opportunities for Participation & Learning

(1.25 Intervention)

Presenter: Lynn Barts

Infants and toddlers listen to stories being read to them in a variety of settings, such as bedtime routines by parents or caregivers or within the curriculum of child care environments. These interactions can be rich opportunities for learning for both caregiver and child. Hands-on exploration of objects and materials related to the stories by these children enhances the learning experience. Simple adaptations, such as story boxes can often increase a child's engagement and participation in "storytime", which can lead to increased opportunities for learning. Come explore the rationale and practicalities of bringing stories to life and brainstorm strategies to share this information within the context of an early intervention visit.

Objectives:

- a. Understand early literacy and its impact on young children's development
- b. Explore adaptations for infants and toddlers of all abilities to be able to participate
- c. Identify strategies to share these strategies within early intervention visits

1:30 – 2:45pm

Visual Systems for Young Children

(1.25 Intervention)

Presenter: Patty Boheme

This webinar will discuss why and how we use visuals with young children. The focus will be on specific simple visuals that help children, professionals and parents. The visuals assist with choice, predictability and control for the child. These systems will help therapists and parents structure sessions and help children regulate themselves which supports behavior.

Objectives:

- a. Learn which visual systems are most beneficial for children under 4 years old.
- b. Learn how and why to use visual systems with young children.

February 4, 2015

9:00 – 10:15am

Behavior: Successful transitions for infants and toddlers: Ideas for moving with ease between everyday routines

(.5 Typical & .75 Intervention)

Presenters: Micki Ostrosky & Amy Santos

Moving from one activity to another is a routine part of daily life, yet many infants and toddlers have difficulty with these transitions. In this webinar, participants will learn several strategies to help infants and toddlers transition without struggles between activities such as diapering, eating, and napping.

Objectives:

- a. Participants will consider reasons for challenging behavior during transitions between everyday activities.
- b. Participants will learn strategies they can use with infants, toddlers, and families to decrease the stress and subsequent challenging behaviors often associated with such transitions.
- c. Participants will consider ways to share these strategies with the parents with whom they work.

1:30 – 2:45pm

Children of Incarcerated Parents

(1.25 Working with Families)

Presenter: Delreen Schmidt- Lenz

Children who have incarcerated parents experience a multitude of events and emotions. In this webinar, the effects of loss and stress responses in children will be discussed, as well as information EI interventionists can discuss with caregivers to help children cope with incarceration. Statistics on children with incarcerated parents will be discussed, as well as resources that can be given to families in Early Intervention where a parent is incarcerated.

Objectives:

- a. Participants will learn about the effects of loss experienced by children in Early Intervention who have experienced the incarceration of a parent.
- b. Participants will learn information that can be discussed with caregivers about difficult questions that may arise from children about their incarcerated parents.
- c. Participants will discuss the importance of relationships to children and the possibilities of connecting with parents who are incarcerated.

February 11, 2015

9:00 – 10:15am

Behavior: Tackling sleep troubles: I'm tired, you're tired, let's all get some sleep!

(.75 Intervention & .5 Typical Development)

Presenters: Micki Ostrosky & Amy Santos

Trying to get an infant or toddler to take a nap or go to bed can be exhausting for everyone involved. In this webinar participants will learn several strategies to help make naptime and bedtime calmer. An emphasis on prevention and consistency will be overarching themes.

Objectives:

- a. Participants will consider reasons for challenging behavior during naptime and bedtime routines.
- b. Participants will learn several strategies they can use with infants, toddlers, and caregivers to decrease challenging behavior during naptime and bedtime routines.

February 18, 2015

9:00 – 10:15am

X Chromosome Disorders: Presentation and Developmental Implications in the Early Years

(1.0 Atypical Development & .25 Working with Families)

Presenters: Katie Kastner & Melissa Zolecki

This presentation will review the major X chromosome disorders, including Fragile X Syndrome and Turner's Syndrome. Discussion will include syndrome presentation, diagnosis, associated medical conditions, developmental trajectory, and implications for supporting families in early intervention. This information will be paired with a parent's first-hand perspective of raising a child with Fragile X Syndrome.

Objectives:

- a. Review the genetic basis and diagnosis of major X chromosome disorders, including Fragile X Syndrome and Turner's syndrome
- b. Discuss common medical co-morbidities of Fragile X Syndrome and Turner's Syndrome and their management.
- c. Review developmental impacts of Fragile X Syndrome and Turner's Syndrome
- d. Discuss resources and supports available for families and children impacted by Fragile X Syndrome and Turner's Syndrome.

February 25, 2015

9:00 – 10:15pm

Behavior: Talking with parents about challenging behavior in the birth-3 range: How to get started and work collaboratively to problem solve

(1.25 Intervention)

Presenters: Micki Ostrosky & Amy Santos

Bringing up the topic of challenging or problematic behavior with parents of infants and toddlers can at times feel like walking on a partially frozen pond. In this webinar participants will learn several strategies to ease their comfort in discussing behavioral concerns, and work toward collaborative problem solving with families of infants and toddlers.

