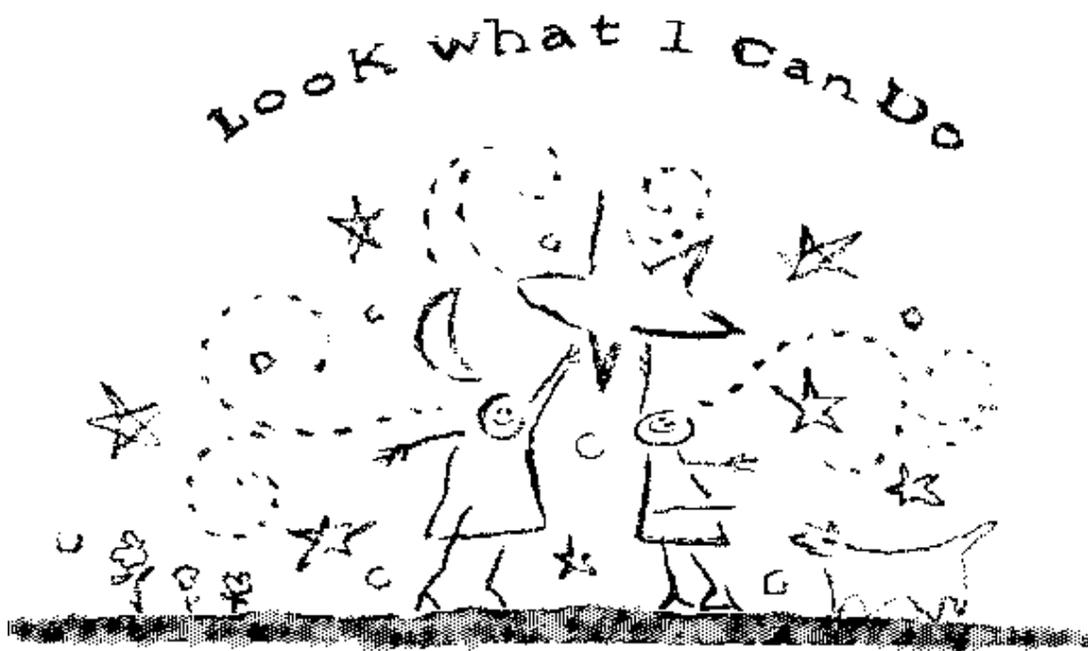


A Family's Introduction to Early Intervention



Revised July 2007

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Early Intervention System Vision

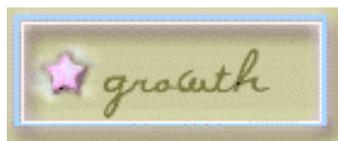


The early intervention system is a family-centered service which is:

- coordinated,
- collaborative,
- culturally sensitive and competent,
- comprehensive, and
- effective



in assisting families to help their children reach their fullest potential.





Families

"Families are big, small, extended, nuclear, multi-generational, with one parent, two parents, and grandparents. We live under one roof, or many. A family can be as temporary as a few weeks, or as permanent as forever. We become a part of a family by birth, adoption, marriage, or from desire for mutual support. A family is a culture unto itself, with different values and unique ways of realizing its dreams; together our families become the source of our rich cultural heritage and spiritual diversity. Our families create neighborhoods, communities, states, and nations."

Source:

Report of the House Memorial 5 Task Force on Young Children and Families (1990),
New Mexico

What is Early Intervention?



The Early Intervention program in Illinois is a collection of services for infants and toddlers and their families who have delays in development or who are at risk of developmental delays. The Early Intervention program supports and teaches families how to play with their children in ways that will help them learn essential skills. Families are the key to successful early intervention. Families and service providers must work together as a team on behalf of children.

Parenting a child can be a challenge. There is a fine balance between hopes and dreams and ups and downs. During the first years of your child's life, Early Intervention can make a big difference. Beginning early to enhance your child's development has benefits for you, your child, your family and your community.

Early Intervention may:

- < help answer your questions about your child's development;
- < improve both developmental and educational growth;
- < help children with developmental delays become more independent;
- < help give your child the best possible start in life, preventing or lessening the need for more intervention in the future and reduce cost, and
- < help communities become aware of the gifts and abilities of all their children.

