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TRAINING PROGRAM

Spring 2016 Newsletter



EITP Newsletter Spring 2016

News and Updates

EITP Welcomes Maria Kastanis as the New Assistant Director

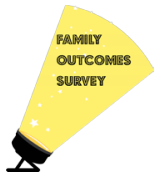


EITP is pleased to announce that Maria Kastanis will serve as the Assistant Director of the Early Intervention Training Program, beginning mid-March 2016. Maria brings a wealth of experience in supporting families of children with developmental and medical needs. For the last 25 years, Maria has partnered with families and colleagues, within early intervention, early childhood, and social service to support individuals with developmental delays and disabilities. For the last 15 years, Maria's focus has been on supporting families and early interventionists, in Illinois and beyond, to advance and sustain high quality early intervention supports for families. She has done this through her direct work with families and early interventionists, professional development offerings, and consultation efforts. Maria is a skillful leader, leading by example and brings a fresh family centered perspective to all of her work. EITP is thrilled to be welcoming Maria into this role!

Family Outcomes Surveys have been sent

The Early Intervention Training Program (EITP) has sent Family Outcomes Surveys to the families of children who have exited early intervention services between October 2015-January 2016!

What you can do! To help improve return rates, we need your help! Families trust providers and service coordinators so we ask that you let families know that an important survey will be mailed to their homes after they exit the EI system. You can tell them about the importance of their feedback to help the EI system deliver better services to current and future infants, toddlers and their families.



Please encourage families to complete and return the surveys, and let them know that they can contact EITP with any questions or for assistance in completing the survey. Spanish speaking staff is available to work with families.

EITP Institutes

Based upon requests from providers and service coordinators, EITP is offering several professional development series this Spring! They are on a range of requested topics, so check them out and see if one works for you. They offer anywhere from 12-25 hours of EI credit and state licensure CEs. Click on location of event to learn more!

Partnering for Success: The Foundational Institute in [Tinley Park](#)

Knock, Knock: Strategies and Ideas for Making the Most of our Home Visits in [Alsip](#) and in [Crystal Lake](#)

Baby Steps & Building Blocks: The Infant/Toddler Development Institute in [Champaign](#)

Infant/Toddler Assessment Institute: Developmentally Appropriate Practices in [Naperville](#)

Family Centered Early Intervention Practices - 3 day or 5 day options - in [Chicago](#)

New EITP Online Trainings

EITP has launched 5 new online, self-paced courses that will allow you to earn EI credits from anywhere! To register or learn more about each course, please visit the link below:

[Illinois Early Intervention Billing and Insurance](#)

[Overview of Eligibility in the Illinois EI System](#)



[The Illinois Early Intervention Report Format](#)

[The Foundational Pillars of Early Intervention](#)

[Transition-Partnering with Families as They Leave Early Intervention](#)

Interested in earning your Master's degree in Infancy and Early Childhood Education?

The Early Childhood Special Education (ECSE) program in the Department of Special Education at the University of Illinois at Urbana-Champaign has been awarded a federal grant (PCRP Project) to fund students interested in earning a **master's degree**, with an **emphasis on working with young children, ages birth to six, with disabilities and their families**. The focus of this master's degree program is to prepare personnel who have expertise in young children's social-emotional development as a foundation for providing culturally responsive and evidence-based services. This is a 2-year full-time master's program on the Champaign-Urbana campus. There are no online courses at the present time. [Note: If you already have an Illinois Professional Educator License and the ECE Endorsement (formerly known as the Type 04 teaching certificate), one of the program options for our master's degree includes the coursework and field experience required by the Illinois State Board of Education for the ESL Endorsement.]



Interested individuals should apply to the graduate master's (Infancy/Early Childhood) program in the Department of Special Education. Deadline for receipt of admission applications is **April 1st** for enrollment beginning the **Fall 2016 semester**.

