



# Early Intervention Clearinghouse

<http://eiclearinghouse.org>

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## Teaming For Outcomes

In the early intervention (EI) program, the family, service coordinator, and EI professionals are a team. When an EI team gathers, the conversation often involves talking about outcomes. In early intervention, we use the word outcomes to describe what family members want to see happen for their child and their family as a result of their participation in the EI program. These outcomes are listed in the individual family service plan (IFSP). This plan identifies the family's concerns and priorities for meeting their child's needs.

Making progress toward outcomes is the result of the many small and big steps the family and EI service providers take as they work together. EI team members need to help each other understand the family's routine so they can choose and use strategies that work well for the family. Let's consider an example of how an EI team can work together to plan strategies for a toddler to reach an IFSP outcome related to communication.

*Lucy is 24 months old. She receives EI services for a delay in language development. When Lucy's family and their EI team meet to write her IFSP, they decide one overall*

Please see **TEAMING**, Page 2

# What Is the SSIP? What Parents in Early Intervention Might Want to Know

The State Systemic Improvement Plan (SSIP) is a multi-year plan that focuses on improving outcomes for children and families receiving early intervention services. This is important to you because we want you to know we are working hard to improve the services you and other families receive.

This is an Office of Special Education Programs initiative to help Congress and the people of the United States decide whether the money spent on early intervention is producing good results for children with disabilities and developmental delays and their families.

Each phase of the plan to improve services has a specific focus. The three phases are:

- **Phase I – Analysis.** This phase was completed in April 2015.
- **Phase II – Planning.** This phase was completed in April 2016.
- **Phase III – Implementation and Evaluation.** The report on the first year of implementation is due April 3, 2017. (This phase will last several years.)

A group of parents, providers, CFC staff, state workers, and community partners joined the Bureau of Early Intervention from the very beginning of the SSIP process to “dream big!”

We decided to focus on how well children are acquiring and using new knowledge and skills in early intervention.

To do that, we developed strategies on improving children’s progress on outcomes and expanding families’ ability to support their child’s development.

Even as we were “dreaming big,” we knew that we had to “start small,” so we selected three pilot areas in Williamson County, East St. Louis, and Aurora and decided that we needed leadership teams in each area. These leadership teams include CFC staff, providers, and

parents as well as state personnel. Their job is to support local early intervention teams (like yours) to improve child outcomes and to increase the families’ ability to promote their child’s development—even after leaving the early intervention program.

The leadership teams began meeting in November, and we are excited to see their progress! For more information about the SSIP, visit <http://go.illinois.edu/SSIP>.

— Claudia L. Fabián  
Illinois Department of Human Services



## TEAMING

Continued from Page One

*outcome they want to work toward is encouraging Lucy to give a verbal response when she normally would point or nod. The team talks about times during everyday routines that Lucy’s family could encourage her to use words and build her vocabulary.*

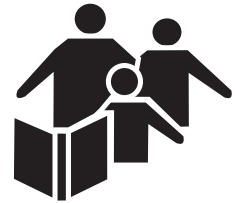
*Lucy’s family loves to play outside. The team decides to have a speech therapy session at the playground to develop strategies to encourage Lucy to use her words. The speech therapist and her family practice ways to encourage Lucy to respond with words and increase Lucy’s vocabulary. Now, when Lucy gets to the bottom of the slide, her dad says, “That was fun! The slide is slippery and fast. Do you want to slide again?” He waits, and then if Lucy responds by shrieking with delight, he says, “You are excited! Tell me ‘yes’ if you want to slide again.” “Ess!” says Lucy.*

*Every park playtime becomes an opportunity to work toward the outcome of improving Lucy’s language skills. By encouraging Lucy to use more words and continuing to use descriptive words himself, Lucy’s dad helps her take more and more steps toward their outcome of using her words to communicate.*

Focusing on daily routines is how EI teams meet IFSP outcomes. This EI Clearinghouse newsletter contains resources you can use to support language development at home, understand who is on your EI team, and work together toward outcomes. With every little step, an EI team gets closer to achieving IFSP outcomes as well as building a strong foundation for future growth.

# Who Is on Your Early Intervention Team?

In early intervention (EI), we work as a team to help your child learn and overcome challenges. The most important member of the team is the child's family. Every team includes a service coordinator. The team will look different for each child and family. Other team members bring knowledge and skills from a specific field to help the child and family meet outcomes.



