



Early Intervention



EI Clearinghouse Expands Its Collection

Staff members at the Illinois Early Intervention (EI) Clearinghouse have spent the past few months purchasing new materials and expanding our collection. We want to provide you with the best information so that you can support your child's development and communicate effectively with your child's service providers. Sometimes the information that will help your child can be related to a specific condition. At other times, you may want general information on topics such as developmental milestones. We have books and DVDs that cover many topics.

Language development is one topical area for which we purchased new materials. We also purchased materials in these areas:

- **Autism Spectrum Disorders (ASD):** We have new materials on communication and social-emotional development in young children with ASD.
- **Typical Development:** Several collections of DVDs explain important developmental milestones during the early years.
- **Spanish-Language Materials:** In order to serve the diverse population in Illinois, the EI Clearinghouse has purchased new materials written or created for Spanish-speaking families. Check out our resource guide to Spanish-language materials at <http://eiclearinghouse.org/resources/guides/spanish.html>.

In this issue of the newsletter, you will find an EI Note and a resource guide on communication strategies and language development in young children.

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All residents of Illinois can check out books from our library. If you do not have a local public library card, we can mail books and DVDs to you. Items can be checked out for four weeks at a time.

If you have trouble finding information on a topic related to early intervention, please call or email us. Our staff are available 8:00 a.m. until 5:00 p.m, Monday through Friday, to answer your questions and recommend information resources. You can reach us by phone at 877-275-3277 or by email at Illinois-eic@illinois.edu.

Your Legal Rights

The Illinois Early Intervention (EI) Program wants you to be able to make informed decisions about the services that your child receives. In the EI Program, you have the right to accept or decline services for your child. In fact, you have the right to be informed of and to consent to each of the services that your child is receiving or will receive. Some of your parental rights—*informed consent, prior written notice, and review of records*—are described briefly here.

Informed Consent

Importantly, you decide whether or not your child will receive any EI services. Signing a consent form means that

- you have received the information you need to make decisions in the language you normally use;
- you understand the information and agree to the activity for which consent is sought;
- you understand that some of your child's records may be released (and to whom); and
- you understand that consent is voluntary and may be withdrawn at any time.

If you do not give consent for an initial evaluation, the service coordinator may encourage you to read more about your child's development by suggesting related literature. She may also contact you in the future to see if you need more information or have any questions.

Informed consent to your child's service plan starts with your EI service coordinator providing you with the following information:

- purpose of the visits
- how the services will be provided

Follow the EI Clearinghouse on Facebook and Twitter!

Receive daily updates on library news, resources on the Web, and materials at our library:

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- who will provide the services
- what will happen if you do not consent

If you do not give consent, services cannot be provided. If you understand and agree with the service plan and want to give permission for it, you provide written consent. You may also decline individual services after first accepting them without jeopardizing other EI services.

Prior Written Notice

An agency or service provider shall give written notice to you before it makes a change in your child's EI services. The notice should describe the action that is being taken, the reasons for taking the action, and all the procedural safeguards that are available to you under the EI Program. Notice must be given in the language that you usually use. The service coordinator should give you written notice of any meetings, so that you have plenty of time to make arrangements to attend. You should tell your service coordinator if the date, time, or location of the meeting is not convenient for you.

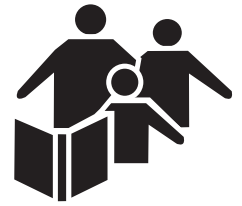
Review of Records

You have the right to review any records related to your child's EI services. These records include information and documents related to evaluations, assessments, eligibility, individual family service plans, and complaints. Records must be available to you no later than 5 working days following a request.


For More Information

You can ask your service coordinator about family rights. You can also find more detailed information in *State of Illinois Infant/Toddler & Family Rights under IDEA for the Early Intervention System* (2007), available at <http://eiclearinghouse.org/documents/familyrights.pdf>.


Moments That Matter: Talking with Your Baby




Although your baby may not yet use many words, he talks to you by smiling, laughing, babbling, and crying. You can adapt your communication methods to your child's special needs. Here are some fun and easy ways to keep your child talking with you.

 **Any time:** Throughout the day, listen to your child and respond to her efforts to communicate.

- Pay attention to how your child expresses her feelings. Does she fuss when she's tired? Wiggle when she's excited? You can match your baby's laughter and facial expressions, or respond with words that label her feelings.
- Maintain eye contact and respond to your child's babbling or speech, reflecting the different sounds he makes.
- Be sure a child with a hearing impairment can see your face when you speak. Speak clearly and use gestures and simple signing. Respond when she communicates with smiles, sounds, or gestures.
- You may want to touch a child with vision impairment gently before you speak to him. Place his hand gently on your lips so he can feel your smile.
- Encourage your baby to make combinations of sounds such as "ma," "da," and "ba."
- Talk about what you're doing as you bathe, diaper, and dress your baby: "I'm washing your fingers now!" "Time for a dry diaper."