If accepted into the program, funding consists of a traineeship stipend, a tuition waiver, and waiver of some fees. Funding is limited and awarded on a competitive basis. Attached to this funding is a **service obligation** to be fulfilled after completion of the degree: two years of service in a professional setting that benefits young children with disabilities for every one-year of funding accepted. This service obligation can be met through paid employment in the early childhood special education field anywhere in the continental United States.

For more details about the ECSE master's program, please visit <http://education.illinois.edu/sped/about-the-department/funding-opportunities/project-pcrp>

Early Intervention Clearinghouse Website Update

The EI Clearinghouse website has a new look! If you haven't visited in awhile or haven't had the chance to share it with your families, please take a moment to click on the link! It is an invaluable resource for families and professionals alike. Check out the site at <http://eiclearinghouse.org/>



Provider Connections News - IMPACT Guidelines

The IMPACT enrollment was broken into three Phases of implementation. An Early Intervention IMPACT Enrollment Guidelines document was developed, with the help of IMPACT staff, and posted on the EI Provider Connections' website at <http://www.wiu.edu/ProviderConnections/pdf/IMPACTGuidelines.pdf> to assist EI providers in navigating the new process.



The due dates have been extended for provider revalidation. The provider community has done a great job working with the department to revalidate provider information and we appreciate all of your efforts. Facility/ Agency/Organizations (FAOs) revalidation has been extended to March 15, 2016. Based on the above requirement and understanding that FAOs and groups must enter the IMPACT system prior to individual providers; the department will further extend the revalidation due date for Individual/Sole providers to June 30, 2016.

For information, please visit <http://www.illinois.gov/hfs/impact/Pages/default.aspx>

Proper ID Needed When Visiting Federal Facilities or Military Bases

Do you support families in federal facilities and military bases that require an ID to enter? As of Jan. 10, Illinois driver's licenses will no longer be acceptable as ID for access to many federal facilities and military bases, according to the Department of Homeland Security. This is occurring because Illinois is not in compliance with the REAL ID Act of 2005. To avoid conflicts, the following steps are recommended: 1) Take a U.S. passport with you when making these visits; 2) Make sure to have contact numbers for your host. Learn more via the below links:

[REAL ID Public FAQs](#)

[REAL ID Enforcement in Brief](#)

[REAL ID and You: Rumor Control](#)

The Family's Role in the Child Outcomes Rating

The family plays several important roles in the child outcomes summary (COS) process, including the following:

- 1) team member,
- 2) child information provider,
- 3) rating participant

COS ratings rely on information about a child's functioning across settings and situations. Parent input is crucial: **family members see the child in situations that professionals do not.** The rest of the team will need to learn what family members know about the child, such as what the child does in the natural environment (at home, at grandma's house, in the grocery store, etc). As members of the Individualized Family Service Plan (IFSP) team, families are natural participants in the COS rating discussion. Their role in the rating is "child expert," while other members of the team will know child development, the skills and behaviors expected at various age levels. IFSP teams need to maximize the role of family as information provider, in order to make the COS rating. It is critically important that families participate in the rating discussion and professionals are expected to explain why the rating is being done and what it means. As you are sitting with families and other team members at the IFSP meetings, consider ways that you can help prepare families for their important role. Source: <http://ectacenter.org/eco/pages/outcomes.asp>

1st Annual Illinois Developmental Therapy Association Conference 2016

The IDTA is proud to announce our 1st annual conference exclusively for the developmental therapists in the field. This will be an excellent opportunity to connect with your peers, gain tips to further your practice and celebrate all that has been accomplished in our field. This year's topic of focus will be around Autism Spectrum Disorders. We will explore strategies to support your EI practices, gain family perspectives and learn from adults who have ASD. So mark your calendars, book your hotel room and prepare for a fun and knowledge filled day among your fellow Developmental Therapists.



