

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

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Message from the IDEC President...

Mojdeh Bayat

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Find us on the web at

http://illinoisdec.org/

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Dear IDEC Members,

I am pleased to announce the installation of the IDEC Governing Board under a new leadership beginning in July of 2012. The new leadership has years of experience in the field. In this time of change (e.g.: early childhood standards and licensure), it is more than ever important that we do not lose sight of our goal of advocating for children and their families, one I am confident the new leadership will follow with determination and energy.

It has been a great pleasure to serve the IDEC members for the last year and a half as the President. I hope that our members will continue their loyal support of our organization and its goals. The IDEC Board will strive to serve our members with providing professional development support and mentorship through the state of the art information and training opportunities. We will continue to be active in serving our members' interests at the national, state and local policy, and keep our members abreast the latest developments in these areas.

Sincerely,

Mojdeh Bayat

Save the Date

Sharing A Vision Conference October 2-4, 2013 - Springfield, Illinois



I

Bringing Attention to a Critical Developmental Area: Feeding Young Children

Debbie Bruns & Stacy Thompson

We have heard many questions about feeding over the years. They typically fall into several categories: typical feeding development, feeding concerns, and feeding difficulties. Each cannot be discussed without the others. It is also noteworthy that early intervention (EI) providers, early childhood special education (ECSE) teachers, Pre-kindergarten teachers and aides, Head Start staff and parent trainers spend considerable time working with young children in this area but don't receive much formal training or professional development. We use strategies that work, often times through trial and error or craft knowledge. We also learn specialized interventions from related service providers, such as speech and language pathologists and occupational therapists.

Our book, Feeding challenges in young children: Strategies and specialized interventions for success (2012, available from Brookes Publishing at http://www.brookespublishing.com/store/books/bruns-71219/index.htm) offers a range of strategies and specialized interventions couched within theoretical frameworks and the varied contexts related to feeding. We feel this book provides a holistic understanding of feeding addressing typically developing young children as well as those demonstrating "red flags" and those with chronic feeding difficulties. As the book took form, we realized that some strategies cut across the groups, while others were largely directed toward a specific feeding issue, such as considerations for oral stimulation for young children with swallowing problems.

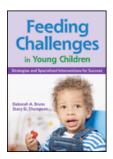
An overriding emphasis we want to share is the need for input and collaboration between all individuals involved in feeding activities. There must be ongoing communication and coordination to best meet a child's unique feeding needs. Team members need to be aware of strategies and specialized interventions and also be willing to learn from one another. Along with this focus on teamwork is the importance of following health and safety guidelines related, but not limited to, food allergies and aspiration concerns.

Another component of collaboration is providing information about ways to integrate feeding into Individual Family Support Plans (IFSP) and Individualized Education Plans (IEP). It again came to our attention that although feeding is recognized as important and a part of daily routines across setting with young children, there is little described about planning and monitoring progress. With the increasing emphasis on accountability in allocation of funds and program management, it is critical to closely examine ways to integrate feeding into program planning. For typically developing young children and others with feeding concerns that do not require an IFSP or IEP, we also provide group strategies to facilitate feeding independence as well as outcomes across developmental areas notably communication and social-emotional skills.

We also intend for this book to be considered a "go to" resource for early childhood professionals. A home visitor can provide new mothers with culturally sensitive information

about breast feeding and weaning. An ECSE teacher is working with a new student with an aversion to textured foods and wants to learn more about oral stimulation techniques. We also provide a range of resources on the accompanying CD ROM including developmental charts, data sheets, and easy to read handouts on many of the topics we've encountered through our time in the field, with our own children and what we've learned from the expansive and diverse literature base on feeding.

Finally, we invite you to review our book and hope that its content confirms the importance of the topic and provides new ideas for promoting feeding outcomes in young children.



Deborah A. Bruns, Ph.D., is an Associate Professor in the Department of Special Education and Stacy D. Thompson, Ph.D., is an Associate Professor in the Department of Curriculum and Instruction at Southern Illinois University.

CONNECT Releases Module 7: Tiered Instruction



CONNECT's Module 7 is based on Response to Intervention (RTI) and Positive Behavior Supports (PBS) approaches that can be used to enhance learning and development in young children in classroom programs. As with previous modules, the five-step learning cycle, Dilemma, Question, Evidence, Decision, and Evaluation, is used. The module contains activities, handouts, video, and audio clips. Module 7 can be viewed at The Center to Mobilize Early Childhood Knowledge website:

http://community.fpg.unc.edu/connect-modules/learners/module-7?o=enews



Lynette Chandler

Department of Special and Early Education Northern Illinois University

I have been a member of IDEC for over 22 years. I guess I am officially one of the senior members of IDEC (who we politely call IDEC historians) or an "old timer."

I am a member of IDEC because it provides me with a group of peers from other universities, colleges, and programs with which to interact around ECSE issues. This is especially important to me as the only early childhood special education (ECSE) faculty at my university. Through IDEC I have a group of ECSE colleagues who I can call and email when I need information, want to propose or discuss an idea, or find out how different parts of the state and different programs are addressing issues of interest to the field. I also have met many state, community, and school-based colleagues with whom I have been able to collaborate on presentations, research, grants, state initiatives, and publications.