 **Meal Times:** Feeding times can be busy, but they can also be good times to talk with your child.

- If you know your child is hungry, reassure her that you are getting ready to feed her.
- If your baby is eating solid foods, name the food you are giving him. Talk about the high chair, utensils, stove or microwave, and other items you are using.
- Talk about your child's reactions to the food: "Mmmm" or "You made a face when I gave you peas! Do you want to try them again?"

 **On the Go:** Whether you are in the car, shopping, or just going for a walk, on-the-go moments are great times to talk with your child.

- Talk about what you are doing, where you are going, what you will do when you arrive, and who or what you will see.
- Use gestures such as waving to help convey the meanings of words like hello and goodbye.
- Help your child notice and imitate sounds: "The doggie says woof-woof." "The car goes vroom."
- Identify colors and count things you and your child see.
- Help your child to match your actions, including clapping your hands, throwing kisses, and playing games such as pat-a-cake, peek-a-boo, and the itsy-bitsy-spider.

 **For more information on young children's language development, see the Illinois Early Intervention Clearinghouse Web site at <http://eicclearinghouse.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.

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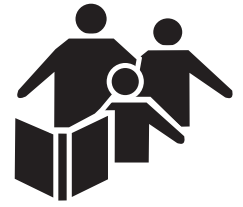


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Momentos importantes. La “conversación” con su bebé



Aunque su bebé tal vez no use muchas palabras todavía, le “habla” al sonreírle, reírse, balbucear y llorar. Usted puede adaptar sus métodos de comunicación a las necesidades especiales de su hijo. He aquí algunas maneras divertidas y fáciles de estimular la conversación con su niño.

En cualquier momento: Durante todo el día, escuche a su hijo y responda a sus esfuerzos por comunicarse.

- Fíjese en la manera en que su niño expresa los sentimientos. ¿Se queja cuando está cansado? ¿Menea el cuerpo cuando está emocionado? Usted puede corresponder a la risa de su bebé y a las expresiones de su cara, o puede responder con palabras que identifiquen sus sentimientos.
- Mire a su bebé a los ojos y responda a su balbuceo o a sus palabras para reflejar los diversos sonidos que hace.
- Deje que un niño con un impedimento de la audición vea su cara cuando le habla. Hable claramente y use gestos y señas simples. Responda cuando el niño se comunica con usted con sonrisas, sonidos o gestos.
- Usted tal vez quiera tocar suavemente a un niño con un impedimento visual antes de hablarle. Coloque suavemente la mano del niño sobre sus labios para que pueda sentir su sonrisa.
- Anime a su bebé a hacer combinaciones de sonidos como “ma”, “da” y “ba”.
- Hable sobre lo que está haciendo al bañar, vestir o cambiar los pañales a su bebé: “¡Ya te estoy lavando los dedos!” “Te voy a poner un pañal seco”.

Comidas: Durante las comidas usted tal vez tenga mucho para hacer, pero estas también pueden ofrecer un buen momento para hablar con su hijo.

- Si usted sabe que su bebé tiene hambre, dígame en tonos suaves que se está preparando para darle de comer.
- Si su bebé ya come alimentos sólidos, dígame el nombre del alimento que le va a dar. Hable sobre la silla alta, los utensilios, el horno o el microondas y otros objetos que está usando.
- Hable sobre las reacciones de su hijo ante la comida: “Mmm” o “¡Hiciste una mueca cuando te di los guisantes! ¿No quieres probarlos otra vez?”

Cuando está viajando: Si usted está en el coche, haciendo compras o nada más dando un paseo, estos ofrecen buenos momentos para conversar con su hijo.

- Hable sobre lo que están haciendo, adónde van, lo que van a hacer cuando lleguen y qué o a quién van a ver.
- Use gestos, como decir adiós con la mano, para comunicar el significado de palabras como “hola” y “hasta luego”.
- Ayude a su hijo a notar e imitar sonidos: “El perrito dice ¡guau guau!” “El coche dice run run”.
- Identifique los colores y cuente cosas que usted y el niño pueden ver.
- Ayude a su niño a imitar sus acciones, como batir las palmas, tirar besos y jugar juegos como las tortillitas, esconderse la cara y la araña pequeñita.