The event will be held **Friday May 13, 2016 from 8:30 AM to 4:30 PM CDT in Naperville, IL.** To register or learn more, please visit https://events.r20.constantcontact.com/register/event?jsessionid=E081CA069F0D7AC0E0E72C2F5D6B3537.worker_registrant?llr=sdvrjviab&oeidk=a07ebz8v4wacbbf00f9

Resources You Can Use

Informed Family Decision-Making Checklist

Do some families look to you to be the expert that is there to help "fix" their child? Would you like help engaging families in some of the important choices that are made to help meet their priorities?

Evidence based research and the [DEC Recommended Practices](#) inform us that a strong family-professional partnership is essential for early intervention to be successful. Families, early interventionists and service coordinators all bring something important and unique to this partnership, and sometimes expectations of what early intervention is (or isn't) can vary among families and other team members.

If finding ways to include families in decision-making efforts is something you would like help with then take a few minutes to review the [Informed Family Decision-Making Checklist \(pdf\)](#), that was developed by the [ECTA Center](#). Then, you can decide how it will help you and the important work you do as a partner with families in early intervention. Perhaps it is something you will choose to complete with a family, with other team members, with an entire IFSP team, or simply as a self-assessment to reflect on your own skills and abilities. Direct link: http://ectacenter.org/~pdfs/decrp/FAM-2_Inf_Family_Decision.pdf

Explaining Why We Ask So Many Questions

The [Early Intervention Strategies for Success blog](#) is a great resource for our field! Join them for exciting discussions about implementing early intervention supports and strategies! Learn tips and strategies you can use when working with families of infants and toddlers with special needs within the context of their everyday routines. This blog offers you a place to share your insights and learn from others.

Recently, they had an article written by Dana Childress, who was the keynote speaker at this year's Empowering Professionals Conference, on "[Explaining Why We Ask So Many Questions](#)". This article is great for Service Coordinators and CFC Managers and includes context and tips for making the assessment and interview process easier for families. Direct link: <http://veipd.org/earlyintervention/explaining-why-we-ask-so-many-questions/>

Great Videos on Recommended Early Intervention Practices

The [Family Guided Routines Based Intervention website](#) has published 5 new video illustrations! The videos were in partnership with Larry Edelman and Juliann Woods with Family Guided Routines Based Intervention (FGRBI) and the Distance Mentoring Model at Florida State University, Cindy Weigel and Melissa Schnurr at the Iowa Department of Education, and, most importantly, families and Early ACCESS providers in Iowa.

In two of the videos, a therapist reflects on her participation in the Distance Mentoring Model, her shift to using coaching, and her use of video for self-reflection. In the third video, a parent discusses the features of early intervention that have been helpful to her family. The fourth video illustrates what FGRBI looks like during an early intervention home visit, and is narrated by a provider and parent who reflect on a number of key strategies and themes. The fifth video presents a long version of the home visit above, illustrating almost the entire visit.



[A Parent Talks about Iowa's Early ACCESS Program \(3:46\)](#)

A parent discusses the features of early intervention that have been so helpful to her family.



[An Early Interventionist Talks about Making the Shift to the Coaching Model \(2:00\)](#)

An Early ACCESS occupational therapist talks about her participation in the Iowa Distance Mentoring Model, how she made the shift to using a coaching model, and what she likes about using it.



[An Early Interventionist Talks about Using Video to Reflect on Early Intervention Practices \(0:57\)](#)

An Early ACCESS occupational therapist talks about her participation in the Iowa Distance Mentoring Model and how valuable it has been to use video to record, reflect on, and improve her early intervention practices.



[A Home Visit with Julia's Family: Using Family Guided Routines Based Intervention \(9:09\)](#)

Early ACCESS occupational therapist Patty works with Julia's mother on ways to support Julia's communication, positioning, and participation in everyday routines. The family practices using new strategies during the visit and makes plans to use the strategies throughout the week.



