

Early Intervention Clearinghouse

<http://eiclearinghouse.org>

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Reviewing Your Individualized Family Service Plan

Every six months, or more frequently if needed, the Individualized Family Service Plan (IFSP) for your child and family will be reviewed. At least annually, you and your IFSP team will meet to evaluate and revise the IFSP, as appropriate. Families may ask:

- 1) “Why so often?”
- 2) “What does the review mean for my child and for my family?”
- 3) “Will services change and how?”

1. The frequent review gives you time to discuss your child’s overall development with your IFSP team. With your input, the IFSP team will look at your child’s progress toward meeting the functional outcomes for your family identified in the IFSP.

Children develop at amazing rates during the first three years of life. Your child’s body and brain grow rapidly and changes often are seen over six months. The IFSP review gives you a chance to look at your child’s development—physically, cognitively, and socially. Questions may include: Does your child have new ways of communicating with you? Has your child shown social gains?

2. The review is a time to think about priorities for your child and family. Which ones have been met? Do you have new priorities? For example, the parents of a 2-year old may have new priorities that support participation in community activities or changes in child care arrangements. The same parents six months later may want to know about ways to prepare their child for preschool at age 3.

Based upon your new priorities, the review is an opportunity for the IFSP team to meet and modify results or functional outcomes for your child and early intervention services, if needed. At your child’s annual IFSP meeting, you also have the chance to assess progress on child outcomes by answering three questions about your child.

- ◆ Is my child learning and using new skills? Is my child learning new things?
- ◆ Is my child gaining positive social and emotional skills?
- ◆ Is my child showing ways of meeting some of her own needs?

3. Your family’s services may change or stay the same. You and your IFSP team decide whether changes to results, outcomes, or early intervention services in your child’s IFSP are needed.

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It's Time to Change: How We View a Child's Growth

As they grow, children are always learning new things. Below are just some of the things you should look for as your child grows. Use this as a guide, and if you have any concerns, talk with your child's doctor and call (800) 323-4769 to get connected with your community's early intervention system.

At 6 months, many children

- ◆ respond to own name
- ◆ respond to other people's emotions and often seem happy
- ◆ copy sounds
- ◆ like to play with others, especially parents

At 1 year (12 months), many children

- ◆ use simple gestures, like shaking head "no" or waving "bye-bye"
- ◆ say "mama" and "dada" and exclamations like "uh-oh!"
- ◆ copy gestures
- ◆ respond to simple spoken requests

At 1½ years (18 months), many children

- ◆ play simple pretend, such as feeding a doll
- ◆ point to show others something interesting
- ◆ show a full range of emotions, such as happy, sad, angry
- ◆ say several single words

At 2 years (24 months), many children

- ◆ say sentences with 2 to 4 words
- ◆ follow simple instructions
- ◆ get excited when with other children
- ◆ point to things or pictures when they are named

At 3 years (36 months), many children

- ◆ show affection for friends without prompting
- ◆ carry on a conversation using 2 to 3 sentences
- ◆ copy adults and friends
- ◆ play make-believe with dolls, animals, and people

Questions to ask your child's doctor:

- ◆ Is my child's development on track for his or her age?
- ◆ How can I track my child's development?
- ◆ What should I do if I'm worried about my child's progress?
- ◆ Where can I get more information?

Adapted from *Caring for Your Baby and Young Child: Birth to Age 5*, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents*, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

www.cdc.gov/actearly (800) CDC-INFO

Reprinted from the Centers for Disease Control and Prevention



Director's Corner

How do you choose from the many websites about early intervention and early childhood education? I'd like to suggest that in addition to the EI Clearinghouse (<http://eiclearinghouse.org>) you visit the Illinois Early Learning Project (<http://illinoisearlylearning.org>). It provides a wealth of information for families and teachers of young children. One of my favorite resources are the Tip Sheets, such as "Fuss Management: Comforting the Irritable Child" and "Encouraging Words." All of the one-page Tip Sheets are available in English, Spanish, and Polish. Selected Tip Sheets are also available in Chinese, Korean, Russian, and Arabic.

The Tip Sheets can be read online or downloaded in PDF format to be printed and shared.. You can also search for Tip Sheet using selected topics. I find the most helpful tips for very young children in three categories: social/emotional development, parenting and family life, and physical development and health.

New to the Illinois Early Learning Project site is the *Illinois Early Learning Guidelines for Children Birth to Age Three*. These guidelines show how child development can vary and the range of months during which children meet certain milestones. The site also has real-life stories of children and recommendations for interacting with them to support their development.

Caring for a child with special needs can be overwhelming. Knowing where to turn for information can help ease a parent's anxiety about development and increase confidence in their role as their child's first teacher. I hope you will take a few minutes and explore the Illinois Early Learning website.

Fuss Management: Comforting the Irritable Child

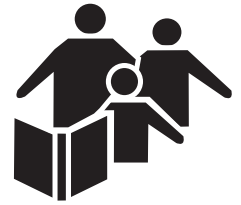
You're out in public with your toddler or preschooler when the whining starts. Don't panic! When you take a calm, problem-solving approach, you help your child learn to calm himself when he is irritable.

★ Look for what's making your child irritable, and try a "quick fix."

- She's uncomfortable.

She may be hungry, thirsty, tired, cold, hot, or need a bathroom. You might help her adjust clothing or diapers, seat belts, or straps. Feel her hands, feet, and face to see if she needs a jacket on or off. Offer a snack and some water, or stop for a full meal. Make a bathroom stop. Change wet or dirty diapers as soon as possible.

