



Early Intervention Clearinghouse

<http://eiclearinghouse.org>

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IN THIS ISSUE

Early Intervention Fits Right In	1
.....	
The State Systemic Improvement Plan (SSIP): An Update for Parents	2
.....	
New Books in the EI Clearinghouse Library	3
.....	
Family Outcomes Survey	4
.....	

Early Intervention Fits Right In

No two EI families are exactly alike. The daily activities that families participate in and the places they spend time vary. The Illinois Early Intervention program supports families in ways that are flexible, individualized, and tailored to the family's preference. Early intervention staff and providers focus on partnering with families to work together to help infants and toddlers learn and develop. The routines and activities common in one family may be different than those in another family. Young children increase their knowledge and skills best when new activities and strategies are a part of that child's regular routines and daily life.

The early intervention team approach revolves around helping families to use strategies that will help infants and toddlers develop their skills during everyday activities in their natural environments. Natural environments are home and community settings in which children and families with and without disabilities regularly participate. These spaces might look different for different families and different children. One child may spend most weekdays outside the home at a local child care center, while another child might have daily visits to grandma's house. These places are the child's natural environment. And early intervention services can fit right into

Please see FITS, Page 2

The State Systemic Improvement Plan (SSIP): An Update for Parents

We finalized the first year of the implementation phase, and although we did not complete all the activities and short-term outcomes we had planned, we did establish the local leadership teams and worked on improving the child outcomes process.

We are excited to report the following results:

- Leadership teams are up and running in three pilot areas (Aurora, Williamson County, and East St. Louis).
- Training on the child outcomes process is ongoing.
- A professional development rubric was developed to ensure high-quality trainings.
- Resource guides are being developed for staff and providers.
- A messaging workgroup revised and released the statewide EI brochure in English and Spanish.
- A new child outcomes procedure was developed to support staff and providers.
- New child outcomes materials for families were created in English and Spanish.

During the second year of the implementation phase, we will continue our efforts to complete and evaluate the activities and short-term outcomes of the first year and will begin to focus on supporting family capacity-building, family engagement, and family decision-making.

We are recruiting new stakeholders and have contacted additional parent liaisons to increase the number of parents on the SSIP stakeholders group to help us guide this year's work.

For updated information, quarterly summaries, and reports about SSIP progress, you can visit <http://eiclearing-house.org/> or <https://illinois.edu/blog/view/6039/378910>.

We welcome everyone's input, so if you have any comments, please e-mail them to claudia.fabian@illinois.gov or call her at (217) 558-6153.



FITS

Continued from Page One

these routines and spaces.

Many things influence the daily routines of infants and toddlers. Daily routines are a part of family life. Family life includes interactions with various family members, shared activities, and shared values and culture. Differences in family life are expected because there are no two families exactly alike. Some differences might include the types of first foods given to young children, whether children are encouraged to feed themselves, their family's sleeping arrangements, the language used to communicate, and whether a child is encouraged to try to move about on the floor or whether they are carried for longer periods of time.

Cultural differences may influence child care and work arrangements. Some working families will choose to enroll their child in a child care center or home while others are more comfortable with care from a relative or friend. Some cultural influences may be more subtle, such as differences in how caregivers respond to children's feelings. For example, some caregivers will allow children to fuss when upset and others will rock, bounce, or carry upset children to calm them.

High-quality EI services are provided to all families. Each family's culture is reflected uniquely in their everyday life. The early intervention program empowers families as their child's first teacher and learns from families how they embrace their cultural beliefs and practices to offer services that are meaningful.

This sharing begins during the initial screening and evaluation process in which the family describes their everyday routines and talks about their child's challenges and strengths and continues as families begin to participate in the EI program when their child is deemed eligible.

This rich exchange of information will help the EI team plan interventions and strategies that fit into a family's lifestyle and help the child learn to develop and grow to his or her fullest potential.

Natural Environments: Where All Children Belong

Children learn best in familiar environments and during daily routines. Your EI provider can help you use daily routines to enhance your child's development. Talk about some places where you spend time with your child. Talk about other places you would like to go, such as the grocery store, park, or library. How do you want to spend your time there? Your EI provider may go with you to these places. Your EI provider can help you come up with ideas that will help your child take part successfully in those settings.



