

ECI Monthly news & updates

February|2022

2022 February							1
Notes	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Make a list of what you did in a weekend. Spend more time doing those things.	2 Grounding day. Do you see your shadow?	3 Will your child stop and look at you when you call their name?	4 Give high fives today.	5 Practice home safety and talk about things that are hot!
6 Talk about emotions. You look sad, happy, etc.	7 Send a card to a loved one. Put keywords in the mail.	8 Play tic-tac-toe. Can you win? How does your child respond?	9 Sing Pat-A-Cake. Can your child imitate movements?	10 Make your own finger painting by adding food coloring to yogurt.	11 Explore something cold today. Like snow or ice cubes.	12 Follow basic directions. Come here. Stop. No.	
13 Does your child babble?	14 Blow kisses to someone you love.	15 Build a block tower and knock it down.	16 Read a book about dogs. Point to the dog. Sign 'dog'.	17 Do a random act of kindness.	18 Show me your teeth. What other body parts do you know?	19 Practice signing 'you' while looking at photos.	
20 Follow the directions. Get in line. Get out. Get on. Get off.	21 Make an indoor obstacle course. Do it on and on.	22 Squeeze oranges to make orange juice. Sign 'juice'.	23 Help make toast. Push the button. Talk about down and up.	24 Make oatmeal together. Can you eat and communicate? Wash, wear, stop, rest, point.	25 How does your child communicate? Use 5-4 words when you talk to them.	26 Read a story today.	
27 Follow directions to 'Clean up'. Put toys in containers.	28 Dress up like a super hero. What actions can you do? Fly, jump, help?						

Early Communicator Calendar

2022 February							2
Notes	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Make a list of what you did in a weekend. Spend more time doing those things.	2 Grounding day. Do you see your shadow?	3 Can your child answer 'What's this?' to name familiar toys?	4 Give high fives and say 'Yash!'.	5 Practice home safety and talk about things that are hot!
6 Talk about emotions. You look sad, happy, etc.	7 Send a card to a loved one. Put keywords in the mail.	8 Play tic-tac-toe. Can you win? How does your child respond?	9 Sing Pat-A-Cake. Can your child imitate movements?	10 Make your own finger painting by adding food coloring to yogurt.	11 Explore something cold today. Like snow or ice cubes.	12 Follow basic directions. Come here. Stop. No.	
13 Does your child babble?	14 Blow kisses to someone you love.	15 Build a block tower and knock it down.	16 Read a book about dogs. Sign or say 'dog'.	17 Do a random act of kindness.	18 Show me your teeth. Can you brush your teeth?	19 Practice the word 'you' while looking at photos.	
20 Follow the directions. Get in line. Get out. Get on. Get off.	21 Make an indoor obstacle course. Do it on and on.	22 Squeeze oranges to make orange juice. Sign 'juice'.	23 Help make toast. Push the button. Talk about down and up.	24 Make oatmeal together. Can you eat and communicate? Wash, wear, stop, rest, point.	25 How does your child communicate? Use 5-4 words when you talk to them.	26 Read a story today.	
27 Follow directions to 'Clean up'. Put toys in containers.	28 Dress up like a super hero. What actions can you do? Fly, jump, help?						

First Words Calendar

2022 February							3
Notes	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Make a list of what you did in a weekend. Spend more time doing those things.	2 Grounding day. Do you see your shadow?	3 Can your child answer 'What's this?' to pictures in a book?	4 Give high fives and say 'Yash!'.	5 Home safety. Say 'hot' or 'Don't touch that'.
6 Talk about emotions. You look sad, happy, etc.	7 Send a card to a loved one. Sign (or track) your name.	8 Play tic-tac-toe. Can you win? How does your child respond?	9 Sing Pat-A-Cake. Can your child imitate movements?	10 Make your own finger painting by adding food coloring to yogurt.	11 Explore something cold today. Like snow or ice cubes.	12 Follow basic directions. Come here. Stop. No.	
13 Does your child babble?	14 Blow kisses to someone you love.	15 Build a block tower and knock it down.	16 Read a book about dogs. Sign or say 'dog'.	17 Do a random act of kindness.	18 Show me your teeth. Can you brush your teeth?	19 Practice the word 'you' while looking at photos.	
20 Follow the directions. Get in line. Get out. Get on. Get off.	21 Make an indoor obstacle course. Do it on and on.	22 Squeeze oranges to make orange juice. Can you help if someone how you did it?	23 Help make toast. Push the button. Talk about down and up.	24 Make oatmeal together. Can you eat and communicate? Wash, wear, stop, rest, point.	25 How does your child communicate? Use 5-4 words when you talk to them.	26 Read a story today.	
27 Follow directions to 'Clean up'. Put toys in containers.	28 Dress up like a super hero. What actions can you do? Fly, jump, help?						