[A Home Visit with Julia's Family: Using Family Guided Routines Based Intervention \(35:29\)](#)

Early ACCESS occupational therapist Patty works with Julia's mother on ways to support Julia's communication, positioning, and participation in everyday routines. The family practices using new strategies during the visit and makes plans to use the strategies throughout the week. NOTE: This is the long version of this home visit and illustrates almost the entire visit.

ZERO TO THREE's Knowledge and Know-How: Nurturing Child Well-Being series

Great online modules accessible to all focused on the core knowledge and skills professionals need to know to leverage their relationships with parents, promote child well-being and, raise the overall quality of care. **ZERO TO THREE's Knowledge and Know-How: Nurturing Child Well-Being series** focuses on the core knowledge and skills professionals need to:

- leverage their relationships with parents
- promote child well-being and
- raise the overall quality of care.

For more information about series, please visit <http://knowledgeonline.zerotothree.org/>

Child Trends® Videos

These great video clips from [Child Trends](#) discuss pertinent child development information including the role of genetics in early cognitive development, supporting families to support their child's development, and fostering early brain development.

Direct link: <https://www.youtube.com/user/ChildTrends/featured>

CFC Award Nominations

Do you know a CFC staff member who always goes above and beyond in their work with families and other team members? Maybe it's someone who is always family-centered, always advocating on behalf of families or providers, or someone who is always keeping the team together and organized. If you do, please consider nominating them for an award!

The nomination process is very simple and now open– help us recognize these exceptional individuals!

Troubleshooter

This award recognizes an individual who can see a problem and is always able to come up with a solution. This person is positive, innovative and creative, and rarely comes across a problem that can't be solved!

Encouraging Word

This award recognizes an individual who recognizes other' strengths and lets them know it! This person stays positive when things get hectic, keeps morale high, and helps others see the bigger picture.

Key Principles

This award recognizes an individual who embraces and demonstrates the key principles in action. This person encourages and supports active participation of families, understands and achieves true collaboration with their teams, and maintains their skills through ongoing education and implementation of validated practices.

Backstage Gem

This award recognizes an individual whose quiet daily organization or management makes everything go smoothly for everyone else. With the efforts of this person, there would be utter chaos!

Collaborator

This award recognizes an individual adept at working with others toward a common goal. This person's always seems to find the common ground, is respectful of others, and is explicit, tactful and clear. Any team this person is on is the better for it!

Submit nominations via the following link: <https://www.surveymonkey.com/r/CFC Awards2016>

Upcoming Events



To view upcoming events sponsored by EITP, please visit <http://go.illinois.edu/EITPEvents>

- **As of January 15, 2016, this is the only website to view EITP events.**
- For a list of online trainings offered by EITP, please visit our [EITP Online Events page](#).
- For a list of all webinars in our Winter Webinar Series, please visit our [Winter Webinar 2016 Calendar](#)
- For a list of events sponsored by other entities, please see the [Training Events Calendar \(old EITP site\)](#).

Upcoming Conferences

- [1st Annual Illinois Developmental Therapist Association \(IDTA\) Conference](#) will be on May 13, 2016 in Naperville, IL
- CFC Conferences "Early Intervention: Getting Back to Basics" - registration open to CFC personnel only
 - CFC Conference - South will be on April 27, 2016 in Fairview Heights, IL
 - CFC Conference - North will be on May 4, 2016 in Palos Hills, IL

Upcoming Face-to-Face Trainings

Date(s)	Event	Location
3/15 - 3/17/16	System Overview for Bilingual Interpreters/Translators in the IL Early Intervention System	Tinley Park
3/16/2016	Early Motor Delays: How to Make 0-3 Count for Children with Cerebral Palsy	Online - Live Webinar
3/17/2016	Online System Overview Follow-Up	Erikson Institute - Chicago
3/17/2016	Painting a Picture: Effective Report Writing in Early Intervention	Moline
	How to Support Parents and Professionals in Early Intervention: Principles of Adult Learning co-	

