



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

Volume 17, Issue 2

## Message from the IDEEC President...

**Mojdeh Bayat**

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### Find us on the web

at

[http://illinois-  
dec.org/](http://illinois-dec.org/)

The *IDEEC Newsletter* is a quarterly publication of the Illinois Division for Early Childhood. Please send inquiries, comments, and article submissions to:

**Linda Robinson**

Newsletter Editor

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My name is Mojdeh Bayat, and it is my pleasure to serve as the President of IDEEC for the upcoming year. I am currently a faculty member in Early Childhood Education at DePaul University. I am also the parent of a child with autism.

During the past couple of years IDEEC has begun to focus on some issues that we feel are important in early childhood special education and the early intervention field. We have focused not only on bringing excellent professional development opportunities to our members-- through our Sharing A Vision conference, but also through our advocacy efforts on behalf of children and their families and professionals in the field.

Our past President, my colleague, Dr. Robin Miller Young, has been especially active in some important advocacy efforts at the state level. Just recently, she participated, on behalf of IDEEC, in Illinois State Board of Education's Finance and Audit Committee's public hearing in DeKalb, Illinois. During this meeting, she provided important testimony (see page 7), in support of funding for early childhood education for

children across Illinois. IDEEC is proud to be an advocate for young children, families and professionals in the state, and will continue to voice its beliefs about the key issues in the field that affect the quality of and services provided to young children and their families.

Addressing issues of importance and continuing to build knowledge and skills in our field are of paramount concern to us. But, they take time, effort, and especially human resources. IDEEC relies on its members, who give life to this organization. It is therefore important that I encourage you to be active participants and continue to support your organization. Please visit our website for events, send emails, and voice your ideas and concerns, so that we can continue to be your voice. If you want to contact me, my email is [Mbayat@depaul.edu](mailto:Mbayat@depaul.edu).

Finally, I wish you a prosperous and successful 2011.

Sincerely,

*Mojdeh Bayat*

## IDEC Nominations Needed

Looking for a way to get more involved in advocating for young children with disabilities, those at-risk for developing disabilities, and their families? IDEC has leadership positions available in which **YOU can make a difference!**

Currently, there are two positions that need to be filled by election: **Vice-President** and **Secretary**. The elected officers will begin their terms on July 1, 2011. The IDEC Vice-President cycles through three other positions (President-Elect, President, Past President), thus committing to four years of participation. Although this sounds like a long time, it works to the Vice-President's advantage with regard to working with and being mentored by the other officers currently in these positions.

The **Vice-President** gradually assumes more responsibility for leadership rather than being immediately thrust into the position of President. As outlined in the IDEC By-Laws (available on the IDEC website: <http://illinois-dec.org>), specific tasks of the Vice-President include the following:

- (a) serve in the President's place and with his/her authority in the case of absence or inability of the President and President-Elect;
- (b) accept designated responsibilities that will provide training experiences that offer advancement to the office of President-Elect and President; and
- (c) serve as Chair (or Co-Chair) of a committee on the Sharing A Vision (SAV) state conference planning committee, assisting the President-elect as necessary. The Vice-President also serves as the liaison with the Illinois Council for Exceptional Children (ICEC).

The **IDEC Secretary** serves a two-year term. Per the IDEC By-laws the tasks include the following:

- (a) keep records of all proceedings of the annual business meetings, Executive & Governing Board meetings, as well as copies of SAV meeting minutes and other correspondence as necessary for the operation of the organization,
- (b) archive state conference SAV planning committee minutes,
- (c) maintain archives or designate member to store annually; document who and where this will be on a yearly basis, and
- (d) track & maintain documentation related to amendments to the Subdivision Constitution and Bylaws.

If you are interested in one of these positions or know an IDEC member who might be interested, please let me know by Wednesday, **March 31, 2011**. You may contact me at 630-375-1118 or at [Robin\\_MillerYoung@ipsd.org](mailto:Robin_MillerYoung@ipsd.org).

