



Early Intervention Clearinghouse

<http://eiclearinghouse.org>

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IN THIS ISSUE

Family Reading Time	1
COVID-19 Resources from Illinois Early Learning	2
Fun Books for Families	3
Planning for Early Intervention During COVID-19	4
State Systemic Improvement Plan (SSIP) Update	4

Family Reading Time

Take a break. Turn off your screen and grab a book. Read for yourself or read with your child.

Did you know that reading your child a book, magazine, or newspaper in front of your child makes an impression on them? It does! Young children, even babies, who watch their family members read grow up to be great readers, too.

Books Galore

One thing you can do to help your child develop a love for reading is to have books available in your home. Go to the public library with your child and browse some books. Get what seems to interest your child as well as books that interest you. See some great options for very young children in our resource guide on page 3 of this newsletter. Once you check out the books (for free!) from a library, you can place several of them around your house at your child's eye-level so your child can see the books and choose to explore them.

Please see **READING**, Page 2

READING

Continued from Page One

Over and Over Again

Infants and toddlers learn so much from being read to. Make it a routine to read to your child every day, if you can. Sometimes children may request their favorite book over and over again. This is a wonderful way for children to learn new words and gain vocabulary—just some of the skills needed for a reader. Sometimes children want to skip ahead a few pages or stay on a page longer. That's okay! Follow your child's lead and pace. You can even forget the words on the page and tell your own story. Make it up; make it fun!

Rrrr-Roar

Making the noises of the characters on the page helps engage young children. For example, if there is a bear in the story, you could lower your voice when you read the bear's words and even growl a little, too: "Ggrrrrr!" It's okay for adults to act and feel silly when reading; this can even reduce your stress. Little ones love to hear the noises of the animals! It makes the story come alive for them.

Do You See the Little Girl?

Simply talking together about the pictures on the page helps your child's brain grow. Pointing to a picture helps very young children develop joint attention, when a child and an adult are looking at the same thing together. For example, you might say while pointing to the picture in the book, "Do you see that little girl? What is she doing?" Child: "Run." You: "Yes, she is running! She is wearing a red coat." This back and forth conversation is called "serve and return" language, which helps children develop cognitive skills. What is most important is that you are spending time together and having a good time.

So whenever you have a few minutes in the day, curl up with your child and enjoy a good book together. The benefits to your child, and you, are endless.



Keeping Healthy and Safe: Face Coverings

Young children are learning to wear face coverings and to see others wearing them. Adults can support them with simple explanations, visual supports, and practice.

Provide a Simple Explanation

Use simple phrases, such as "People wear masks so they won't pass their germs to another person. When everyone wears masks, we all keep our germs to ourselves."



Use Visual Supports

Provide pictures of masks. Post pictures of family members, classmates, teachers, and the children wearing masks.



Set Them Up for Success

Demonstrate the correct way to put on and wear a mask and remind them to avoid touching or fidgeting with their masks.



Provide Practice and Encouragement

Provide encouragement for children to wear face coverings and praise their success.



Any opinions, findings, conclusions, or recommendations expressed in this tip sheet are those of the author(s) and do not necessarily reflect the views of the Illinois State Board of Education.



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For more tip sheets on other topics, please go to <https://illinoisearlylearning.org>

7/20

COVID-19 Resources from Illinois Early Learning

With COVID-19, our daily routines and activities have greatly changed. We are highlighting some resources that our sister project, Illinois Early Learning (IEL), has created to support families of young children.

One of IEL's most popular resources during the pandemic has been the **Keeping Healthy and Safe: Face Coverings** tip sheet. In this graphic tip sheet, family members and professionals can learn how to best help children wear a face covering. (Note: Face coverings are only recommended for children age 2 and older.)

Many family members may also be experiencing added stress during the pandemic. The COVID-19 Parenting Pep Talk blog series has some great advice for parents. We are highlighting two for families involved in early intervention: **Be With Your Child's Big Feelings** and **Make Time for Connection**. Both of these blog posts can help you better manage struggles at home. This series addresses day-to-day parenting challenges during COVID-19.

For these and more resources, visit IEL's **COVID-19 Resources** web page at <https://illinoisearlylearning.org/group/covid-19/>

Having Safe In-Person Early Intervention Visits

As Illinois continues to reopen, early intervention (EI) may be provided in-person. Of course, it remains your choice whether you receive EI in person, by phone, or via live video visits or put services on hold until you are ready. Your EI providers and service coordinator will also voice their opinions about the type of EI visits your family receives. Together, you may choose the best type of visit for your family. If you choose to pursue in-person EI visits, here are some ways to protect yourself, your family, and your EI professional.

