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Vol. 20 Issue 2

Official Newsletter of the Illinois Subdivision of the Division of Early Childhood of the Council for Exceptional Children

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*The IDEEC Newsletter is a quarterly publication. Please send inquiries, comments, and article submissions to: Mindy Ely, Newsletter Editor
217.899.1193
ms-ely@wiu.edu*

Dear IDEEC Members,

Welcome to the first issue of our newsletter for 2014! It was great to see so many of you at the Sharing a Vision Conference. We continue to work to grow our membership, so please spread the word to friends and colleagues about the many great opportunities available for our members. For example, IDEEC members have the opportunity to participate (at a significantly reduced rate) in *Learning Decks* webinars. These are professional development webinars designed especially for those who work with or on behalf of children special needs. For more information visit www.dec-sped.org/Conference/Learning_Decks.

It is exciting that the 30th International DEC Conference: Gateway to a Bright Future will be held nearby in St. Louis. So, mark your calendars for October 7th-9th, 2014. I hope you will consider submitting a proposal for a presentation. Proposals are due February 1, 2014. For more information on submitting a presentation read the *Call for Proposals* on the IDEEC website, <http://illinois-dec.org/>

Please be sure and visit the IDEEC website where you will find an archive or IDEEC newsletters and contact information for your IDEEC board members. You also can download presentations from Sharing a Vision by Judy Carta, Theresa Hawley, and Cindy Zumwalt!

Best Wishes,
Sallee



Lynette Chandler

Receives the Jeanette A. McCollum Award at the SAV Conference in October.

Sharing a Vision 2013: Another Successful Conference

IDEC was pleased to sponsor the 13th Biennial Sharing a Vision Conference in Springfield this past October. If you were one of the over 1000 participants present, you know we laughed and cried with Kathy Buckley as she taught us about accepting diversity of children with different needs in our early childhood programs and communities. You remember singing “Alabama, Mississippi” and many other songs with Jim Gill during his keynote presentation about the

importance of playing in providing the foundation of early learning of children with and without disabilities. We hope you took home lots of great ideas from the 60 breakout sessions offered, in addition to the Conversation Stations, Showcasing, Art Gallery, and Exhibitor. We hope you’ve already marked your calendars for October 14-16, 2015, when we will come together in Peoria to share our vision with each other again. See you there!

Save the Date

SAV 2015
Peoria Civic Center
October 15 & 16, 2015



State Conferences for Parents of Children with Vision Loss

March 8, 2014 Mt. Vernon, IL
April 12, 2014 Rockford, IL

State Conferences for Parents of Children with Hearing Loss

March 15, 2014 Rockford, IL
April 26, 2014 Mt. Vernon, IL

Register or get more
Information at

[www.illinoisdeaf.org/
outreach/HVEIO.htm](http://www.illinoisdeaf.org/outreach/HVEIO.htm)

ECERS Answers

Melissa Casteel, EdD
ISBE Assessment Coordinator

If snack is offered as a center during choice time, how is substantial portion of the day determined?

- According to the ECERS-R a “substantial portion of the day” (SPOD) is at least one third of the time children are in attendance. Many programs offer snack as a choice during center or choice time. It is important that children do not have to choose between eating snack and having their full choice time. Essentially, children need choice time for a SPOD in addition to time to eat snack. In Illinois, assessors calculate the total time children have access to materials. In the case where snack is a choice/center assessors deduct five minutes from the total time children have for choice/center time. We consider five minutes as the average time children take for snack recognizing that some children like to linger at the snack table and others spend less time. Many 2.5 hour PFA programs schedule 60 minutes for choice/center time this typically allows for snack and transitions.

If a program chooses to include small group (where a few children at a time are pulled in for time with the teacher) within center time, how is substantial portion of the day calculated related to the amount of time for free choice?

- The time children are pulled away from free play to participate in a teacher initiated activity is not considered choice time. If children self-select a small group activity with the teacher that activity will be included in the calculation of choice time.

I understand that we are not assessing the personal care routines but I am wondering if it is ok for teachers to carry hand sanitizer with them either in a pocket or clipped on their belt?