Child Outcomes: Measuring the Benefits of Early Intervention



Early Intervention (EI) partners with families of infants and toddlers with developmental delays and disabilities to enhance their child's development and learning through everyday activities that are important to the child and family. The goal of EI is to help families become more competent and confident in helping their child develop and learn. One way we measure progress toward this goal is by gathering information about three child outcomes.

National experts say EI should help all eligible children achieve these outcomes:

- **Building positive social-emotional skills and relationships**, which includes how children interact and play with other children and adults, how they show their feelings, and how they follow social rules.
- **Acquiring and using knowledge and skills**, which includes how children understand basic concepts, learn new things, solve problems, and use words or other ways to communicate.
- **Taking appropriate action to meet their needs**, which includes how children become more independent by learning to move on their own, feed themselves, ask for assistance, begin to get dressed, and take care of basic needs.



How can you help?

As the expert on your child, you can:

- Observe differences in what your child is able to do in different settings (home, day care) and with different people (you, siblings, playmates, caregivers).
- Be ready to share what you know about your child with your EI team members.
- Ask questions such as: What are the next skills we should be looking for? How do I know when my child is making progress?
- Celebrate progress with your child, your family, and your EI team.



How will this help you as a parent/guardian?

These three outcomes may help you decide what family activities and daily routines can best support your child's continuing development. You may also:

- Become more confident about observing your child and monitoring his progress.
- Understand more how her skills compare with other children her age.
- Contribute more to team discussions about your child's strengths.

Discussing these three outcomes with other team members can provide useful information about your child's progress over time. By sharing information, you are not only helping your own child but also assisting the EI program in identifying ways to improve EI services for all families.



For more information about measuring your child's progress, visit 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.



The Family's Role in Early Intervention Services

The following resources are available from the Early Intervention Clearinghouse. You can request them through your local public library or by calling us at (877) 275-3227 or e-mailing us through the our Web site at <http://eicclearinghouse.org>. Also visit our Web site to find many additional resources.

Books

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

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

Supportive Parenting: Becoming an Advocate for your Child with Special Needs. Jan Starr Campito. Jessica Kingsley Publishers, 2007. (Call # WS 107.5 R5 C196 2007)

Developmental psychologist and educator Campito draws on her experiences as a parent to personalize the experience of becoming an advocate for one's child. She explains how parents can work with communities of care to meet their child's needs.

A Parent's Guide To Developmental Delays: Recognizing and Coping with Missed Milestones in Speech, Movement, Learning, and Other Areas. Laurie LeComer. Perigee, 2006. (Call # WS 350.6 .L465p 2006)

Using real-life examples and case studies along with checklists, exercises, and other hands-on advice, the book covers a range of delays and disorders that include autism, ADHD, learning disabilities, sensory processing disorder, aggressive behavior, and motor-control problems.

Videos

A Child with Special Needs. 30-minute DVD. Parents Action for Children, 2005. (Call # WS 350.6 .C536dvd 2004)

In this video, families of children with special needs share their stories to help other parents understand what to do when they find out that their child has a special need, how to find answers to their questions, how to advocate for their child, and how to focus on their child's unique strengths.

Precious Lives, Meaningful Choices. 41-minute DVD. Fanlight Productions, 2006. (Call # WS 200 P923 2006)

In this video, four families discuss their journey of raising and caring for children who have progressive, life-limiting illnesses. Parents share their reflections on care assistants, medical staff, and embracing their children's lives with courage and hope.

Articles

Interventions for Toddlers with Autism: Buiding on the Parent-Child Relationship to Promote Joint Attention. Hannah



Schertz & Michele Robb. (2006). *Young Exceptional Children*, 9(3), 20–27.

A mother who is also an early interventionist shares the story of how she discovered that her son had autism. The article describes a model that helped parents of three toddlers with autism to promote joint attention.

Early Intervention Matters: Part 3. Family-Centered Philosophy and the Role of the Family in Early Intervention. Susan Addison. (2004). *Exceptional Parent*, 34(1), 154.

This article provides a brief summary and overview of family-centered philosophy and the position of the family in early intervention services

Web Resources

Caring Providers and a Loving Family Make a Difference: Harper's Story

This resource relates a family's description of their journey from the time their daughter, Harper, was born with Down syndrome, to her transition out of an early intervention program. The site also includes video and resources recommended by the family. www.beachcenter.org/resource_library/real_story.aspx?intResourceID=2405&Type=story

Early Intervention Family Alliance (EIFA)

The Early Intervention Family Alliance (EIFA) is a national organization of family members and supporters dedicated to improving the national early intervention program for eligible infants and toddlers and their families. www.eifamilyalliance.org

Early Childhood Intervention: The Power of Family

A brief video with a variety of early childhood and early intervention experts from around the world discussing the importance of family in the early intervention process. www.opensocietyfoundations.org/multimedia/early-childhood-intervention-power-family

Illinois Early Intervention Clearinghouse

Early Childhood and Parenting Collaborative
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

Family Outcomes Survey

Each year, Illinois is required to find out how effective the EI 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 is enrolled in Early Intervention. When you receive the survey, please complete the questions and mail it back. Your input can help improve the program.

Illinois Calendar

April 17, 2014

Mt. Vernon

Building Bridges:

The Transition Process From Early Intervention to Early Childhood

Contact: Terri Dietz, STARNET Region IV,
at (618) 825-3966 or tdietz@stclair.k12.il.us
<http://roe.stclair.k12.il.us/starnet/>

April 30, 2014

Downers Grove

What Is Going On with My Child? An Introduction to Sensory Integration

Contact: Amanda Krystofiac at (630) 495-6800
or theclubhousenews@aol.com
www.communicationclubhouse.com/worksem.html

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