Objectives:

- a. Participants will consider their past positive and negative interactions with parents around infant and toddler challenging behavior.
- b. Participants will gain ideas for sharing information about behavioral concerns and successfully collaborating with families regarding infant and toddler challenging behavior.

1:30pm – 2:45pm

Supporting Receptive Language Skills in Infants and Toddlers

(1.0 Typical Development & .25 Intervention)

Presenter: Shauna Ruzich

Language learning begins at birth. Receptive language is the ability to understand spoken language. It is enhanced by communication partners and it develops before expressive language. To become an effective communicator, a child needs to understand what is being said. Providing a child with a language rich and stimulating environment will enhance a young child's understanding and lead to verbal communication – but what strategies support a young child's receptive language skills?

Objectives:

- a. Understand why receptive language skills need to happen first.
- b. Understand the connection between receptive and expressive communication.
- c. Gain strategies to build upon a child's receptive language in everyday context.

March 4, 2015

9:00- 10:15am

Understanding Prader-Willi and Angelman Syndromes: Clinical Features and Developmental Outcomes

(1.0 Atypical Development & .25 Working with Families)

Presenter: Cindy Chestaro, M.D.

This presentation will review the genetic syndromes, Prader-Willi and Angelman. Discussion will include syndrome presentation, diagnosis, associated medical conditions, developmental trajectory, and implications for supporting families in early intervention.

Objectives:

- a. Review the epidemiology, genetic inheritance, and clinical presentations of Prader-Willi and Angelman syndromes.
- b. Review common medical problems associated with Prader-Willi syndrome and Angelman syndrome.
- c. Discuss developmental and behavioral outcomes of Prader-Willi syndrome and Angelman syndrome.
- d. Discuss developmental resources and supports salient to early intervention/childhood.

1:30 – 2:45pm

A Unique Perspective in Foster Care

(1.0 Atypical Development & .25 Working with Families)

Presenter: Delreen Schmidt-Lenz

The webinar "A Unique Perspective in Foster Care" will focus on the effects of children in foster care. Separation, loss and grief responses will be described, and family dynamics will be discussed. Statistics on children with disabilities in foster care will be given, and EI interventionists will have the opportunity to reflect on the children in Early Intervention whose lives they have touched.

Objectives:

- a. Participants will learn about the social-emotional effects on being a child in foster care.
- b. Participants will think about behavior in children being a mode of communication.
- c. Participants will reflect on the nuances and dynamics with the family systems of children in Early Intervention.

March 11, 2015

9:00 – 10:15am

Empowering parents with parent implemented interventions for language delay and autism spectrum disorders

(1.25 Intervention)

Presenter: Rob Daniels

Parent Implemented Interventions (PII) provide an effective and efficient method to address developmental delays. Parents are uniquely positioned to provide intervention during naturally-occurring opportunities with their children. Early Interventionists can capitalize on these opportunities by empowering parents with evidence-based strategies that result in optimal outcomes. When addressing socialization and communication delays, in particular, effective parental involvement in intervention efforts is critical.

Objectives:

- a. Identify evidence-based, parent implemented strategies for language delay and ASD
 - b. Determine key components of intervention that result in optimal outcomes
 - c. Identify developmentally appropriate targets for intervention
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1:30-2:45pm

Early Identification of Autism Spectrum Disorder: Why It Matters & How to Support Families¹

(.75 Assessment & .5 Atypical Development)

Presenter: Ann Cutler

This webinar will review the benefits of an early diagnosis of Autism Spectrum Disorder, valid and widely available screening tools, and how to begin conversations and support families through this process.

Objectives:

- a. Identify early signs of Autism Spectrum Disorders (ASD)
- b. Understand the autism screening guidelines and the benefits and limitations of ASD screening within the EI system
- c. Have increased knowledge about explaining the screening process/results to parents and about supporting them in getting a diagnostic evaluation.

¹Webinar was originally scheduled for February 18.

March 18, 2015

1:30 – 2:45pm

Is it a language delay? language disorder? language difference? Intervention or not?

(.75 Assessment & .5 Atypical Development)

Presenter: Shauna Ruzich

Children learn at different rates. Some have extensive medical and social history with anticipated delay or disorder. Others have varying cultural, ethnic and socio-economic differences impacting a child's language development. Yet, others have a seemingly nurturing and language-rich home environment with no root cause for what appears to be a delay. No matter the situation, a child may be having difficulties communicating and discerning the “why” is a key element in supporting the family.

Objectives:

- a. compare and contrast disorder, delay and difference
- b. recognize typical vs atypical language development
- c. identify strategies for home programming vs intervention

March 25, 2015

9:00 – 10:15am

Cortical Visual Impairment

(.5 Atypical Development & .75 intervention)

Presenter: Mindy Ely

Children with CVI have specialized visual needs. This webinar will offer an overview of strategies and adaptations to consider when working with this population.

Objectives:

- a. Participants will gain an understanding of the specialized visual needs of child with cortical visual impairment.
- b. Participants will identify common adaptations that help children with cortical visual impairment function in daily routines.
- c. Participants will gain awareness of the role a DTV can play as part of the early intervention team in helping families work toward their identified outcomes.