Principles of Early Intervention

Revised on 10/04/01



1. The primary goal of Early Intervention is to support families in promoting their child's optimal development and to facilitate the child's participation in family and community activities.
2. The focus of Early Intervention is to encourage the active participation of families in the therapeutic process by imbedding intervention strategies into family routines. It is the parents who provide the real early intervention by creatively adapting their child care methods to facilitate the development of their child, while balancing the needs of the rest of their family.
3. Early Intervention requires a collaborative relationship between families and providers, with equal participation by all those involved in the process. An on-going parent-professional dialogue is needed to develop, implement, monitor, and modify therapeutic activities.
4. Intervention must be linked to specific goals that are family-centered, functional, and measurable. Intervention strategies should focus on facilitating social interaction, exploration, and autonomy.
5. Intervention should be integrated into a comprehensive plan that encourages transdisciplinary activities and avoids unnecessary duplication of services. The plan should be built around family routines, with written home activity programs to encourage family participation in therapeutic activities on a daily basis.
6. Intervention should be monitored periodically to assure that the strategies implemented are successful in achieving outcomes.
7. Children and their families in the Early Intervention System deserve to have services of the highest quality possible. High standards will be set for the training and credentialing of administrative and intervention staff. Training, supervision, and technology will be focused to achieve excellence.

Early Intervention Services



Early Intervention services are developmental and are designed to:

- Meet an infant's and toddler's developmental needs in any one or more of the following areas:
 - < physical development (movement)
 - < cognitive development (learning)
 - < communication development (interaction)
 - < social or emotional development (behavior)
 - < adaptive development (use of existing skills)
 - < Meet state standards. For additional information, visit the Early Intervention website at www.dhs.state.il.us/ei.
 - <

- Services include:
 - < assistive technology devices and services
 - < early identification screening and assessment services
 - < family training, counseling and home visits
 - < health services necessary to enable the infant or toddler to benefit from the other early intervention services
 - < medical services (only for diagnostic or evaluation purposes)
 - < nursing services
 - < nutrition services
 - < occupational therapy
 - < physical therapy
 - < psychological services
 - < service coordination
 - < social work services
 - < special instruction/developmental therapy
 - < speech language pathology and audiology
 - < transportation and related costs
 - < vision services

- Be provided by qualified staff in several ways:
 - < Direct services are one-on-one interactions with a child and family to provide parent education, intervention, and environmental support to a family. A therapist's interaction with the family will be at least monthly.
 - < Monitoring involves evaluation and re-evaluation of a child and family's needs and may include assistance and review of "homework" activities for parents and

caregivers to work with their infant and toddler. Contact with the family may be one time per month or every 3,6, or 9 months.

< Consultation involves therapist working with one another to provide training, evaluation, or assistance regarding a specific intervention for a child. There may be possibly only one encounter between the therapist and the family.

- Be provided as written in the Individualized Family Service Plan (IFSP).

The IFSP team includes you and other family members that you request, your service coordinator, and professionals that took part in the evaluation and assessment of your child or provide services. The team identifies outcomes, supports, and early intervention services that will fit naturally into your family's routines, lifestyle, and activities. These everyday home and community settings are called natural learning environments.

For each child, the natural learning environment may be a different setting. It is important that your child develops new skills in the settings where he or she will use them. It is also helpful to your child's development to be with children who have a variety of abilities. This gives children a chance to learn from other children, care providers, parents, and brothers and sisters, in addition to early intervention professionals. Early intervention services are provided in natural learning environments, unless there is a reason your child will not be able to achieve the outcomes the team has identified in those settings. These exceptions will be rare.

"The Early Intervention process was entirely new and a little intimidating to us. Our initial service coordinator at the CFC was great. She took time to explain all the steps in the process, she always stressed that any decisions were completely up to us, and she made sure that we were aware of all the options available to us. I felt she truly cared about helping our son. As a parent who has developed an IFSP, I would encourage other parents doing the same to take full advantage of the expertise of the staff at CFC, to ask questions, to get out and visit and interview potential therapy options, in order to make sure you get exactly what you want out of Early Intervention."

