



Early Intervention Clearinghouse

<http://eiclearinghouse.org>

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Responsive and Trusting Relationships Are a Strong Foundation for Your Child

Relationships shape our lives, beginning at birth. Babies connect with their family, gazing at their faces, crying and cooing. What parent can resist a newborn who stares in their eyes? Your baby is learning who you are—a very important caregiver in her life. Babies also show connections with family when they play “my turn, your turn” games such as “peek-a-boo, I see you” or, during meal times, “I drop the spoon, you pick up the spoon.” These early back-and-forth interactions help your baby trust that you are available and care for her. Building this trust happens when you consistently respond to your baby’s wants (play), needs (affection, food, and diaper changes), and schedule (sleep time).

Some babies respond more than others. It may be difficult to engage babies who are colicky in back-and-forth play when they don’t feel well. Babies born with developmental delays or who have vision or hearing problems also may be slower to respond. Parents may have to “work” more at playing—catching their baby’s gaze or responding positively to each of the baby’s efforts to connect. Showing affection and caring for your baby is very important even when your baby responds differently. You are providing the early building blocks in his social and emotional life.

Warm, responsive, and trusting relationships develop from many positive interactions over time. Our daily routines often set the stage for children to feel safe and secure in their home or other familiar environments. We use routines to meet many daily demands. For example, most families have a routine for morning and nighttime. These routines are predictable and repeat every day. Your child can predict and depend on you to help them get up, get dressed, eat breakfast, and start their day. Likewise, at night children will fall asleep quickly if they have a bedtime filled with affection and predictable routines. Before turning off the light, do you rock your baby, sing a lullaby, or read a story? Doing this every night tells your baby or toddler that you care for them and that you are available.

Children who experience responsive and trusting relationships often learn that they can soothe themselves until their parent comes. Over time they learn to manage their feelings and cope with occasional changes in schedule. By responding consistently to your baby and engaging your baby in playful interactions, you are creating a relationship to last a lifetime.

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Starting the Conversation: Things I Want You to Know About My Child

Within any new relationship, there is a balance between sharing too much information and not sharing enough. For any relationship to work, there must be a sense of trust. Likewise, this is true when your family enters the early intervention system.

As a parent, it is important to share your concerns and dreams for your child, along with other information, with your service coordinator, other CFC staff, and EI providers. It is not unusual to feel uncomfortable about sharing details. Yet, it is very important to keep sharing information. They need your point of view to understand your hopes and concerns and to be responsive to your child and family needs. Please remember that your service coordinator will continue to contact you regularly to check in on services, your satisfaction with services, and any other changes that might impact your family.

You may wonder what is appropriate to share with providers. Here are some conversation starters that you can have with providers. These can be helpful throughout your time in the early intervention system and upon transition into another program.

These are things I want everyone to know about my child.

- Favorite foods
- Favorite people
- Favorite toy
- My child's strengths

These are my concerns now.

- Developmental concerns
- Behavior concerns

This is how my child communicates with me and others.

- Words she uses
- Signs
- Gestures

These are ways my child likes to learn new things.

- Watching, imitating a sibling
- Watching, playing with a grandparent

This is what my child does when she needs help.

- Cries
- Hits
- Throws tantrum
- Uses his words

Places my child likes to go.

- Parks
- Zoo
- Store
- Church or synagogue
- Playgroup
- A friend's home

These are things I would like my child to learn in the next 6–12 months.

- Motor skills
- Language skills
- How to feed himself



These are things I would like to learn in the next 6–12 months.

- How I can best help my child
- How we can work on skills during our everyday tasks/routines

This is how I learn best.

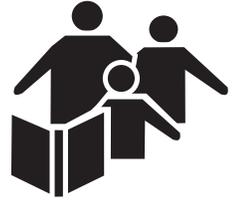
- Videos
- Reading
- Seeing strategies in action

Here is what a typical day looks like for us.

- Nap routine
- Feeding schedule
- Visits with friends
- Work schedule

Adapted from the Illinois Early Intervention Guide for Families at eiclearinghouse.org. It is included in the information packet you received from your service coordinator upon entry into the EI system.

The Family's Role in Early Intervention: How You Can Help Your Child



No one knows your child better than you do. As a parent, you know their cries, their giggles, and their moods. Your child also knows your voice, your smell, and your touch—even from birth! You are also a critical member of the early intervention team. Most intervention happens between visits because providers see your child for only a short visit. What can you do to help your child?

Share information about your child.

- Notice what your child likes. What are her favorite toys, games, and songs? Who are her favorite people? Dislikes?
- What concerns you do you have about your child. For example, do you worry that he isn't crawling or that he is having trouble eating or sleeping? Let your provider know at any time.

Provide opportunities to try new skills.

- Arrange many opportunities for your child to play and practice new skills during everyday routines—dressing, mealtimes, diaper changes.
- Create an environment where it is safe for your child to explore and learn about the world.
- Learn about activities in your community that your child and family might enjoy.