One of the most important reasons I am a member of IDEC is for the collective knowledge and advocacy that our members bring to issues within our state. Our state organization alerts members to proposed legislation, grant opportunities and initiatives, and changes to practices and procedures within the Illinois State Board of Education, Department of Human Services, and other state agencies. Every time I attend an IDEC meeting, I learn new information that might impact college and university programs, school-based programs, community-based programs, early intervention, children, and families. It is important that I share this information with my students, but it also is pretty nice when I know about initiatives that my students raise in class such as Response to Intervention in Illinois, Gateways to Opportunity, Work Sampling, Early Childhood Outcomes, and changes to the certification system in Illinois.

One of my goals as an early childhood special education professional is to make a difference in my own state. I have had numerous opportunities to represent IDEC and early childhood special education on state committees and initiatives. I know that other members of IDEC have also taken advantage of these opportunities. While participation on committees can take a tremendous amount of time, it is worth the effort and there are numerous examples of how "our voice" has made a difference in Illinois.

IDEC also partners with members of the early childhood community and I have been impressed by the collaborative efforts of our state organizations, programs, and committees to address the needs of all children and to advocate for all children and families. One partnership that I am especially proud of is the Sharing A Vision conference. This collaborative early childhood conference is supported by a group of volunteers who represent state agencies, organizations, and programs; early childhood and early childhood special education college and university faculty;

family members; and state organizations, such as ISBE, DHS, Early Intervention, STARNET, IRC, INCCRRA, Head Start, IDEC, ILAECTE, and ILAEYC. This conference is evidence of what is possible when the early childhood community collaborates.

The final reason that I am a member of IDEC is that this organization represents my professional identify and my values. IDEC addresses goals that are important to me as a professional and as a family member. Together, we work to enhance the development of young children, partner with families, and support those who provide services to children and families. As a member of IDEC I have seen the difference that we can make in Illinois.



NAEYC for Families Website

The National Association for the Education of Young Children has developed a website for families which will be available soon. The site will include Learning and Development with research-based content and creative ideas for families; Families Today, a column by doctors T. Berry Brazelton and Joshua Sparrow; and Find Quality Child Care with information on what to look for in an early childhood program and how to search for one.

Visit www.naeyc.org for more information.

Illinois AEYC Statewide Growing Futures Conference

September 21-22, 2012 Abraham Lincoln Hotel & Convention Center Springfield, Illinois

http://illinoisaeyc.org/conferences







SMALL HANDS IN THE GARDEN

A workshop for early intervention providers and parents

Wednesday, August 8, 2012 at the Chicago Botanic Garden 1000 Lake-Cook Road, Glencoe, IL

> 8:30 a.m. – 4:30 p.m. Fee: \$85

Grade level: Teachers of Infants – Pre-K



Join us for a fun-filled day open to anyone who works with infants and toddlers. This workshop will focus on the importance of introducing nature to our youngest explorers. Participating in hands-on learning "stations" will inspire you to incorporate nature into your daily routine. This class is designed for persons who work with infants to three-year-olds, and is adaptable for those who work with pre-K children.

Approved by the Early Intervention Training Program for 6 Hours (1 Hour Typical Development, 5 Hours Intervention Strategies)

Additional Credit: 7 CPDUs

Register at http://www.chicagobotanic.org/ctl/teacherprograms/summer.php

IDEC Member Making a Difference...



The following article about the current IDEC President, Mojdeh Bayat, appears under Faculty Spotlight on the DePaul University website. It is reprinted here with permission. Dr. Bayat has taught a variety of courses since 2005 and her answers to these interview questions indicate how she has made a difference in the lives of young children with disabilities as well as university students in her classes.

Faculty Spotlight: Mojdeh Bayat

How did you become interested in studying children with developmental disabilities?

When my son was three years old, he was diagnosed with Autism Spectrum Disorders (ASD). At that time, I wanted to learn how to help my son and the most practical route for me was to go back to school and become educated on developmental disabilities. I pursued a graduate degree in special education and child development, specifically focusing on autism, its treatment, and its effects on families.

Discuss your work in the Ivory Coast.

A few years ago, a friend of mine who is a physician told me about an African non-governmental agency, Javad Nurbakhsh Foundation, that works to establish medical care and hospitals in West Africa, specifically the Ivory Coast. The Ivory Coast is a developing country, and I am also from a developing country, Iran. I am keenly aware that in developing countries children with developmental disabilities receive a very sub-optimal type of care at best and are completely invisible at worst. I offered my help in addressing the needs of children with developmental disabilities to Javad Nurbakhsh and received an enthusiastic response, and so our relationship formed.

My visits to the Ivory Coast are usually divided into two parts: observational study and training. The observational study portion of my visit helps me to understand the state of care and treatment of children with developmental disabilities in the Ivory Coast. I spend a good part of my time visiting children's centers, schools, orphanages and institutions for children with disabilities. The second part of my visit focuses on training teachers, nurses, physicians and other health officials on how to care for children with developmental disabilities. I also help them explore the rights of these children, their inclusion in the community, and offer ways for them to spread awareness about developmental disabilities.