Hope, parent — Roscoe, Illinois (*Child and Family Connections*)





What You Can Expect From Early Intervention

The following statements reflect the values that make up the foundation of the Early Intervention Services System:

- * All activities will be individualized and will consider the uniqueness of every child and family will respect the decisions of families and will be designed to enhance the development of the child.
- * Families will be regarded as consumers who are entitled to be fully informed and to be active participants in the process.
- * Individual family strengths, dreams and hopes will be recognized, respected and encouraged.
- * The process used to support each family as they enter the system will be individualized and family-centered. The needs and concerns identified by the family will be those addressed first.
- * Practices will support the inclusion of all children and their families within the community.
- * The Individualized Family Service Plan (IFSP) will be developed by a team that includes the parent as an equal partner and will be based on identified strengths and needs of the child and family.
- * Families will be offered a full and complete list of eligible services based on the needs of the child.
- * Assessment practices will be age appropriate.
- * Only qualified staff will participate in the services system.
- * Private insurance must be used for Early Intervention services, with safeguards for families and exemptions under certain circumstances.
- * Families will be expected to participate through the payment of a family fee based on an annual income sliding fee scale. Although the family fee is an annual assessment, payment expectations will never exceed the amount the EI program has paid to the family's service providers.

- ★ Services are provided using a multidisciplinary approach. A team is built which includes the family and others who may be involved with the child's daily care (e.g., individuals providing child care) as well as teachers and therapists. This team provides information and teaches intervention techniques to each other, thereby promoting consistency for each child across daily activities.

"I am very satisfied with the services that have been provided. Everyone that has been involved with my son has been very pleasant and helpful with all our concerns."

Angela, mother - Murphysboro, Illinois



Early Intervention Outcomes

Children in early intervention will be assessed in regards to two types of outcomes: **Functional Outcomes** and **Child Outcomes**.

Functional Outcomes are the family-centered outcomes developed at the child's IFSP meeting. These outcomes describe the changes that the family would like to see in their child and/or family. These outcomes may change throughout a family's time in early intervention and are the basis for determining the services that the child and family receive. A child's progress towards his/her functional outcomes is to be reviewed every six months but can be reviewed more frequently if the family requests. With functional outcomes, the team examines how the child is doing compared to when the plan was developed.

Outcomes are the benefits or changes that are experienced as a result of the services and supports provided by the early intervention system.

Child Outcomes are the changes experienced as a result of the early intervention services and supports provided to a child. The federal government requires that programs receiving federal funding demonstrate the impact of services. In other words, programs need to be able to show that their services make a difference. As a result of this initiative, all children in early intervention will have their skills compared to other children their age in three areas: positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills, and taking appropriate action to meet needs. These three areas, having relationships with family and friends, being able to gain new information and skills, and being able to communicate and meet needs, are believed to be important for all young children. A child's status in the three child outcome areas is determined when the child enters the early intervention system, at his/her annual IFSP meeting, and again shortly before exiting the system. Child outcomes compares a child's status to other children of the same age.

Because the early intervention system is a family-centered system and intended to benefit both children and their families, a third set of outcomes are also examined. These are called **Family Outcomes**.

Family Outcomes are the changes experienced by the family as a result of early intervention services and supports. Early intervention families in Illinois helped develop the survey and the process that is currently being used. The family outcomes examined include things like understanding your child's strengths, abilities, and special needs and helping your child develop and learn. These outcomes are measured through a survey that is sent to a portion of the families in the early intervention system each year.

Questions Parents Should Ask about Early Intervention Services



- ? How will service providers working with my child be determined?
- ? What kind of training/experience does this person have with children who have needs like my child?
- ? How will my child's primary care doctor or pediatrician be involved?
- ? How much of my time, my child's or other family members' time will it take?
- ? Is transportation available?
- ? Is there a fee for the services?
- ? What assessments will be done and why?
- ? Will my child have individual attention and individual goals?
- ? Could the services happen at a time and place that are better for our family?
- ? Are the services flexible? Can changes be made after services begin?
- ? What can my child and I receive from the Early Intervention System that we are not already getting?
- ? Is this program helping my child in other ways (social skills and/or motor skills)?
- ? What type of supports is available for myself and other members of my family?
- ? What are the different ways therapy can be provided to my child?