Robin Miller Young  
Immediate Past President IDEC and Chairperson, Nominating Committee



### Eleventh National Early Childhood Inclusion Institute

May 16-18, 2011

The William and Ida Friday Center

Chapel Hill, North Carolina

Sponsored by Frank Porter Graham Child Development Institute, The National Early Childhood Technical Assistance Center (NECTAC), and the University of North Carolina at Chapel Hill

For more information,,visit the website:

[www.nectac.org/inclusioninstitute/](http://www.nectac.org/inclusioninstitute/)

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**CALL FOR NOMINATIONS**  
**Jeanette A. McCollum Award for Service to the Field**  
**Illinois Division for Early Childhood (IDEC)**

You are invited to submit the name of an individual for the Jeanette A. McCollum Award for Service to the Field. This award is given to an individual who meets the high standards of professional practice set by Jeanette A. McCollum. Jeanette is a leader in research and personnel preparation in the field of early intervention/early childhood special education, professor emeritus at the University of Illinois in Urbana-Champaign, and has contributed significantly within Illinois and to the International Division for Early Childhood (IDEC).

Candidates for the Jeanette A. McCollum Award shall meet the following criteria:

1. Be a professional in an agency or an organization in the field of early intervention/early childhood (Birth-8), family member, student or community member, or an area that directly impacts early intervention/early childhood (e.g., government);
2. It is encouraged, but not required, that the candidate be a current member of IDEC;
3. Have made significant contributions on a state, regional, or local level which have improved or will improve the lives of young children with special needs, their families, or those who work on their behalf. Contributions may be in direct services, personnel preparation, leadership, policy development, research, advocacy, or publications and are supportive of the goals of Illinois, IDEC and International DEC.

An award recipient shall receive a plaque or other commemorative award (trophy, statue, etc.), cash reward, have his/her registration to the Sharing A Vision (SAV) conference waived, one-year complimentary membership into DEC/CEC, and have details of their award published in the Illinois DEC newsletter.

Please send nominations (letter of support outlining the three criteria above and any additional supporting documentation) to Robin Miller Young at the e-mail or address listed below **by June 15, 2011**. The outcome of this review process will be determined by August 15, 2011 and the award will be presented at the 2011 *Sharing a Vision* Conference in Springfield, IL in September 2011. Should you have any questions or concerns, please contact Robin Miller Young.

Robin Miller Young, JAM Committee Chairperson  
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**Opening Minds: The Chicago Early Education, Child Care,  
and School-Age Conference**  
**January 26-29, 2011**

Hyatt Regency McCormick Place

<http://www.chicagometroaeyc.org/>

Early Bird Registration ends December 17th

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# Heartland Equity and Inclusion Project

Johnna Darragh-Ernst

Heartland Community College has received a new grant from the Office of Special Education Programs of the Department of Education entitled the Heartland Equity and Inclusion Project (HEIP). The overarching goal of the grant is to ensure paraprofessionals have the knowledge and skills to support the development and learning of young children and families who are culturally, linguistically, and ability diverse (CLAD) in high-quality, inclusive early childhood environments. Attaining this goal requires attention to the following three objectives: 1) redesigning the HCC Early Childhood Paraprofessional Degree to create a fully blended, standards-based early childhood paraprofessional curriculum that incorporates evidence-based and competency-based practices and content; 2) increasing the quantity and quality of student practica experiences through developing site placements in programs providing inclusive, high-quality programming to young culturally, linguistically, and ability diverse children and their families; and 3) providing a sequence of professional development and ongoing supports to Heartland and Illinois early childhood faculty to ensure they have the knowledge, skills, and dispositions needed to prepare paraprofessionals to support the development and learning of each and every child.