## Family

- Knowledge about their family's culture and everyday routines
- Knowledge about their child and their family's needs

## Developmental Therapist

- Knowledge about child development and learning
- Helps families find ways to promote their child's development and learning through everyday routines and play
- Helps families understand how the IFSP goals fit together to promote overall child development

## Occupational Therapist

- Knowledge of motor, self-help, and sensory development
- Helps family adapt everyday activities based on their child's needs
- Focuses on fine-motor skills such as feeding and grasping that require small muscles

## Service Coordinator

- Knowledge of the EI system
- Organizes the team
  - Supports families through the intake, evaluation, and IFSP process as well as the transition out of EI

## Physical Therapist

- Knowledge of motor development and movement
  - Helps family adapt everyday activities based on their child's needs
  - Focuses on gross-motor skills such as crawling and walking that require large muscles

## Speech Language Pathologist

- Knowledge of language, feeding, and swallowing
  - Helps family promote their child's language and communication development
  - Helps families adapt feeding routines to promote the child's nutrition



Each EI team is unique. Other members of the EI team may include child care providers, extended family members, other caregivers, social-emotional specialists, behavioral specialists, assistive technology specialists, or medical specialists.

 For more information, visit the Illinois Early Intervention Clearinghouse at <http://eiclearinghouse.org>

Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Illinois Department of Human Services, Bureau of Early Intervention.





# Resources to Support Language Development at Home

## Books

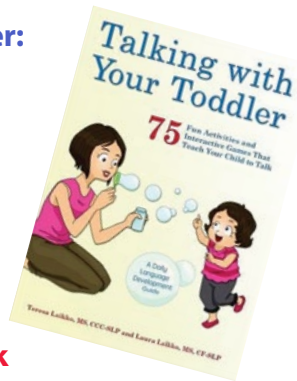
### Talking With Your Toddler: 75 Fun Activities and Interactive Games That Teach Your Child to Talk

Teresa Laikko and Laura Laikko

Ulysses Press, 2016

P 118.5 .L35 2016

Also available as an **eBook**



### The Gardener and the Carpenter: What the New Science of Child Development Tells Us About the Relationship Between Parents and Children

Alison Gopnik

Farrar, Straus and Giroux, 2016

BF 713 .G67 2016

### Beyond Baby Talk: From Speaking to Spelling

Kenn Apel and Julie Masterson

Three Rivers, 2012

P 118 .A64 2012

Also available as an **eBook**



### Thirty Million Words: Building a Child's Brain

Dana Suskind

Dutton, 2015

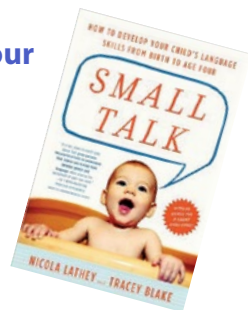
QP 360.5 .S87 2015

### Small Talk: How to Develop Your Child's Language Skills From Birth to Age Four

Nicola Lathey and Tracey Blake

The Experiment, 2014

P 118.5 .L38 2014



### 52 Simple and Fun Activities for Dads and Kids: Simple Ways for Busy Dads to Connect With Their Kids

Brent Johnstone, 2016

HQ 756 .J65 2016

### Boosting Brain Power: 52 Ways to Use What Science Tells Us

Jill Stamm

Gryphon House, 2016

BF 723 .C5 .S73 2016



### The Activity Kit for Babies and Toddlers at Risk

Deborah Fein, Molly Helt, Lynn Brennan, and Marianne Barton

Guilford Press, 2016

HV 885.5 .F2371 2016

Also available as an **eBook**

### Raising a Talker: Easy Activities for Birth to Age 3

Renate Zangl

Gryphon House, 2014

P 118 .Z165 2014



## Media

### Baby Instructions (2 DVDs)

Films Media Group, 2011

### Newborn to Crawler

WS 105 .B119new 2011

### Crawler to Toddler

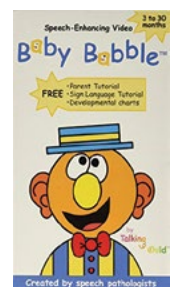
WS 105 .B119tod 2011

### Baby Babble Video Series

(3 DVDs)

Talking Child, 2004

WS 105.5 .C8 B115 2004



## eBooks Are Here!

You can now check out and download eBooks instantly, using the 3M Cloud Library app on most devices. For more detailed instructions, visit [eiclearinghouse.org/resources/library/ebooks/](http://eiclearinghouse.org/resources/library/ebooks/) or click on the icon on the right.



## Illinois Early Intervention Clearinghouse

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### Family Outcomes Survey

Each year, Illinois is required to find out how effective the early intervention program has been in helping families achieve outcomes. Early intervention is a family-centered system. Both children and families are considered to receive benefits from early intervention services. We are striving to report whether families are getting what is intended from EI services.

The Family Outcomes Survey helps measure the state's progress toward this goal. Family outcomes are the changes experienced by the family as a result of early intervention services and supports. The Family Outcomes Survey examines things such as understanding your child's strengths, abilities, and special needs and helping your child develop and learn.

This year the Family Outcomes Survey will be mailed to every family that leaves the early intervention program. When you receive the survey in the mail, please complete the questions and mail it back in the self-addressed, postage pre-paid envelop. We greatly appreciate your input because it can help improve the Illinois Early Intervention Program.

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