3/17/2016	sponsored with Military Families Learning Network	Online - Live Webinar
3/21/2016	The Modern Family (2 day event) Must attend both days (3/21/16 and 4/18/16) for credit	Naperville
3/23/2016	An Overview of Developmental Considerations for the Internationally Adopted	Online - Live Webinar
3/23/2016	Eligibility Determination & the Use of Evaluation Information	Moline
3/23/2016	Authentic Assessment in EI: Joining In Partnership w/Families & Caregivers	Collinsville
3/24/2016	Knock, Knock: Strategies and Ideas for Making the Most of Our Home Visits (Attendance is required all 4 days: 3/24, 4/14, 5/17, 6/2/16)	Alsip
3/30/2016	Natural Partners: Supporting Families in Early Intervention & Child Care	Champaign
3/31/2016	Partnering for Success: The Foundational Institute (Attendance is required all 4 days: 3/31, 4/15, 5/5, and 5/16) *UPDATED*	Mokena

April

4/8/2016	Battelle Developmental Inventory 2nd Revision	Grayslake
4/11/2016	Understanding Toxic Stress in Early Childhood Years	Loves Park
4/12/16	Knock, Knock: Strategies and Ideas for Making the Most of Our Home Visits (Attendance is required all 4 days: 4/12, 5/3, 5/18, 6/3/16)	Crystal Lake
4/14/2016	Working Effectively with a Trained Language Interpreter	Aurora
4/15/2016	Online System Overview Follow-Up	Grayslake
4/15/2016	Baby Steps & Building Blocks - The Infant/Toddler Development Institute (Attendance required all 4 days - 4/15, 5/16, 6/6, and 6/17/16)	Champaign
4/21/2016	Online System Overview Follow-Up	Naperville
4/22/2016	Painting A Picture: Effective Report Writing in Early Intervention	Mt. Vernon
	Family-Centered Early Intervention Practices	
4/25/2016	3 Day Option: 4/25, 5/10, 5/26 OR 5 Day Option: 4/25, 5/10, 5/26, 6/14, 6/29 (Depending on your option, you are required to attend all days required for credit).	Chicago

May

5/2/2016	The Art of Assessment for Assistive Technology in Illinois Early Intervention	Springfield
5/3/2016	Natural Partners: Supporting Families in Early Intervention & Child Care	Aurora
5/5/2016	Everyday Interactions: A Developmental Approach to Supporting Families, Caregivers & Children in Early Intervention	Tinley Park
5/6/2016	Infant/Toddler Assessment Insitute: Developmentally Appropriate Practices (Attendance is required all 4 days: 5/6, 5/24, 6/6, and 6/23/16)	Naperville
5/10 -5/12/16	System Overview for Bilingual Interpreters/Translators in the IL Early Intervention System	Chicago Heights
5/13/2016	Natural Partners: Supporting Families in Early Intervention & Child Care	Collinsville

5/18/2016	Online System Overview Follow-Up	Tinley Park
5/23/2016	Online System Overview Follow-Up	Erikson Institute - Chicago
5/23/2016	Painting a Picture: Effective Report Writing in Early Intervention	Joliet
5/26/2016	Online System Overview Follow-Up	Champaign

June

6/17/2016	Everyday Interactions: A Developmental Approach to Supporting Families, Caregivers & Children in Early Intervention	Effingham
6/24/2016	Online System Overview Follow-Up	Springfield
6/29/2016	Online System Overview Follow-Up	Naperville

READ MORE ABOUT



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The Early Intervention Training Program is housed within the **Department of Special Education** at the **University of Illinois at Urbana-Champaign** and funded through the **Illinois Department of Human Services**.

Disclaimer

The information provided in this Newsletter is not intended to take the place of either the written law or regulations. The opinions, resources, and links provided on the Web site are intended for information purposes only and are not intended to take the place of medical or legal advice, or of other appropriate services.

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