The origins of the grant reflect the complex and diverse educational needs of children, families, and practitioners in the state of Illinois. While research demonstrates that the benefits of high-quality, inclusive programming for young children—with and without disabilities—and families are extensive (Buysse, Goldman, & Skinner, 2002; Odom, 2000; Wolery & Wilbers, 1994), research also indicates that the workforce is not prepared to support young children and families who are CLAD (Winton & McCollum, 2008). Within community college settings—where many professionals working with young children and families who are CLAD receive their training—one of the major challenges contributing to this lack of preparation is a paucity of coursework and practica experiences focused on working these populations (Maxwell, 2006). Within Illinois, this national trend is corroborated by research conducted by Ray and Bowman (2008) and Maxwell (2006), and was instrumental in the Illinois Joint Workforce Development/Cultural and Linguistic Diversity Work Group recommending the following to the Illinois Early Learning Council in the fall of 2009:

- All coursework in early childhood teacher preparation programs at the Associate, Baccalaureate and Masters Degree levels must include in-depth current knowledge, techniques, and methods for teaching and assessing young children from diverse cultural, ability, and linguistic backgrounds.
- Clinical requirements in early childhood teacher preparation programs, at all degree levels, must be fulfilled in diverse settings with children from racial, cultural, linguistic, and ability diverse backgrounds.

How will the HEIP project help increase paraprofessionals' knowledge and skills to support the development and learning of each and every child and their family in high-quality, inclusive early childhood environments? The project's state and national steering committee will inform curricular redesign, which will result in a blended early childhood preparation program that incorporates an intentional emphasis on children with disabilities and inclusion, as well as an emphasis on cultural and linguistic diversity. Careful attention to developing high-quality, inclusive practica sites within the Heartland community and across the state is another key component of the HEIP project, with

processes and tools for development and evaluation of the anticipated project products. Heartland and Illinois faculty will also benefit from a sequence of ongoing faculty development and supports designed to ensure that faculty have the knowledge and skills needed to effectively support student development.

The HEIP project is designed with careful attention to project dissemination. A website will be available this Spring that will serve as a tool to inform faculty of upcoming activities, solicit project input, and serve as a repository for developed syllabi, resources, practica tools, and project videos. The grant duration is four years, and we look forward to an exciting and productive time.

### References

- Buysse, V., Goldman, B. & Skinner, Martie L. (2002). Effects of Social Setting on Friendship Formation Among Young Children With and Without Disabilities. *Exceptional Children*, 68 (4), 503-517.
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- Wolery, M., & Wilbers, J. (1994). *Including children with special needs in early childhood programs*. Washington, DC: National Association for the Education of Young Children.

*Johnna Darragh-Ernst, Ph.D. is a Professor of Early Childhood Education at Heartland Community College in Normal.*

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### New Family Resource from CSEFEL:

#### Teaching a Child to Become Independent with Daily Routines

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) has published a new Family Tool to help family members and caregivers understand what self-help skills can be expected from young children and to provide tips for helping children learn how to become more independent with daily routines. It is available online at

[http://csefel.vanderbilt.edu/documents/teaching\\_routines.pdf](http://csefel.vanderbilt.edu/documents/teaching_routines.pdf)



The Center on the Social and Emotional  
Foundations for Early Learning

## Interested in getting paid while you earn your Master's degree?



The Early Childhood Special Education (ECSE) program in the Department of Special Education at the University of Illinois at Urbana-Champaign has been awarded federal funding (**PREP 2 Project**) to support 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. This is a 2 year full-time program on the Champaign-Urbana campus. There are no online courses at the present time. 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.

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

Deadline for receipt of admission applications is **April 1, 2011 for Summer 2011 or Fall 2011**.

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 PREP 2 project in the goal statement component of the application materials.

