



Early Intervention



Early Intervention Visits in the Home: Boundaries Promote Success

Early intervention (EI) services help your family learn how to facilitate your child's learning and growth during her first three years of life. Once your child's strengths and needs are identified and outcomes are set, you and your child will meet regularly with an EI provider. These visits often take place in your home. Children learn best in a familiar learning space (i.e., a natural environment). Inviting a service provider into your home may make you nervous. Just remember that EI providers are there to support you in your interactions with your child and not to evaluate your housekeeping skills.

You can help make the visit a success by considering what types of information and support you would like from your EI provider during the visit. Preparing for the visit and communicating clearly with your EI provider can help set "healthy boundaries." The dictionary defines boundary as "anything marking a limit." Boundaries help everyone involved focus their time and efforts on promoting your child's development and meeting the family and child outcomes identified on your child's IFSP. Parents and EI providers work best together when they trust each other.

Parents have the right to expect all providers to act in a professional manner toward the family and the child.

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Most EI providers work hard for the welfare of the families they serve and deserve that trust. Being aware of the boundaries of the relationship helps maintain this trust. EI providers can be warm and caring while still acknowledging that the provider-family relationship has limits. Parents have the right to expect all EI providers to act in a professional manner toward the family and the child. It is always out of bounds for EI providers to take unfair advantage of a family for their own benefit. Examples of this might include persuading a family to give them gifts, asking for money for services, or pursuing an intimate relationship with a family member.

The goal of each EI visit will be different, but the overall purpose remains the same: promoting healthy development in your child and supporting your family's priorities and outcomes. All tasks and activities should have this purpose in mind. For example, it is inappropriate for the EI provider to be distracted by bringing other children or pets to the visit. The EI provider should not conduct personal business, such as a prolonged telephone call during the visit. Just as you and your child should be ready at the agreed upon time, your EI provider should also be punctual and prepared.

If your EI provider does not maintain healthy boundaries with you and your child, please contact your service coordinator for assistance with your concerns.

Meet Our New Librarian!

The EI Clearinghouse has a new librarian! We are happy to welcome Sarah Isaacs to the Illinois EI community. Sarah has a bachelor's degree in biology and a master's degree in library and information science. Recently, we sat down with Sarah and asked her a few questions.

What experiences led you to the EI Clearinghouse?

As a young professional, I began my library career working with children and families in different Illinois public libraries. I remember helping young parents navigate the loads of books and videos on a topic—like “helping your baby sleep”—and finding just the right one. I learned to love teaching preschool story hour, sharing in the excitement and energy of the children who came alive when welcomed in a safe, comfortable, and positive environment. One of my jobs involved weekly visits to in-home child care centers in the community, teaching and demonstrating early literacy activities with child care providers. And then I started having my own children and really learned what it felt like to be that parent, filled with questions.

What do you like most about working in a library?

I love helping people find the resources they need—whether they are young or old, eager or shy, seeking new ideas or researching difficult topics. Over the past 17 years, I have

worked in a variety of libraries serving many different kinds of people. In all of them, what I enjoyed most was the same—helping people with questions find the answers they were seeking.

What do you like most about the EI Clearinghouse?

The EI Clearinghouse is a great library with many resources. Knowing the types of materials available, I can honestly say that the EI Clearinghouse collection is fantastic. Every day I find more and more valuable resources in the library's collection of books, videos, and DVDs. Getting to know the collection better has made me eager to share these resources with everyone I meet—parents, service providers, and anyone who will listen! Now I am actively working to promote awareness of these awesome materials and get them into the hands of families and providers who can use them. Call me today at 877-275-3227 or email me at illinois-eic@illinois.edu.



What Happens When Early Intervention Ends?

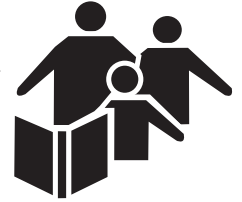
The Illinois EI Program ends when your child turns 3. You and your EI team will begin planning up to 9 months before this birthday for your child's change in services, or *transition*. Your service coordinator will talk to you about options for your soon-to-be 3-year-old. If your child is eligible for specialized services after his birthday, you will help develop a plan for these services. The plan is called an Individualized Education Program (IEP). Your school district will be responsible for determining your child's eligibility for continued services and for developing the plan with you.

When I Am 3, Where Will I Be? is a parent manual that outlines the steps that you will take in planning for your child's next services. For example, the manual helps you identify your dreams for your child and how you can share information about your child. It describes the transition planning conference, the eligibility evaluation for new services, the IEP meeting to identify goals for your child, and services appropriate for meeting those goals. You will have a transition-planning meeting at least 90 days before your child's third birthday. If your child is not eligible for specialized services, then your service coordinator will help you consider other appropriate services in your community (e.g., programs at your local library, park district, or community child care options).

When I Am 3, Where Will I Be? is available on the Web at http://www.dhs.state.il.us/OneNetLibrary/27897/documents/CHP/EI_Workbook/Transitions.pdf.

What Happens during a Typical EI Visit?

Visits by providers of early intervention (EI) services are as individual as your child, but most follow a similar pattern when services are delivered in the home.



You and your service provider both prepare to work with your child.