"I enjoyed everyone and especially that there were parents in the office that shared common ground."

Melissa, parent — Rockford, Illinois

Family Rights in Early Intervention



For more information about Family Rights in Early Intervention, refer to the booklet, "State of Illinois Infant/Toddler and Family Rights Under IDEA for the Early Intervention System."

Evaluation

- ✓ by a multi-disciplinary team
- ✓ completed within 45 days of referral
- ✓ on-going monitoring of child's functioning

Coordinated Plan

- ✓ IFSP written within 45 days of referral
- ✓ listing of child and family's strengths, needs, resources, priorities and concerns
- ✓ identifies services agreed to by the IFSP team

Privacy

- ✓ No information about your child and family will be shared without your written consent

Consent

- ✓ for evaluation, assessment and delivery of service, or sharing of information between providers

Refusal of Services

- ✓ may refuse any service, at any time, without jeopardizing other services (have the right to re-enter the system before the child is age 3)

Prior Notice

- ✓ reasonable notice of the date, time and location prior to IFSP meeting
- ✓ reasonable notification of proposed changes to the IFSP

Review Records

- ✓ may inspect, review and amend records
- ✓ may request/receive copies

Understand

- ✓ receive all information in a way that can be understood

Disagree

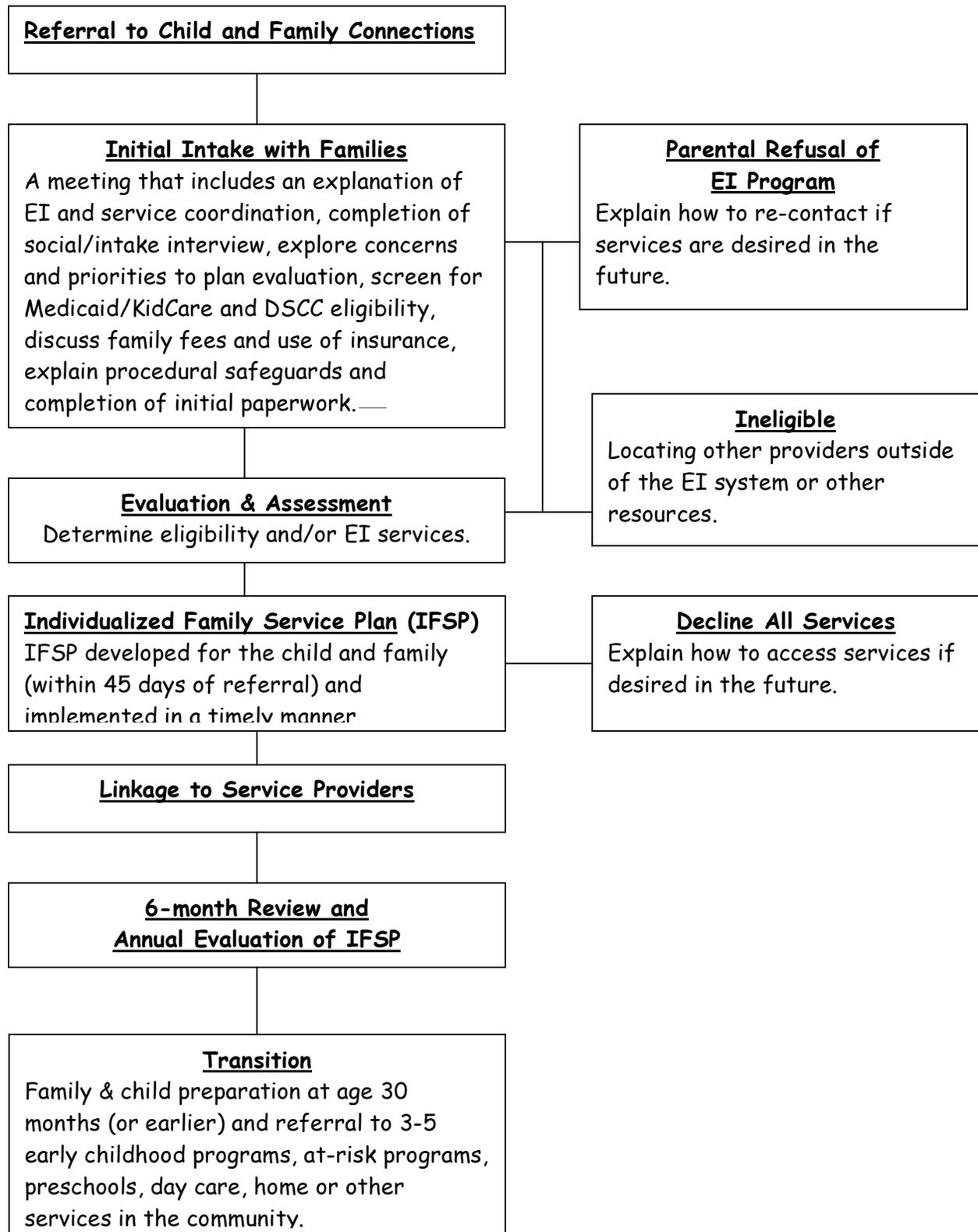
- ✓ options: mediation; request impartial administrative resolution; file state complaint
- ✓ file a written complaint and have it resolved
- ✓ timely resolution

