

Early Intervention Training News

Administered by the United Cerebral Palsy of Greater Chicago and
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Plan Ahead for New Credentialing Requirements—2007 Is Not That Far Away

"The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks and then starting on the first one."

- Mark Twain

As you celebrate the beginning of another new year, it might not be a bad idea to look a little ahead to 2007 when new and renewing providers (except parent liaisons) credentialed in the Illinois Early Intervention system will be required to meet specific core knowledge area requirements. These core knowledge requirements are completion of education experiences that include the equivalent of at least 2 semester hours or 30 clock hours of CEU credit hours in each of the following areas:

- Typical and Atypical Child Development (at least 1 semester hour or 15 contact hours in each area)
- Working with families who have children, ages birth to five, with special needs
- Intervention strategies for young children, ages birth to five, with special needs
- Assessment of young children with special needs

New providers applying for developmental therapy credentials are currently required to show proof of these educational requirements when they apply for a credential in the system. Beginning July 1, 2007 all new applicants (except Parent Liaisons) regardless of their discipline will be required to show they have completed coursework within 10 years of their credential application or attended workshops/conferences

that focus on these areas. **All providers credentialed before July 1, 2007 will need to document completion of the four core areas when they submit their application for renewal.** Providers who are renewing their applications after July 1, 2007 may use coursework or workshops completed at any time in their career.

There is complete information on the current and future requirements for early intervention credentials on the Provider Connections' website,

www.wiu.edu/providerconnections.

"Good fortune is what happens when opportunity meets with planning."

- Thomas Edison

Where do I begin?

A good first step is to organize your professional portfolio. If you haven't put one together, now is the time to start. Professional portfolios are a unique and valuable means of documenting your skills. Two of the most important times to use this means of documentation are during the early intervention credentialing process and in professional employment interviews.

Organizing your material in a portfolio makes it easier for you to compile documentation verifying coursework and trainings attended that apply to early intervention, your licensing requirements and that you meet your personal goals. This relieves a lot of stress and frustration that many

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Credentialing Cont.

professionals feel when trying to find all of the documentation needed to maintain a credential or renew a license. Even if a portfolio presentation may not be required during employment interviews, studies show portfolios are increasingly welcomed. Finally, a portfolio has value as a source of self-satisfaction. Like all symbols of growth and success, portfolios help bring out feelings of accomplishment and success.

Ideas for organizing your professional portfolio are included in the article on page 2. An important part of the section of your portfolio that relates to your Early Intervention credential should be a grid that lists the four core knowledge areas. Under each area you can list coursework you have completed and workshops attended that relate to each area. This visual aid will help you determine what areas you need to focus on over the next few years.

Where can I get help?

Provider Connections has added a "Core Knowledge Course Search" feature to help you find courses that have already been reviewed and approved for EI credit in one or more of the core knowledge areas. Provider Connections also encourages new providers and providers who will renew their credential prior to July 1, 2007 to submit documentation of all completed EI related coursework and/or workshop training as part of their credential application. Provider Connections then totals the hours submitted and provides feedback on the "Portfolio Checklist," noting which areas are fulfilled and which are not. No matter when your renewal date is, don't wait until the last minute to get started. Any coursework/workshop information submitted must include supporting documentation that clearly describes the core area covered, the birth to five special needs components and the time spent on these components. Coursework documentation should include course syllabi, catalogue descriptions or letters from course instructor or professor. Workshops or conferences attended must be approved by the Early Intervention Training Program.

The website for the Early Intervention Training Program is www.illinoiseittraining.org. This website offers several features to help EI Providers fulfill their credentialing requirements. Using the pull-down menus providers can find extensive lists of past trainings that have been approved for EI credit and lists of approved upcoming trainings. Individual approval for trainings you plan to attend or have attended can be obtained by

downloading and filling out the "EI Training Activity Request" form and submit it to the EI Training program. Once the form has been reviewed by EI Training Program staff, applicants will be notified if the training is approved, total number of hours approved and in what area the training can be applied. Organizations sponsoring workshops or trainings would submit the "EI Training Activity Request for Pre-Approval" form. Conferences or trainings approved through this form are posted on the EI Training Program's list of approved trainings. The link for both forms is on the home page of the training program's website.