At Home

- Taking a bath
- Picking up toys
- Enjoying a meal
- Playing with siblings
- Dressing
- Going to bed/nap



At Child Care

- Greeting and departing
- Putting on or taking off a coat
- Sharing toys
- Playing with a friend
- Looking at books
- Sitting in a chair



In the Community

- Walking in the neighborhood
- Riding the bus
- Getting in or out of the car
- Shopping at the store
- Climbing stairs
- Swinging or sliding at a playground
- Playing in sand or dirt



- Using elevator buttons
- Eating out at a restaurant
- Visiting the library
- Spending time at the Laundromat
- Exploring nature
- Petting a dog or cat
- Tossing/rolling a ball

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

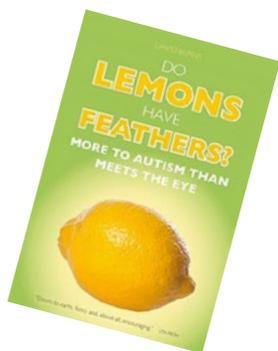
Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Illinois Department of Human Services, Bureau of Early Intervention.



New Books in the EI Clearinghouse Library

Do Lemons Have Feathers? More to Autism than Meets the Eye

By David J. Burns
Jessica Kingsley, 2016
WM 203.5 .B872 2016

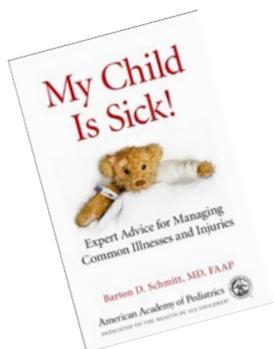


Yoga for Speech- Language Development

By Susan E. Longtin and Jessica
A. Fitzpatrick
Jessica Kingsley, 2017
WL 340.3 .L866 2017

My Child is Sick! Expert Advice for Managing Common Illnesses and Injuries

By Barton D. Schmitt
American Academy of
Pediatrics, 2017
WS 205 .Sch564 2017

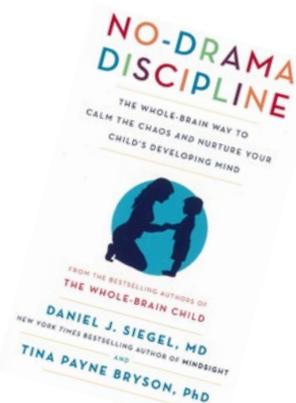


Boosting Brain Power: 52 Ways to Use What Science Tells Us

By Jill Stamm
Gryphon House, 2016
BF 723 .C5573 2016
Also available as an **eBook**

No-Drama Discipline

By Daniel J. Siegel and Tina
Payne Bryson
Random House, 2014
HQ 755.8 .S5327 2014
Also available in **Spanish**
Also available as an **eBook**

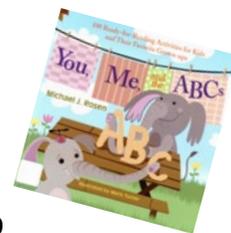


The Parent's Guide to Down Syndrome

By Jen Jacob and Mardra Sikora
Adams Media, 2016
WS 107 .J116 2016

You, Me, and the ABCs: 100 Ready-for-Reading Activities for Kids and Their Favorite Grown-ups

By Michael J. Rosen
Ohio Children's Foundation, 2009
LB 1139.5 .R43 R67 2009
Also available in **Spanish**

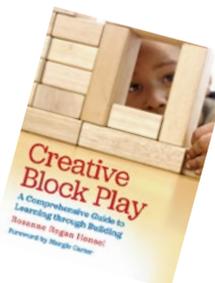


The New Dad's Playbook: Gearing Up for the Biggest Game of Your Life

By Benjamin Watson
Baker, 2017
Only available as an **eBook**

Creative Block Play: A Comprehensive Guide to Learning Through Building

By Rosanne Regan Hansel
Redleaf Press, 2017
LB 1139 .C7 H36 2016



Science—Not Just for Scientists! Easy Explorations for Young Children

By Leonisa Ardizzone
Gryphon House, 2014
Q 163 .A783 2014
Also available as an **eBook**

Sand and Water Play: Simple, Creative Activities for Young Children

By Sherrie West and Amy Cox
Gryphon House, 2017
Only available as an **eBook**

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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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