Written complaints and written requests for mediation or impartial administrative resolution should be submitted to the Illinois Department of Human Services according to procedures outlined in the booklet, "State of Illinois Infant/Toddler and Family Rights under IDEA for the Early Intervention System".

Contact your service coordinator if you have any questions.



Early Intervention Process Flow Chart





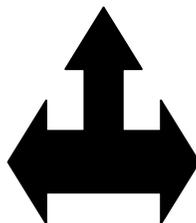
Who is Who in Early Intervention

Child and Family Connections

Child and Family Connections (CFC) will work with and support you and your family throughout the evaluation process, determination of eligibility and identification of services that will meet your individual needs which are available through the Early Intervention System.

If eligible for services:

Your Child and Family Connections Service Coordinator will facilitate the development of your IFSP, link you to service providers and provide the information needed to make informed decisions.



If ineligible for services:

The Child and Family Connections office will assist your family with linkages to other community resources which may meet the needs of your child and family.



"Child and Family Connections is great. I didn't know there was all this out there. CFCs get you hooked up with everything."
Celeste, parent — Machnesy Park, Illinois

"Child and Family Connections allows families to know there are other options. We are very happy with our services now."
Jeanna, parent — Rockford, Illinois

Parent Liaison

The Parent Liaison position was designed with you, the parent, in mind. Parent Liaisons are parents of children with disabilities who have experienced the Early Intervention System, and can help you.



Services may include:

- ♥ Providing you with specific information about your child's diagnosis/concerns.
- ♥ Assisting you, your Service Coordinator and Service Providers in locating and providing information about services and resources in Early Intervention.
- ♥ Connecting you with other parents with similar concerns.
- ♥ Providing you with information about the transition from Early Intervention services to a school or community program when your child turns 3 years old, or other transitions you and your child may experience.
- ♥ Attending IFSP meetings, support group meetings, and other meetings that might be appropriate for your family.
- ♥ Being a listener on those days when you just need to talk to someone who has had similar circumstances.

"I was glad the Parent Liaison was there to help explain things."
Jennifer, parent — Loves Park, Illinois

"Having the Parent Liaison at meetings was great. It was good to know someone there was
"on our side".
Jamilyn, parent — Stickney, Illinois

Service Coordinator

The ultimate goal of the Service Coordinator is to empower family members and to ensure that child and family receive all needed services.



WHAT IS A SERVICE COORDINATOR?

PARTNER..... Works with families to meet their needs
CONSULTANT.....Shares information
PLANNER..... Helps identify and clarify goals
TEACHER..... Informs families about services
PROVIDERConnects families with resources, services and support
MONITOR..... Documents, tracks and evaluates services
ADVOCATE.....Influences systems and decision-makers

RESPONSIBILITIES OF THE SERVICE COORDINATOR

- ε Supports family members efforts to gain skills and confidence in their roles and responsibilities related to their child's needs.
- ε Links families to other resources.
- ε Informs family members of their rights, obligations and responsibilities under the Early Intervention Services System.
- ε Assists the family and other IFSP team members in the development and implementation of the IFSP.
- ε Assists family members as their child transitions within EI and beyond the Early Intervention Services System.