What do you hope to accomplish through your visits to the Ivory Coast?

I hope to continue building awareness of developmental disabilities, encouraging inclusion and exploring children's rights. Through my work I hope to establish a grass-roots community effort to support children with developmental disabilities. Additionally, I will continue to strive to understand the

cultural perceptions and treatment of disabilities. My next visit will focus on a series of training sessions on the treatment of autism and related disorders. Most importantly, I hope my work will benefit children with developmental disabilities and their families in some small way.

Discuss your approach to research and service.

I do not see research as separate from service. The ultimate goal of research is to serve people. I try to understand the people I study in order to be of service to them. DePaul has been a great source of support for my work. Its mission of social justice and service makes this work a natural part of my academic life. I am certainly very grateful to be working in this academic community and to have the support of my colleagues, college, and the university at large.

How do students respond when they hear about your efforts in the Ivory Coast?

Students respond with a lot of enthusiasm and interest. Several have expressed a keen interest in accompanying me on my visits and volunteering.

What courses do you teach at DePaul?

I have taught a variety of courses in the past six years, focusing on child development, special education, children's behavior, autism, and developmental disabilities.

What is your favorite aspect of teaching at DePaul?

The students at DePaul are great. They are serious and have definite goals for their future. I also enjoy that most DePaul students have a clear sense regarding their own values and humane aspirations.

Reprinted with permission from DePaul University, Faculty Spotlight, http://www.depaul.edu/academics/faculty-spotlights/Pages/mojdeh-bayat.aspx



DEC's 28th Annual International Conference On Young Children With Special Needs & Their Families

October 28-30, 2012 Hilton Minneapolis

http://www.dec-sped.org/Conference

Resources from NECTAC 2012 Webinar Series Available

Building Cross-Sector Professional Development Systems

The National Early Childhood Technical Assistance Center presented a webinar series March-May 2012 which focused on Building Cross-Sector Professional Development Systems. The series featured systems developed in Iowa, Wisconsin, and Florida. Powerpoints, handouts, and resource links can be found at the NECTAC website:

http://www.nectac.org/~calls/2012/pd/pd.asp

Interested in getting paid while earning your master's degree?



Preparing Relationship-based Early Intervention & Early Childhood Special Education Personnel: PREP II Project

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 II 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 of study on the Champaign-Urbana campus. There are no online courses at the present time.

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

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 II project in the goal statement component of the application materials.

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. For more information contact:

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

AbleNet Offers Free Webinars on Assistive Technology

AbleNet, one of the prominent assistive technology equipment companies, is now offering free webinars on a variety of topics related to assistive technology and education for students of all ages. A schedule of live webinars is available on their website, along with archived webinars which can be viewed at any time. For more information, see their website:

http://www.ablenetinc.com/Professional-Development





Doctoral Program in Early Childhood Education

DePaul's College of Education is at the forefront of urban education, policy, and creative thinking in curriculum and pedagogy. Our doctoral program in Early Childhood Education applies the latest scientific research and theories of child development and education to the training of academic professionals, for careers in both research and teaching. As part of the nation's largest Catholic university, we are committed to promoting social justice and improving the lives of children and families.

Graduates go on to work as university faculty, local state/federal and private early childhood administrators, policy makers, early childhood professionals and teacher educators, child and family specialists, health and mental health consultants, and community program designers and evaluators.

Our Early Childhood faculty are nationally recognized published experts in their fields. They are committed to advocating for the rights of children at the national and international level through their research and their service in the community. They are dedicated to expanding students knowledge in the field of child development, learning, and educational methodologies.

The College of Education is on our Lincoln Park campus, in one of Chicago's most lively and verdant neighborhoods.

We also offer a B.S., M.S., and EdD in Early Childhood, and various certificate and endorsement programs. For more information, visit us at www.education.depaul.edu

Autism DVD

Safety and Autism Spectrum Disorder is a DVD presented by Barbara Doyle and available through the Illinois Assistive Technology Project. Barbara is a special education professional with over 35 years of experience in developmental disability services. She brings an uncomplicated and effective approach to increasing independence and safety for people with autism through assistive technology.

The DVD is open captioned in both English and Spanish and is available for \$5.00 To order, contact Jane Teeter at 800-852-5110.



Home Visiting Toolkit Available from CLASP

Center for Law and Social Policy recently published *Home Away From Home: A Toolkit for Planning Home Visiting Partnerships with Family, Friend, and Neighbor Caregivers.* The toolkit contains information on home visit models, a planning guide for partnerships and policy change, and case studies of existing partnerships. The document can be downloaded as a pdf from CLASP website:

http://www.clasp.org/



GRADUATE PROGRAMS AT ELMHURST

Master of Education in

Early Childhood Special Education



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- Learn first-hand how to support children with special needs
- Establish strong, collaborative relationships with families
- Complete challenging hands-on field experiences
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- Complete your master's degree in about two years, on a beautiful, easy-to-access suburban campus

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