For more information, contact **Mary-alayne Hughes**, Project Director, [mahughes@illinois.edu](mailto:mahughes@illinois.edu)

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## IDEA 35th Anniversary

**November 29, 2010** marked the 35th anniversary of the passage of Public Law 94-142, originally known as the Education for All Handicapped Children Act and now known as the Individuals with Disabilities Education Act (IDEA). Significant progress has been made over the years in protecting children's rights and improving educational results for young children with disabilities. A history of the legislation which includes links to a 9-minute video, *Celebrating 35 Years of IDEA*, and a downloadable publication, *Thirty-five Years of Progress in Educating Children with Disabilities Through IDEA*, can be found at the Office of Special Education and Rehabilitative Services website,

<http://www2.ed.gov/about/offices/list/osers/idea35/index.html>







The Illinois Subdivision of the  
Division for Early Childhood (IDEC)  
of the Council for Exceptional Children (CEC)  
<http://illinois-dec.org>

Date: Monday, November 15, 2010,

To: Illinois State Board of Education's (ISBE) Finance and Audit Committee

Re: Finance and Audit Committee FY 2012 Budget Hearings  
Public Hearing, Dekalb, IL

Emma says, "Thank you for helping me to learn how to make friends"!  
Jessica says, "Thank you for helping me to learn how to make a pattern"!  
Jason says, "Thank you for helping me to learn how to write my name"!  
Charrell says, "Thank for helping me to learn a new thing; that's being patient"!

These "thank you notes" come to you from the hearts of three-, four- and five-year-olds who are classmates in an early childhood education program. Some of the children are enrolled in the class as direct beneficiaries of state of Illinois Pre-K "at-risk" funds. Other children are tuition-paying classmates, and yet a third group are children with disabilities who are enrolled in the class so that they can have a peer group and access to the general education curriculum. The children have become classmates and friends. Additionally, they have become an inter-dependent group of students who are learning essential early academic and functional classroom skills from their teacher, other staff members, and from one another in our "blended" classroom. I brought just a sample of the notes the children have written to you to say "thank you" for your past support of funding for Early Childhood Education for children across Illinois. We are also requesting your continued prioritization of Early Childhood Education funding in Fiscal Year 12.

My name is Dr. Robin Miller Young, and I am the Immediate Past President of The Illinois Division for Early Childhood (IDEC). We are the largest organization in the state of Illinois composed of parents and professionals working to "promote policies and advance evidence-based practices that support families and enhance the optimal development of young children birth through age eight who have or are at risk for developmental delays and disabilities". I represent school leaders and staff members who have been working directly with children and families, higher education faculty who prepare our future educators and program leaders, members of the Illinois Early Intervention (EI) system, and parents. The IDEC has been the Illinois voice for families of children who have disabilities or are at-risk of developing disabilities for almost 20 years. As Past President of the Illinois Division for Early Childhood (IDEC), I want to make two specific points around the need to continue Early Childhood Education funding as a priority for FY 12.

First, IDEC strongly supports recent changes that have been announced for the Pre-K "at-risk" grant application process for FY 12. We applaud the work of our colleagues in the State Board's Early Childhood Division, under the capable leadership of Kay Henderson, who have designed and are instituting these important changes. Notable changes include requiring applicants to:

(1) submit a new rationale for the dollars that local programs are requesting to ensure that the money will support programs that have the most compelling cases for operating effective and efficient programming;

(2) reestablish screening and selection procedures to ensure that the neediest children will participate in state-sponsored quality preschool experiences; and

(3) provide greater coordination within geographic areas of the programs that will be funded to ensure that children from across the state have equal opportunities to access Pre-K funded programs.

Second, we strongly urge you to consider funding and otherwise supporting state-wide initiatives that include:

(1) coordinated and aligned service delivery systems that will allow us to provide high quality, evidence-based, instructional experiences that have documented benefits to children and their families as efficiently as possible,

(2) data-based decision-making to ensure that each child is receiving an educational experience that meets his/her needs and results in powerful outcomes for the dollars spent;

(3) strong professional development components with a focus on building visionary and pragmatic leadership skills so that future leaders know how to plan, implement, and evaluate their programs to ensure that they are meeting children's needs in a fiscally responsible manner.