Para más información sobre la conversación con su niño, vea el sitio de Internet del Centro de Información sobre la Intervención Temprana de Illinois en <http://eicclearinghouse.org>.

Los hallazgos, opiniones, conclusiones y recomendaciones expresados en esta publicación son los del (de los) autor(es) y no necesariamente reflejan los puntos de vista de la Oficina de Intervención Temprana del Departamento de Servicios Humanos de Illinois.

Patrocinado por la Oficina de Intervención Temprana del Departamento de Servicios Humanos de Illinois



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sobre la Intervención
Temprana de Illinois**

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Language Development in Young Children

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://eiclearinghouse.org>, or call us at 877-275-3227. Visit our Web site to find more resources on language development in young children.

Books

Talk to Me, Baby!: How You Can Support Young Children's Language Development. Betty S. Bardige. Baltimore, MD: Brookes, 2009. (Call # LB 1139 .L3 .B246 2009).

This easy-to-read book shows parents how to talk to and play with children in ways that support their emerging language skills.

Let's Talk Together: Home Activities for Early Speech and Language Development. Cory Poland & Amy Chouinard. Maple Grove, MN: Talking Child, 2008. (Call # LB 1139.5 .L35 .P762 2008).

This book describes over 55 language-enhancing activities that parents can incorporate into the young children's routines.

It Takes Two to Talk: A Practical Guide for Parents of Children with Language Delays. Jan Pepper & Elaine Weitzman. Toronto: Hanen Centre, 2004. (Call # LB 1139 .L3 I88 2004).

This guide shows parents how to help their child communicate through talking during daily activities.

Videos

It Takes Two to Talk: A Guide to Promoting the Communication and Development of Children with Language Delays. 2-hour, 6-minute DVD. Hanen Centre, 2006. (Call # LB 1139 L3 .I88 2006)

This DVD is a companion to the *It Takes Two to Talk* guide. The program shows how parents and caregivers can promote early language development in everyday routines.

Celebrating Language and Literacy for Infants, Toddlers, and Twos.



43-minute DVD. Teaching Strategies, 2008. (Call # P 118 .C392 2008)

This DVD presents two programs that show how everyday routines, experiences, and environments support children's emerging language skills.

Articles

Supporting Emergent Literacy in Play-based Activities. Mary Frances Hanline. (2001). *Young Exceptional Children*, 4(4), 10-15.

This article provides tips for parents and caregivers on play activities that promote early literacy and that can be incorporated into natural environments.

Your Child's Early Communication Skills: What You Need to Know. Kathy Jagarnath. (2006). *Exceptional Parent*, 36(10), 37-39.

This article provides tips for parents on how to encourage and monitor communication in young children. It also lists factors that may affect a child's communication abilities.

Web Resources

American Speech-Language-Hearing Association: Activities to Encourage Speech and Language Development

This resource provides tips to promote children's speech development. The activities are organized by children's ages (birth to 2 years, 2 to 4 years, and 4 to 6 years).

<http://www.asha.org/public/speech/development/Parent-Stim-Activities.htm>

Center for Early Literacy Learning

This Web site includes videos, podcasts, tip sheets, and articles designed to help parents and caregivers use evidence-based early literacy learning practices with young children who have identified disabilities and developmental delays and who are at risk for poor outcomes.

<http://www.earlyliteracylearning.org>

Early Literacy and Language Tips and Tools

This resource page offers online booklets, articles, and tip sheets on early literacy and school readiness.

<http://www.zerotothree.org/child-development/early-language-literacy/tips-tools-early-lit-and-lang.html>

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Illinois Calendar

September 26-28, 2011
Springfield

Sharing a Vision 12th Biennial Conference: Children, Families, and Professionals Together

Contact: Tom Renk, tom@associationenterprise.org

October 6, 2011
Chicago

The Parent Toolbox: Skills, Knowledge, and Tools to Build the Road to Success for Your Child with Special Needs

Contact: STARNET Region V, <http://starnetchicago.org>, Phone: 773-553-5596

October 12, 2011
Princeton

Transitioning Children from Early Intervention to Early Childhood

Contact: STARNET Region I & III,
<http://www.starnet.org>

October 26, 2011
Jacksonville

Transitioning Children from Early Intervention to Early Childhood

Contact: STARNET Region I & III,
<http://www.starnet.org>

November 9, 2011
Chicago

Facilitating Play for Children with Special Needs

Contact: STARNET Region V, <http://starnetchicago.org>, Phone: 773-553-5596

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