Stay Outside

If possible, consider having the in-person visit outside. This way you can limit interactions between the EI professional and your family and home environment.



Always Wear a Mask

You and your EI provider should wear a mask at all times during the visit. Even if you are in your home, you can minimize risk by wearing a mask. Notably, children under age 2 do not need to wear a mask. For information about how to appropriately wear a mask, see <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>



Cancel If You Don't Feel Well

If you or anyone in your home is demonstrating signs of COVID-19, feeling sick, and/or have a temperature, cancel your visit. If you have been exposed to anyone who has tested positive for COVID-19, postpone all in-person EI visits for 14 days. For information about COVID-19 symptoms, see <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Wash Your Hands

Wash your hands and your child's hands before and after the EI session. For guidance, see <https://www.cdc.gov/handwashing/when-how-handwashing.html>



Keep Your Distance

To the extent possible, practice social distancing. Your provider may coach you in certain strategies to facilitate social distancing.

Minimize Contacts

Limit the number of people who interact with the EI professional. For example, there should be only one parent or caregiver with the child and the EI provider.



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

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Fun Books for Families

Read-Alouds

Look Inside Your Body

Louie Stowell
EDC, 2012
PZ 7 .St79 2012



Press Here

Hervé Tullet
Chronicle Books, 2011
PZ 7 .T824 2011

Activity Books

The Outdoor Toddler Activity Book

Krissy Bonning-Gould
Rockridge Press, 2019
LC 1038 .B6439 2019



The Rainy Day Toddler Activity Book: 100+ Fun Early Learning Activities for Inside Play

Krissy Bonning-Gould
Rockridge Press, 2019
HQ 774.5 .B6439 2019



Play & Learn Toddler Activities Book: 200+ Fun Activities for Early Learning

Angela Thayer
Rockridge Press, 2018
HQ 774.5 .T335 2018



Board Books/Lift the Flap Books

Little Blue Truck's Springtime

Alice Schertle
Houghton Mifflin Harcourt, 2018
PZ 8.3 .Sch289 2018



That's Not My Mermaid ... Her Hair Is Too Fluffy

Fiona Watt
Usborne, 2019
BB 7 .W3401m 2019
Also available in **Spanish**



Hello Feet!

Connie Hunt
Positive Foundations, 2018
BB 7.1 .H911 2018



Jump Around: A Little Book of Movement

Annabel Blackledge
Kane Miller, 2019
BB 7.1 .B565 2019

5 Big and Busy Trucks

Scholastic, 2020
BB 7.1 .B2411 2020



Project Kid: 100

Ingenious Crafts for Family Fun

By Amanda Kingloff
Artisan , 2014
Only available as an **eBook**

52 Rainy Day Activities

Lynn Gordon
Chronicle Books, 2011
Only available as an **eBook**



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Planning for Early Intervention During COVID-19

The Bureau of Early Intervention has created a team of stakeholders, including families, to develop a plan for early intervention during COVID-19. The purpose of the plan is to ensure the safety of families while also ensuring access to early intervention services. For more weekly updates about the workgroup, see http://www.wiu.edu/coehs/provider_connections/bureau/covid_info/index.php

Currently, families have three ways to receive early intervention services: in-person, live video visits, and phone consultation. For more information about each option:

- See this Frequently Asked Questions document
<https://eiclearinghouse.org/everyday/faq-inperson-visits/>
- Watch this webinar about early intervention
<https://www.fmptc.org/recordings/family-matters-recordings/4494>

Regarding the live video visits, if you need technology (e.g., devices, Internet access), you may consider:

- Review this link to find resources to secure technology and Internet access
http://www.wiu.edu/coehs/provider_connections/pdf/20200406livevideovisits.pdf
- The Early Intervention Clearinghouse is loaning technology (i.e., iPads with data plans, iPads with Wi-Fi, and hotspots) to families for free
<https://eiclearinghouse.org/resources/techloan/>
- Rush University has a research project that will enable families to access technology for early intervention. Please contact Lauren Little for more information at (312) 942-1759 or lauren_little@rush.edu.

State Systemic Improvement Plan (SSIP) Update

As we head into the final year of our SSIP, we continue to focus on family engagement as a way to enhance families' capacity to meet the developmental needs of their infants and toddlers. The recent shift in service delivery has allowed more teams to implement coaching strategies that build on family strengths. While some of the activities in our plan have unfortunately been delayed, we will continue to move forward when it is safe to do so. In the interim, we are doing all we can to help families continue to meet their outcomes while staying safe!

Illinois Early Intervention Clearinghouse

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