Early childhood educators have been excellent stewards of the money you have entrusted to us. Research studies conducted for years have demonstrated a direct and positive relationship between money spent on early childhood programs and short-term and long-term benefits to the participants, the local community, and to the nation.

We're teaching Emma, Jessica, Jason, and Charrell the essential early academic and functional classroom skills they need to successfully navigate the schooling process. Please allow us to continue providing high quality educational experiences to future preschoolers.

Thank you very much for your kind consideration of our comments.

Robin Miller Young, Ed.D., NCSP  
Immediate Past President  
Illinois Division for Early Childhood (IDEC)  
630-375-3030, Extension 1118, [Robin\\_MillerYoung@ipsd.org](mailto:Robin_MillerYoung@ipsd.org)

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## New Look and Feature for Family Center on Technology and Disability



**Family Center on Technology and Disability** has a new look and name for their monthly online newsletter. It is now the *Technology Voices*. Although the newsletter will continue to provide in-depth, originally written articles about research-based developments in the field, the format will be tweaked in the upcoming months. A new feature will also be added to help promote organizations in the Department of Education's Technical Assistance and Dissemination Network. The current issue can be found at <http://www.fctd.info/newsletters>.



## Grow Up Great

PNC Financial Services Group has invested \$100 million in early childhood education over a 10-year period through its **Grow Up Great** initiative focusing on school readiness. Illinois is one of the states which will benefit. In September 2010 PNC Foundation announced \$3 million in grants to Chicago's premier institutions to enhance science education for underserved children in preschool programs. The goal is to establish new programs in science for preschoolers, provide professional development in teaching science for preschool teachers, and engage parents through participation in classroom activities and family visits to the partner institutions. This project is expected to serve over 1,000 preschoolers and their families. For further information visit [www.pncgrowupgreat.com](http://www.pncgrowupgreat.com).

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## ISBE Archived Webinars

If you missed the **Early Childhood Administrators Webinar Conference** on November 10, 2010, you can download the PowerPoint presentation from the **Early Childhood Education - Archived Webinars** section of the ISBE website,

[http://www.isbe.net/earlychi/html/webinar\\_archive.htm](http://www.isbe.net/earlychi/html/webinar_archive.htm)

A video of the Administrators Conference webinar will be available soon.

Other webinars from 2010 which are currently archived on the ISBE website include:

- *Classroom Management - Strategies to Work with Challenging Behaviors*
- *Setting up Your Pre-K Classroom Environment - Looking at A Classroom from a Child's Point of View*
- *Early Childhood Block Grant: Birth - Five Webinar*



## Looking for Free Early Childhood Videos?



Check out the Apples Magazine videos available through STARNET Regions I and III. Videos can be viewed online or borrowed on DVD. The current webcast, *Conversations with Dr. Lilian Katz*, and archived videos from 1998-2010 can be found under Training - Apples Video Magazines at

[www.starnet.org](http://www.starnet.org)

## New Compilation of Inclusion Resources

The National Early Childhood Technical Assistance Center has compiled a variety of inclusion resources in a recently released publication, ***Quality Indicators of Inclusive Programs/Practices: A Compilation of Selected Resources***. The publication contains the following five sections:

- Quality Inclusion Practice Considerations** provides general strategies to enhance the quality of inclusion experiences for children and families.
- Classroom Observation Rating Tools** allows the user to assess and rate quality practices within settings.
- Individual Child Focused Considerations** provides an inventory of quality indicators that are child-focused or intended to be used with individual children.
- Collaborative Inclusion Practices** provides several examples of self assessment tools for the appraisal of collaboration within a community.
- Quality Rating and Improvement Systems (QRIS)** provides information on systems that are designed to rate the quality of child care settings and includes standards related to the inclusion of children with special needs.