- You and your family are active participants in early intervention visits. You will want to review notes from the last meeting and consider any new information about your child that the provider may need to know. For example, did practices suggested at the last visit help your child? Do you need to discuss changing the priorities and desired outcomes for your child and family?
- The provider also reviews notes and plans activities and strategies for the visit.

You and your service provider actively work with your child.

- You can expect the provider to arrive on schedule. You spend a short time talking about your child's progress and the goals for this visit. Then the provider, your child, and you are ready to start.
- With your desired outcomes in mind, the provider will show you ways to work with your child and help your child learn.
- You and your provider will work with your child to increase your child's participation in daily activities. Your provider may watch you with your baby and give you new ideas and show you ways to support your child's participation in daily activities. Feel free to ask questions about how and why these strategies were chosen and how you can use them in daily activities between visits.
- The provider also watches the ways in which family members interact with the child. This enables the provider to offer supportive feedback to the family. She may also notice areas where additional support is needed.
- The provider may show and discuss additional ways to help your child move toward the identified outcomes.

You and the service provider discuss the child and the visit.

- You may share information with the provider about your child's progress and general development. The provider may suggest services and supports that your family might find helpful.
- Your provider helps you plan ways to use what you have learned during the visit as part of daily life with your child.
- You and your provider plan the next visit. You can discuss information that would be helpful to share at that time. Schedule a date and time that works for both of you. Try to find a time that works well for your family.

 For more information on what happens during a typical EI visit, see the Illinois Early Intervention Clearinghouse Web site 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 on Early Intervention Visits

The following books, articles, and videos are available from the Early Intervention Clearinghouse. Request them through your local public library, email us through the Clearinghouse Web site at <http://eicclearinghouse.org>, or call us at 877-275-3227. Visit our Web site to find more resources on home visits.

Books

The Early Intervention Guidebook for Families and Professionals: Partnering for Success. Bonnie Keilty. New York: Teachers College Press, 2010. (Call # 350.6 K27e 2010).

Keilty explains what early intervention looks like and how families can best partner with professionals so young children can learn, grow, and thrive.

The Art and Practice of Home Visiting: Early Intervention for Children with Special Needs and Their Families. Ruth E. Cook & Shirley N. Sparks. Baltimore: Paul H. Brooks, 2008. (Call # HV 697 .C771a 2008).

This resource discusses a framework for setting up a healthy home visit. By adjusting the home visit approach to work successfully with a wide range of families, providers can skillfully manage early intervention services.

From Parents to Partners: Building a Family-Centered Early Childhood Program. Janis Keyser. St. Paul, MN: Redleaf Press, 2006. (Call # LB 1139.35 .P37 K44f 2006).

This book emphasizes the importance of family-professional relationships when working with young children.

Videos

The Ages & Stages Questionnaires on a Home Visit. 20-minute DVD. Paul H. Brookes. 1995. (Call # WS 105.5 .E8 A265qv 1995)

This video shows how two families used the Ages and Stages Questionnaire to guide the services that the home visitor was providing to their children.

Early Intervention Illustrated 2: The Art & Science of Home Visits. 18-minute DVD. Boys Town Press, 2004. (HV 2392.2 .E12a 2004)

This DVD demonstrates how to facilitate family-centered interactions between the service providers and the families of the children they're working with.

Home Visiting: Research, Respect and Rapport.

60-minute DVD. STARNET Regions I & III, 2002. (Call # HQ 755.7 H765sh 2002)

This DVD highlights the importance of research and preparation before home visits, recognizing and respecting the family's values, and building rapport and positive partnerships with the goals for the child in mind.

Article

Assessing Home Visit Quality: Dosage, Content, and Relationships. Diane Paulsell, Kimberly Boller, Kristin Hallgren, & Andrea Mraz Esposito. (2010). *Zero to Three*, 30(6), 16-21.

This article outlines the three things that need to be considered for high-quality home visits: frequency, content, and relationships. This foundational article paints a picture of the basic expectations for professionals and families who are involved in home visits.

Web Resources

Highlight of a Home Visit (3-minute video)

This video demonstrates a teacher conducting an effective home visit with a child who will be attending a child care center.

<http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-3>

Early Intervention Home Visits (11-minute video)

This video shows what early intervention visits are like. It includes descriptions of typical routines, parent coaching, and the primary provider model. (English and Spanish options)

<http://www.birth23.org/videos/HV/HV.html>

The Illinois Early Intervention Program: A Guide for Families

Page 7 of this guide describes a typical home visit.

<http://www.eicclearinghouse.org/documents/family-guide.pdf>



Illinois Early Intervention Clearinghouse

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Illinois Calendar

June 6–9, 2012
Jacksonville

*29th Annual Opening Doors to Parents and Their Young Children
with Vision Loss Parent/Infant Institute*

Contact: Illinois School for the Visually Impaired, <http://www.isvi.net>

June 11, 2012
Chicago

*Parent Workshop: Transitioning from Early Intervention
to Early Childhood Special Education*

Contact: STARNET Region V, <http://www.starnetchicago.org>

June 11–15, 2012
Jacksonville

Institute for Parents of Preschool Children Who Are Deaf or Hard of Hearing

Contact: University of Illinois at Chicago,
Division of Specialized Care for Children, 800-322-3722

August 6, 2012
Jacksonville

Illinois School for the Deaf Outreach/Statewide August Conference

Contact: School's outreach office at 877-339-2686
or email Tina Childress at tina.childress@illinois.gov

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