Participate in developing a plan for EI services with the team.

- Talk about what you and your family feel is most important for your child.
- Agree on outcomes that are meaningful for your child and family.
- Identify your family's supports and resources. Who can you count on for help? What do you have that you can use to help your child?

Engage and enjoy yourself in each home visit.

- Actively take part in home visits and appointments. This will help you learn strategies and skills that will enhance your child's development.
- Ask your EI providers to explain the activities. How are the activities helpful for your child? What additional activities can you and other family members work on with your child? Knowing these things will help you work with your child between visits.
- Ask questions about next steps, things to be watching for, and how to involve siblings or other children in activities.

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

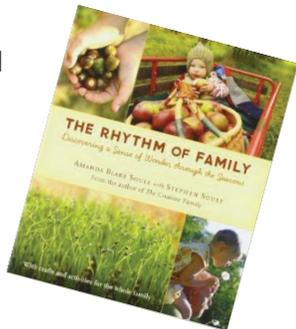
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Relationships

The Rhythm of Family

By Amanda Blake Soule, 2011
Call # GT 2420 .S67 2011



The Drama of the Mother-Child Bond

By Dr. Ada Anbar, 2012
Call # HQ 755.85 .A53 2012

Brain-Based Parenting

By Daniel A. Hughes & Jonathan Baylin, 2012
Call # BF 723 .P25H84 2012

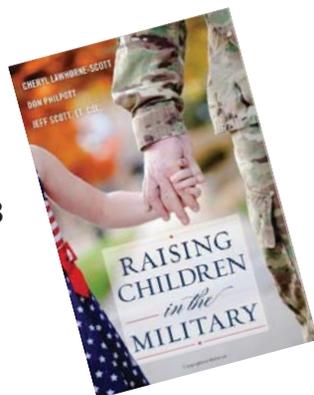


Grandparents as Parents

By Sylvie de Toledo & Deborah Edler Brown, 2013
Call # HQ 759.9 .D426 2013

Raising Children in the Military

By Cheryl Lawhorne-Scott, 2014
Call # UB 403 .L39 2014



Dad to Dad

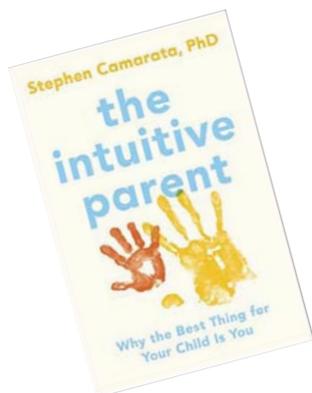
By David L. Hill, 2012
Call # HQ 756 .H55 2012

The 5 Love Languages of Children

By Gary Chapman & Ross Campbell, 2012
Call # HQ 769 .C395 2012
Audiobook HQ 769 .C395CD 2008

The Intuitive Parent

By Stephen Camarata, 2015
Call # HQ 772 .C1407 2015



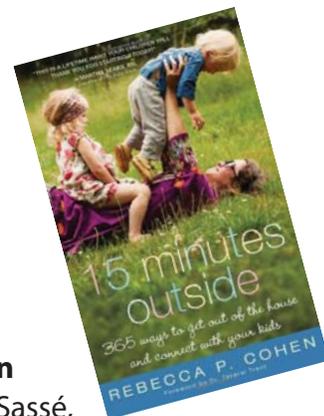
I Love You Too

By Ziggy Marley, 2014
PZ 7 .M3754 2014

Family Fun Activities

15 Minutes Outside

By Rebecca P. Cohen, 2011
Call # GV 182.8 .C64 2011



Baby Play for Every Day

By Susannah Steel, 2015
Call # HQ 782 .S725 2015

Active Baby, Healthy Brain

By Margaret Sassé, 2010
Call # GV 1203 .Sa792 2010



125 Brain Games for Babies

By Jackie Silberg, 2012
Call # BF 720 .A24 S57 2012

125 Brain Games for Toddlers and Twos

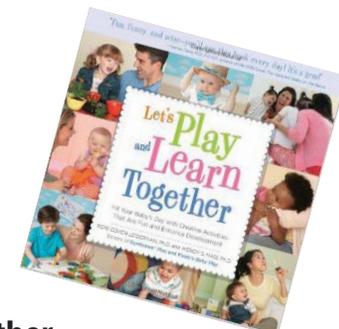
By Jackie Silberg, 2012
Call # GV 1203 .S532 2012

Retro Baby

By Anne H. Zachary, 2014
Call # WS 105 .Z16 2014

The Artful Parent

By Jean Van't Hul, 2013
Call # TT 157 .V285 2013



Let's Play and Learn Together

By Roni Cohen Leiderman & Wendy S. Masi, 2012
Call # HQ 774 .L3945 2012



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 and a downloadable instruction sheet, please visit the Illinois Early Intervention Clearinghouse Web site.



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