The 34-page publication can be downloaded at  
[www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf](http://www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf)



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Midwest Instructional Leadership Council (miLc) presents

**Research to Practice Institute:  
Preschool Applications of Response to Intervention (RtI):  
Frameworks and Tools for Practitioners**

Featuring Dr. Amanda VanDerHeyden

March 14, 2011

Crowne Plaza St. Paul  
St. Paul, Minnesota

[www.milcleaders.org](http://www.milcleaders.org)

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## Annual Statewide ESEA/NCLB Conference

February 8 - 10, 2011

Sheraton Chicago Hotel & Towers

Early Childhood Day - February 10th

Keynote Address: Dr. Ellen Frede

The Critical Role of Early Childhood in Successful School Reform

Registration information can be found at

[www.thecenterweb.org/irc](http://www.thecenterweb.org/irc)

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## CONNECT Has Four Inclusion Modules Available



CONNECT: The Center to Mobilize Early Childhood Knowledge at Frank Porter Graham Child Development Institute, University of North Carolina now has four modules available to promote evidence-based inclusion practices for home and classroom. These modules can be used in preservice and inservice settings. Modules include:

Module 1: Embedded Interventions

Module 2: Transition

Module 3: Communication for Collaboration

Module 4: Family-Professional Partnerships

Module content, handouts, and video clips can be downloaded at

<http://community.fpg.unc.edu/connect-modules/connect-modules>

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**Free Webinar - December 16, 2010, 3:00-3:30 pm**

CONNECT Modules: Instructor Webinar Series

Introduction to Free Early Childhood Modules on Key Topics

For further information, contact Chih-Ing Lim, [chih-ing.lim@unc.edu](mailto:chih-ing.lim@unc.edu)

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## DEC 2011: The 27th Annual International Conference on Young Children with Special Needs & Their Families



November 17-19, 2011

National Harbor, Maryland

Call for Proposals due January 15, 2011

<http://dec-sped.org/Conference>

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## Save the Date

## Sharing a Vision Biennial Conference



Sharing a Vision 12th Biennial Conference will be held September 26-28, 2011 at the Crowne Plaza in Springfield. Check the website for new information as plans are finalized:

<http://sharingavision.org/>

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## Simplify Your Life

We all move so fast that staying organized becomes a must. Keeping track of schedules and paperwork can become overwhelming. If we could take one small piece of organization off your plate, would it put a smile on your face? Start smiling, because the **Gateways to Opportunity Registry** will do just that.

The Registry will make it easier for you to locate trainings across the state, as well as track and produce a record of the trainings you have attended. The Registry:

- Is a resource and tool for practitioners and programs to drive quality and accountability.
- Tracks individual's college coursework, community-based training and more.
- Maintains a permanent record of these achievements in a Professional Development Record (PDR). You can access this information at any time by viewing your PDR online through a secure section of the Gateways website.
- Includes a trainer and training approval process that will recognize and validate the caliber of trainers and trainings.
- Compiles a statewide online training calendar which is available on the Gateways website.

For example, if you take Registry-Approved training and you are a Registry Member, this training will be recorded on your customized PDR. You can then easily produce proof of that training at any time.

Now that you know how the Registry can simplify your life, we want to invite you to become a member of the Gateways to Opportunity Registry! We would like to offer you a **FREE Registry Membership** and encourage you to take the next step in your professional development by joining today. Visit [www.ilgateways.com](http://www.ilgateways.com) to download an application.

*Submitted by Rebecca Livengood, INCCRRA Marketing Manager: She can be contacted at 309-829-5327 or [rlivengood@incrra.org](mailto:rlivengood@incrra.org).*



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### Nervous About Getting On a Webinar?

The Illinois Resource Center: Early Childhood and STARNET Regions I and III are offering an introductory session on webinars, *Learning Through Webinars*, in which participants can practice using different features and response methods. This one-hour webinar will be offered several times in the upcoming months. Check the IRC website for dates and to register online.

[www.thecenterweb.org](http://www.thecenterweb.org)