TIPS FOR YOU IN WORKING WITH YOUR SERVICE COORDINATOR:

- T Don't be afraid to ask questions.
- T Two heads are always better than one when brainstorming ideas.
- T Keep your Service Coordinator updated with information and changes, such as change in insurance coverage, employment changes, income changes, etc....
- T "Hold up your end of the bargain": you are an important part of the team.
- T Report to your Service Coordinator any problems with the services or service providers defined in your child's IFSP.

"I have found CFC to be a wonderful organization with genuine concerns for my son. My service coordinator has been exceptional in her efforts to provide me with information at every stage of the process. Her concerns are touching and her knowledge is impressive. We couldn't possibly be more pleased."

Robin, mother - Metropolis, Illinois

Service Provider

The service provider is:

- an educator and resource provider,
- a hands-on link to services,
- your partner in your child's services, ready to discuss what's important to your family,
- an assistant to your family who can give advice about how to integrate activities into your daily routine that will enhance your child's development.
- examples include your physician, speech therapists, occupational therapists, developmental therapists, in addition to many other provider types.
- Service providers include:
 - ✓ developmental therapists
 - ✓ family therapists
 - ✓ nurses occupational therapists
 - ✓ orientation and mobility specialists
 - ✓ pediatricians and other physicians
 - ✓ physical therapists
 - ✓ psychologists
 - ✓ registered dieticians
 - ✓ social workers
 - ✓ speech/language pathologists and audiologists
 - ✓ vision specialists, including ophthalmologists and optometrists

"Our provider helped us all along the way in Early Intervention. We wouldn't have known how to start without their guidance."

Kathleen, parent - Rockford, Illinois

"I really look forward to having the developmental therapist come out once a month. She comments on the changes in our son and it is very positive."

Angela, parent - Rochelle, Illinois

"Our developmental therapist has been wonderful with my son, she looks out for him and I feel like we've made progress with her help. She is a very caring person!"

Karen, mother - Alto Pass, Illinois

Local Interagency Council (LIC)

A Local Interagency Council is an organization in which families, local service providers and interested community members meet to support a family-centered system of services for children with special needs. The main focus is on children from birth to age 3, although locally the council's mission may include a broader concern for children from birth through age 5. The council also has specific committees like public awareness, child find, and informational fairs, among others that work on different issues.

WHERE AND WHEN ARE THE MEETINGS?

Meetings are held at different community sites. Meetings vary according to the area where you live. Your local Interagency Council coordinator can be contacted through your local Child and Family Connections.

WHY SHOULD I COME TO AN LIC MEETING?

The LIC is where you are able to talk and help with decisions that are shaping services in your community for your child, and children to come. All members need to hear from the parents of children served, so together we have the best possible services and programs for children in our communities. The LIC also offers great opportunities to gain information, talk and meet with other parents.



State Level Leadership

The Department of Human Services (DHS) has been designated by the governor to be the lead agency for Early Intervention Services in Illinois. DHS is also the agency responsible for other child and family programs including Women Infants and Children (WIC), child care, Temporary Assistance for Needy Families (TANF) and prevention programs. You can call the DHS Help Line, 1-800-323-4769, voice/TTY, to find out about these other programs.

A state-level council called the Illinois Interagency Council on Early Intervention (IICEI) advises and assists the lead agency. Its membership is similar to the LICs, on a statewide level. All IICEI meetings are open to the public. A schedule may be obtained from the DHS/Early Intervention Website at: www.dhs.state.il.us/ei.

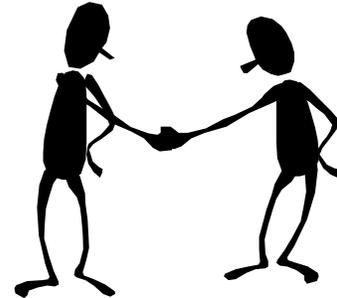
The DHS/Early Intervention Web site is an important resource for information about the Early Intervention System. Please visit the "Parent's Page" of the Web site often.