General Guidelines for Organizing Professional Portfolios

A Well Prepared Portfolio

- Shows your achievements
- Documents the scope and quality of your experience and training
- Shows your skills and abilities

Organizing Your Portfolio

- Determine the skills necessary for your profession
- Choose items that will document how you have used those skills
- Use a loose-leaf portfolio notebook
- Include a Table of Contents that identifies the overall organization of the portfolio. Indicate and label the sections clearly. Color-coding and/or oversize dividers may be helpful
- Use plastic page covers to protect your materials and to make rearranging your portfolio easy.
- Label the different sections for ease of finding information in the portfolio

What to Include

- A copy of your résumé
- An official copy of your transcript, course descriptions
- A copy of your degree
- A copy of any professional licenses held
- A copy of your Early Intervention Credentials
- A list of experiences that do not fit into your résumé
- Certificates of awards and honors; special certifications for special trainings
- A list of conferences and workshops you have attended, copies of certificates received and a description of each
- Letters of commendation or thanks
- Letters of nomination to professional and academic organizations
- Newspaper articles that address some achievement
- A list of professional organizations in which you hold membership

Provider Connection's Corner

By Rob Derry, Director, Provider Connections

Important Notice for CFY Speech Language Pathology Assistants EI Credential Renewals

It has come to Provider Connections attention that the following licensure requirement became effective July 1, 2005. As a result, beginning October 1, 2005, Speech Language Pathology Assistant applicants in a CFY are now required to submit the "Temporary" Speech Language Pathologist license with the EI Credential application materials in order to receive an Early Intervention Speech Language Pathology Assistant credential. Provider Connections will not be collecting the temporary licenses from SLPA currently credentialed in the system. However, it is the SLPA's responsibility to be aware of the professional guidelines in the Illinois Speech-Language Pathology and Audiology Practice Act that govern SLPA practice.

Pursuant to Section 8.1 of the Illinois Speech-Language Pathology and Audiology Practice Act, on and after July 1, 2005, a person who has met the requirements of (a) through (e) of Section 8 of the Act and intends to undertake supervised professional experience as a speech-language pathologist must first obtain a temporary license from the Department of Financial and Professional Regulation, Division of Professional Regulation. A temporary license shall be issued for a period of 12 months and may be renewed only once for good cause shown.

In January 2006, providers with "Full" EI credentials will begin to renew the 3-year credentials. The requirements for renewal are as follows:

1. A minimum of 30 continuing professional education hours as approved by the Department, with a minimum of 5 hours during each year of his/her credential.
2. Participate in a system of ongoing professional development that includes, at a minimum, once a month face-to-face meeting with either an individual specialist-level credentialed provider of the same discipline, or a group, at least one of whom is a specialist-leveled credentialed provider of the same discipline.

The Provider Connections office will be closed during the holiday season beginning December 23, 2005 through January 3, 2006. All applications that are received during this period of time will be date stamped December 31, 2005 when the office reopens.

Happy Holidays.

Suggested Social-Emotional Activities for Children 18 Months Old

(ASQ-SE User's Guide)

1. Toddlers like to have a consistent daily routine. Model for parents how to talk to their children about what they are doing now and what will happen next.
2. Help children learn about their emotions. Encourage parents to stand in front of a mirror with their child and make happy, sad and silly faces and talk about what they are doing.

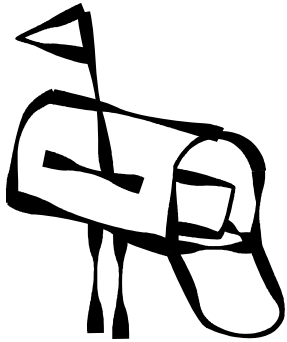
3. This is a good time to start games. Encourage parents to try simple games like Hide and Seek and Chase. Parents and children need to have fun and laugh together.



help children settle down before they go to sleep. Children at this age can help choose a book and turn the pages.

4. Story times are so important. Reading a story before naptime and bedtime are a great way to

5. Even a child as young as 18 months can help clean up after playtime by putting things in a big tub or box. Remind parents that they should clap and praise their child for all their help.
6. Toddlers want to do things by themselves. Assure parents that children should practice more independent self-feeding during mealtimes. Yes, there might be spilling, so parents might want to put a cloth under the high chair.



EI Mailbox

A Family Letter to EI Providers

“Early Intervention has been a significant part of our lives for the past 2 1/2 years. Our daughter has Down Syndrome and has been receiving EI services since she was 3 months old. What could be a very daunting experience has turned into an incredible time for us filled with growth, learning and hope for not only our child, but for our entire family.

From the beginning with the help of our service coordinator and our provider team we were explained the EI philosophy – one that focuses on total family involvement and stresses the importance of parent and provider

communication. This “teamwork “ is the key to successful early intervention. We, right along side of our daughter became students. We were taught how to play and work with our daughter in a way that would maximize her everyday life experiences.

After getting to know other families and talking about their EI experiences I have realized that the open line of communication and partnership with the service providers is not always evident. I am fortunate to be a stay at home mother and to be part of all my daughter’s therapy sessions. I realize that many families, especially those with working parents or single parent households, the ability to be part of therapy sessions with their child is not always an option. Whatever the case may be my concern is for the parents or caregivers whose involvement is not encouraged and welcomed by providers. This theory dismisses the Early Intervention philosophy of families and service providers working together as a team on behalf of children. Our service providers have had such a positive impact on our lives. They have become our teachers, partners and our friends. Shouldn’t everyone in Early Intervention have the same experience?”

- Julie and Wayne

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