- Programs should be mindful of where they store hand sanitizer labeled keep out of reach of children. I do not see an issue with teachers carrying had sanitizer with them.

Please clarify whether the personal care items would be scored and what programs will receive in their report. For example, will they get scores for items 9-14?

- When using the ERS assessment tools in ExceleRate Illinois health and safety items are not being assessed. When monitoring Preschool for All programs items 9-14 (personal care routines) are not rated and scores will not be given. We ask coaches to continue to stress the importance of health and safety practices with the programs you work with.

For item #20, do photo's of 3-D art done by the children count toward credit for 7.1 or must it be actual 3-D artwork displayed?

- Two items in the ECERS-R discuss three-dimensional art. In item 20, indicator 7.1 requires that three-dimensional art materials be included at least monthly. Three-dimensional work does not need to be displayed to receive credit for this indicator. Information is gathered through observation of three-dimensional materials accessible to children or through interview questions. However, item 6, indicator 7.2 requires that three-dimensional child-created work be displayed as well as flat work. For this indicator, assessors will look for the actual work on display (not pictures).

The term “weather permitting” is used within the ECERS tool. How does Illinois define this term?

- In Illinois, the term "weather permitting" means temperatures between 25 and 90 degrees, taking into consideration the wind chill. For example, if the temperature is 30 degrees, but 18 degrees with the wind chill factored in, it is not expected that the children will have outdoor playtime.



The Early Learning Project

www.illinoisearlylearning.org

The Illinois Early Learning (IEL) Project Web site is a source of evidence-based, reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois. Resources include Tip Sheets (easy-to-read, one-page resources on a variety of topics for parents and teachers of young children); a searchable database of more than 2,000 resources compiled and reviewed by IEL staff; resource lists on early care and education that contain Web materials, articles and books; monthly blog topics; weekly news of interest to parents, teachers, and caregivers, newsletters; talks with experts; a question and answering service; and videos that align with the state early learning and development standards. IEL staff are involved in organizations and state sponsored committees that promote recommended practices in and conduct presentations and workshops at early care and education conferences.

For item #29 & #30, for a program is staffed with 2 adults and 20 children. IF the class is outside and a child needs to use the restroom AND if one adult takes the child inside to go to the bathroom THEN will the assessor score them as a 1.1 on #29 because they no longer have a 1:10 ration? (This same question is posed for a class that does not have a bathroom in the classroom and its affect on item #30.)

- As with all items and indicators that relate to supervision, ratings are based on observed supervision. If there are supervision issues when a teacher is alone on the playground or in the classroom, ratings will reflect that. However, there is not an automatic inadequate rating if a teacher is alone with more than 10 children. Assessors do document the number of children and teachers present in each room. Ratios might help to shape the supervision narrative but they do not write the complete story. Related to this topic a common challenge for item 30 is allowing children to use the bathroom unsupervised.

If a child is brought to school late by their parents will that impact the 50 minutes of free play in that Pre-K room?

- A child arriving to school late and joining free play in progress does not impact the calculation of free play/choice time for a classroom.

If a program uses GOLD on-line, and they take pictures of student work and put it on-line as documentation, do they also have to keep a physical portfolio?

- Online portfolios are acceptable and we have seen many online examples. However, all portfolios (online or hard copies) must meet each of the requirements as detailed in the Compliance Checklist.

What constitutes “screen time” and what guidelines are being used to score items related to computer, TV, and video use?

- Item 27 is about the use of TV, video, and/or computers. Indicator 3.3 requires that the time children allowed to use TV/video or computer be limited. Occasionally, they authors of the ECERS-R put out additional notes to clarify or update information published in the ECERS-R. Item 27, indicator 3.3 has an additional note that is a significant change to the intent of the indicator. Currently, Illinois assessors are following the note as written in the ECERS-R scale (the spiral book). I believe there will come a time when we will follow the additional note for this item which provides further limits on screen time. If a program follows the guidelines of the additional note they would also receive credit based on the original indicator in the spiral book. If I was providing T/A, I would suggest that programs become familiar with the additional note which can be found <http://www.ersi.info/PDF/NotesforClarification/ECERS-R%20Additional%20Notes%206-13.pdf>. The additional note is based on recommendations from Caring for Our Children (2011).
- The content of Caring for Children is available online at <http://cfoc.nrckids.org/> and is considered best practices. Detailed information on screen time can be found here <http://cfoc.nrckids.org/StandardView/2.2.0.3>.