Transition



Moving from program to program or within a program is called transition. In Early Intervention, transition could be moving:

- X from hospital to home
- X from center-based to home-based services
- X from Early Intervention to a program for 3-to 5-year-old children, like a regular preschool, Head Start program or Early Childhood program offered by your school district



Planning a smooth transition is very important for your child and your family. You are your child's best advocate!

QUESTIONS YOU MAY WANT TO ASK DURING TRANSITION

- What are all of the options available for my child and family?
- What is needed for my child?
- Will new testing be necessary?
- Is my child eligible for these services?
- What are my rights related to these services?
- Who will be involved during this time?
- Who will work with me to coordinate my child's Individualized Education Plan (IEP)?
- How will my current provider share what they know with my new provider?
- When will services begin?
- Where will services be offered?
- What if my child is ineligible for school-based services?
- Does my child have any options other than public school based?

TIPS WHEN VISITING POTENTIAL PROGRAMS

- ε Do children appear happy?
- ε Are children actively involved in different activities?
- ε Will my child be happy here?
- ε Will my family be respected and valued for who we are?
- ε How are families involved in the program?

TRANSITION STEPS REQUIRED BY LAW INCLUDE:

- ε beginning at least when child is 2 $\frac{1}{2}$ years old;
- ε giving your family an opportunity to receive information and to talk about future placements and other transition issues;
- ε helping to prepare your child for change in service delivery, and obtaining your permission to send information about your child to other agencies to ensure continuity of services.



Definitions

Acronym:

A word from the initial letter or letters of a name or series of words.
(see list on page 27).

Adaptive Development:

Skills that children learn that allow them to take care of themselves and become independent (i.e., feeding and dressing).

Age Equivalency (A.E.):

The age level, in months, at which your child is performing various tasks and activities.

Ages and Stages Questionnaire (ASQ):

A screening tool used with children that also contains a parent questionnaire.

Assessment:

The ongoing procedures used in all five domain areas that identify the strengths and needs of the eligible child along with the family's concerns, priorities and resources related to the child, and the services necessary to meet these needs.

Battelle Development Inventory (BDI):

A standardized evaluation used to identify the abilities of young children in key developmental skills.

Bayley Scales of Infant Development (BSID):

A standardized assessment used to evaluate developmental status of children, ages 2 months to 30 months.

Child and Family Connections (CFC):

A place that serves as the regional system point of entry that will be responsible for ensuring the timely processes of referrals to the Early Intervention System, the provision and eligibility determination services, the development of the initial IFSP, referral to service providers, and transition.

Child Outcome:

Compares skills of a child with those of other children his/her age in three areas: positive social emotional skills, acquisition and use of knowledge and skill, and taking appropriate action to meet needs.

Cognitive Skills:

The mental thinking process including learning and problem solving skills.

Collaboration:

Working together in a cooperative manner as a team of equals toward the same objective (more than simply cooperation).

Community-Based:

The philosophy that services should be available in a family's community, and that children and families should have the opportunity to be a part of their community and neighborhood.

Consultation - consult:

An appointment when child and parents meet with the direct service provider and/or specialist to observe and discuss the child's progress or future goals.

Denver II Developmental Screening Test (DDST-II):

An informal standardized screening check of a child's growth and learning.

Developmental Delay:

A child's functioning level is below that of most other children of the same age.

Domains:

The areas of development that address physical, cognitive, communication, social-emotional and adaptive development.

Early Intervention Referral:

Actions that guide children and families to the local Child and Family Connections office which assists them to access available resources and/or information. Anyone who suspects delay or risk of delay can make a referral by calling their Child and Family Connections.

Early Intervention Services System:

A statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families.

Eligibility:

Meeting the criteria that have been established in Illinois to qualify for Services.

Evaluation:

The procedures used to determine whether a child is eligible for services under Illinois' definition and eligibility criteria.

Expressive Language:

What a child says or does to communicate with other people.

Family Outcome:

Helps measure the changes experienced by the family as a result of early intervention services and supports

Fine Motor Skills:

Small muscle development and eye-hand coordination (i.e., stacking blocks, scribbling, etc.).

Functional Outcome:

A statement of what family members want to see happen for their child or themselves. It can focus on any area of child development or family life that a family feels is related to its ability to enhance the child's development.