Preparing Culturally Responsive Early Intervention & Early Childhood Special Education Personnel [PCRP Project]

PROGRAM DESCRIPTION

The Early Childhood Special Education (ECSE) program in the Department of Special Education at the University of Illinois at Urbana-Champaign has been awarded a federal grant (PCRP Project) to fund students interested in earning a **master's degree**, with an emphasis on working with young children, ages birth to six, with disabilities and their families. The focus of this master's degree program is to prepare personnel who have expertise in young children's social-emotional development as a foundation for providing culturally responsive and evidence-based services. This is a 2 year full-time master's program on the Champaign-Urbana campus. There are no online courses at the present time. [Note: If you already have an Illinois Professional Educator License and the ECE Endorsement (formerly known as the Type 04 teaching certificate), one of the program options for our master's degree includes the coursework and field experience required by the Illinois State Board of Education for the ESL Endorsement.]

Interested individuals should apply to the graduate program in the Department of Special Education.

Deadline for receipt of admission applications:

April 1, 2014 for enrollment beginning Summer or Fall 2014

For more information about the application process and admission deadlines, visit:

<http://education.illinois.edu/sped/AdmissionsMasters.html>. Applicants should indicate their interest in the PCRP funding in the goal statement component of the application materials.

FUNDING

If accepted into the program, funding consists of a traineeship stipend, a tuition waiver, and waiver of some fees. Funding is limited and awarded on a competitive basis. Attached to this funding is a **service obligation** to be fulfilled after completion of the degree: two years of service in a professional setting that benefits young children with disabilities for every one-year of funding accepted. This service obligation can be met through paid employment in the early childhood special education field anywhere in the continental United States.

FOR MORE INFORMATION

Contact Dr. Mary-alayne Hughes, Project Director, mahughes@illinois.edu




www.Illinoisdta.org
IDTA
Illinois Developmental Therapy Association
Advancing the Excellence, Education and Ethical Standards of the Developmental Therapist

The IDTA is Making Great Strides in Advancing the Field of Developmental Therapy in Illinois

The Illinois Developmental Therapy has been working very hard to bring together as a cohesive group all practitioners of our profession. The IDTA strives to unite developmental therapists together to define and clarify our scope of practice, legitimize our practice, and provide a standard of excellence for our practice. We have made great progress toward this mission over the past several years through our efforts of providing continuing education opportunities to those in our field and our respective colleagues. We have had the opportunity to provide a 3 part linked workshop series titled ***The Role of the Developmental Therapist in IL Early Intervention*** in which we explored the role of the developmental therapist in Illinois and prepared those developmental therapist recently entering the field for the work of supporting families. The response was amazing one attendee had this to say about it *"The Role of the DT in EI was an amazing workshop! It gives you the opportunity to meet with other DTs, both newer and experienced, share learning tips and experiences, and grow in the EI field as a DT. This is a great workshop and I would HIGHLY recommend it to any DT in the EI system!"*

We also had an opportunity to provide a full day workshop to all professionals in the field of EI titled ***Our Time Together –Making the Most of Home Visits in EI*** in which we discussed how to have successful home visits in early intervention that met best practice, engaged families and gave participants an opportunity to make play activities to take home and use with the families they serve. One participant said that *"Great ideas were given that could be taken into my sessions the very next day! This workshop provided a new way of thinking and working with families, especially those with few financial resources"*. We look forward to offering more of these continuing education opportunities including a 2 day Verified HELP Training which will be in February and March of 2013.