Gross Motor Skills:

Large muscle development (i.e., crawling, walking, climbing, etc.)

Individualized Family Service Plan (IFSP):

Both a process and a written document that considers the family's priorities, concerns and resources in regard to their infant or toddler with delays from birth to age 3. This information, along with input from additional evaluation and assessment, is formalized into a plan of services and support for the child and family in their natural environment by the IFSP's Team, which includes parents.

Informed Consent:

Understanding and providing written permission for what is available and proposed, the implication(s) that services have for a child, options available to the family, family rights and consequence of consent and/or refusal of consent.

Intake:

First meeting with the Service Coordinator during which child and family history, strengths, needs, information and concerns are shared.

Natural Learning Environment:

Home and community settings in which children and families without disabilities would participate.

Parent Liaison:

A parent who acts as a contact between the family and the state Early Intervention Program.

Part C Individuals with Disabilities Education Act (IDEA):

The section of the federal law that describes how early intervention (birth to 3) services have to be provided.

Personal/Social Skills:

Behaviors that indicate a child's awareness of self, others and the particular situation he or she is in; the social interaction and play skills with others.

Procedural Safeguards:

Legal protection available to children and their parents to protect their rights in dealing with agencies and service providers. (For more information, see "State of Illinois Infant/Toddler and Family Rights Under IDEA for the Early Intervention System" booklet.)

Receptive Language:

What the child hears and understands; comprehension of spoken and nonverbal language.

Receptive Expressive Emergent Language Scale (REEL):

An informant-based test (parent or teacher supplies information about what the child does). Measures the language skills of the child between the ages of birth and 3 years.

Release of Information:

Written permission signed by the parent/guardian allowing verbal and written communication between agencies, providers, doctors, school, etc., for coordination of child and family services.

Rescreen:

A recheck of skill levels after a period of time to determine a child's recent growth, achievement and development.

Respite:

Short-term care in or out of the home for an eligible child and/or children.

Screening:

A developmental check to determine if a more in-depth evaluation is necessary.

Sensory Integration:

The process of the brain organizing and integrating touch, movement, body awareness, sound and the pull of gravity. Evaluation is done by an occupational or physical therapist trained in sensory integrative theory.

Service Coordination:

The activities carried out by the Service Coordinator to assist and enable an eligible child and the child's family in receiving services that are authorized to be provided under Illinois' Early Intervention Services System and which ensure procedural safeguards and protection of rights.

Service Providers:

Individuals who have met or are working to meet the state's qualification requirements and service standards and who provide one or more Early Intervention services as designated on the IFSP.

Transition:

The movement of a child within and from the Early Intervention Services System. Including, but are not limited to, transitions as children move in and out of hospitals, enrollment in the school system, change of service providers, change in location or method of service delivery and relocation from one geographic area to another.

Total Communication:

Using sign language, adaptive communication & spoken words to develop language skills.



Resources

<p>Illinois Department of Human Services (DHS) Help Line 100 South Grand Ave., Lower Level Springfield, IL 62762 1-800-843-6154 (voice/tty)</p> <p>For information about WIC, child care, TANF, immunizations, Child and Family Connection agencies, etc.</p> <p>website address: www.dhs.state.il.us</p>	<p>Illinois Early Childhood Intervention Clearinghouse 830 South Spring Street Springfield, IL 62704 217/522-4655 1-800-852-4302</p> <p>e-mail address: clearinghouse@eosinc.com</p> <p>website address: www.eicclearinghouse.org</p>
<p>Illinois Department of Human Services (DHS) Bureau of Early Intervention 222 South College, 2nd Floor Springfield, IL 62704 217/782-1981 Fax: 217/524-6248 TTY/TDD: 217/558-6482 Automated Helpline: 1-800-323-4769</p> <p>e-mail address: jennifer.edmison@illinois.gov</p> <p>EI Website Address: www.dhs.state.il.us/ei</p> <p>Lead Agency of Part C Early Intervention Program</p>	<p>Illinois State Board of Education (ISBE) Division of Early Childhood Education 100 North 1st Street Springfield, IL 62777-0001 217/524-4835</p> <p>ISBE Website Address: www.isbe.net</p>

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