The IDTA also continues to work diligently toward clarifying our scope of practice and provide a standard of excellence. We have recently completed our second draft of our code of ethics and first draft of our scope of practice which will soon to be published on our website for public comment. The IDTA has an engaged group of developmental therapist sharing resources and collaborating to support each other in the field via our social media sites such as our successful Facebook group page and continue to connect with developmental therapists across the state by hosting IDTA Meet and Greet sessions and attending conferences. We look forward to our continued growth and ability to support those practicing in the field of early intervention in this coming year.

For more information about the IDTA visit our website www.illinoisdta.org, email us at info@illinoisdta.org or call us at 888-610-6604.



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Taking you where you want to go.*

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Frick Center, Founders Lounge
Elmhurst College

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SCHOOL FOR PROFESSIONAL STUDIES



8th Annual Empowering Professional Conference

Practical Insights into
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Friday, March 7th
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Featuring:
Dr. Michael Nelsonn, PhD

6 Breakout Options

www.illinoiseitraining.org



Opportunity for Field Input on the DEC Recommended Practices

Lori Erbrederis Meyer

Thank you to all IDEC members who were able to participate in a DEC Recommended Practices facilitated discussion session during the DEC Conference in October. Based on participant feedback, the DEC Recommended Practices Commission has drafted a set of revised practices and now it is your time, once again, to provide input.

The Commission has just opened an invitation to DEC membership to provide input about the most recent list of drafted practices. The list includes practices from the following topic areas: Assessment, Environment, Family, Instruction, Interaction, Leadership & Administrative, Teaming & Collaboration, and Transition.

The Commission encourages everyone responding to review at least two topic areas, but you may choose to review as many as you would like. The opportunity to provide input on the practices will be available for a limited time period. However, the complete draft of the DEC Recommended Practices will continue to be available until the practices are disseminated in final form.

The DEC Recommended Practices are the foundation of our work to meet the needs of young children with disabilities and their families. In the iterative process to ensure that the Recommended Practices remain current and relevant, please make sure your voice is heard!

All DEC members are invited to participate. Go to
<http://www.decrecpractices.org/input.asp>

IDEC Wants YOU! (To Join Us!)

The Illinois DEC is a state subdivision of the Division of Early Childhood. The Division of Early Childhood (DEC) is an international membership organization for those who work with or on behalf of children with disabilities and other special needs. The mission of DEC is to promote policies and advance evidence-based practices to support the optimal development of young children with special needs.



To join the Illinois DEC, you must first join the Council for Exceptional Children (CEC). Please visit the CEC website <http://www.cec.sped.org/Membership> to join online or download an application form. When you join, be sure to sign up for both CEC and the Division for Early Childhood (DEC).

When you become a DEC member you will receive both CEC and DEC benefits; an amazing package of journal special discounts, resources, professional development, and networking opportunities.

We are always eager for committed and passionate individuals to join our community so become a member today!

<http://idec.crc.uiuc.edu/member.html>

Benefits of DEC membership:

- Journal of Early Intervention--4 times a year!
- *Young Exceptional Children* journal--4 times a year!
- \$100 off conference registration for DEC's Annual International Conference.
- Order DEC products online and save 20%.
- Save approximately \$25 on registration for DEC webinars and other professional development events.
- Children's Action Network connects DEC members to current policy.
- Special Interest Groups bring members together to share research, guide practice, and advance new ideas.
- Exclusive opportunities for leadership.

Benefits of CEC Membership

- Journals
 - *TEACHING Exceptional Children* — actionable and useful articles to teach and administer programs for children with disabilities and/or gifts and talents (6 issues/year).
 - *Exceptional Children* — original research on the education and development of children with disabilities and/or gifts and talents in practical terms that you can bring into your classroom (4 issues/year).
- Books and Resources
 - Members receive up to a 30% discount on CEC's publications!
 - Professional Development
 - CEC's continuing education programs, including the CEC Annual Convention
 - & Expo.
- Advocacy and Support
- Join one or more of the 17 CEC special interest divisions.
- Peer Networking and Leadership Opportunities
- CEC Online Community -- Coming soon
- Online Career Center
- Savings on Insurance