Expanding Language Calendar

Tried & True Tips from a Therapist

by Debbie Cantu, EIS, Team Leader

The Coaching Model and ECI

Coaching in early childhood is an interactive process between the provider and the parent/caregiver that involves observation, reflection, and action designed to directly promote a parent's ability to support his or her child's participation in family and community activities. Our program believes that our parents and caregivers are the experts on helping their child and have the most impact on their child's overall development.



Coaching Approach

- Joint Planning
- Observation
- Action and Practice
- Feedback
- Reflection



Joint Planning: Together ECI providers and parents develop an understanding of how intervention strategies may be used during specific family routines/activities and how the skills practiced in a session can be generalized to other family routines/activities. Coaching focuses on the ECI provider's use of child-focused strategies to teach the parent/caregiver how to implement intervention while expanding skills across other routines and activities. The parent and the ECI provider practice strategies during each visit and then plan how the family/caregiver will continue to use the strategies between each visit.

Observation: Coaching encourages interaction between the ECI provider and the participation of the family/caregiver. An ECI provider (coach) helps the parent/caregiver to become equipped to teach their child new skills by learning from the ECI provider's professional expertise. Coaching also encourages the family to use their life experiences as they are encouraged to share their experiences and provide input about their child to their providers regarding what works best for their child and the family's routines. Services are individualized to reflect the preferences, learning styles, and cultural beliefs of the family.

Action & Practice: ECI providers work with families in the places where the child typically spends his or her day. ECI providers guide the parents on how to use everyday activities to help their child learn and grow through regular and ongoing interactions with the people they spend the most time with, like parents and other family members. ECI providers are within each child's natural environment and routines for a limited amount of time each week.

Coaching focuses on routines and materials that are part of the family's natural environment and daily routines. Coaching does not permit the ECI providers to

bring in materials or items (toy bag) to the visits. The practice of bringing in toys or items that are from outside of the natural environment of the family discourages the parent/caregivers to work with their child between sessions.

Coaching is not intervention that focuses only on what can be accomplished during a single visit. Coaching does not encourage the parent/caregiver to take a "sit-back-and-watch" approach while the ECI provider works with the child in the visit. Coaching encourages the parent/caregiver and the ECI provider to discuss other opportunities or strategies to practice between visits.

Feedback: Coaching focuses on developing different techniques and guidance along with feedback intended to help a parent/caregiver expand on what he or she already knows and does with their child. The use of coaching helps the family/caregiver to determine additional ideas and information to try. It also encourages a parent/caregiver to develop the confidence to implement new ideas and strategies between visits. Coaching does not focus on the ECI provider spending the visit time telling and showing the parent/caregiver what to do with their child to address the child's areas of delay.

Reflection: Intervention is based on the family's outcomes and goals for their child's development. The coaching model is not designed for the ECI providers to designate the outcomes and goals on the child's IFSP with little or no input from the family. Neither the focus of the intervention, nor the use of new strategies are limited nor discouraged based on the concept that a child cannot attempt new skills because of a particular diagnosis or condition.

Coaching visits include a combination of sharing information, identifying possible resources and strategies, modeling and practicing activities, as well as reflecting and sharing feedback. The degree to which a parent is comfortable participating is dependent on the amount of support the parent/caregiver feels he or she needs to learn as well as the degree of confidence the parent has in his or her skills.



Ellie and Jessica, mom, work



Jessica and Jenny executed a



This is a skill that Ellie will

with Ms. Jenny, OT, work on scooping skills.

plan ahead of time to target a goal using household items.

continue to work on throughout the week with mom's help!

Spotlight Story - Hank Hall

by Angelique Alonzo

Hank started his journey this past year with Easter Seals with a speech as a shy toddler who was afraid to interact with other children. Thanks to Becky and Tatiana's amazing work, Hank is now thriving and socializing with other kids his age. It was truly sad to end our journey with Becky and Tatiana, but Hank has now transitioned to NISD where he fits in just perfectly. It is extraordinary to see such a change all around in Hank in just a couple of months. Hank's personality has emerged with the help of Easter Seals and he has developed so much with this program. Looking back now to our first session, Hank would not even want to play with Becky or Tatiana. Fast forward to where Hank was excited to play with his friends that came over. Hank's favorite thing to do now is to make a dinosaur roar which is something he developed while in therapy as well as making other loud sounds. I do not know where we would be without the awesome team we had supporting us through every obstacle and hurdle we encountered. Our team also helped us through the process of transitioning Hank to the school district. I am forever grateful for the care that they have given Hank and words cannot express how much they have impacted our lives.



Are you or someone in your family Valero affiliated?

Yes

Select

No

Select

COVID-19 Updates

Check our [website](#) periodically for the latest memos from our Executive Director, Linda Tapia, click on the orange alert bar at the top on the page.



What's the Difference: COVID-19, Allergies, Cold & Flu

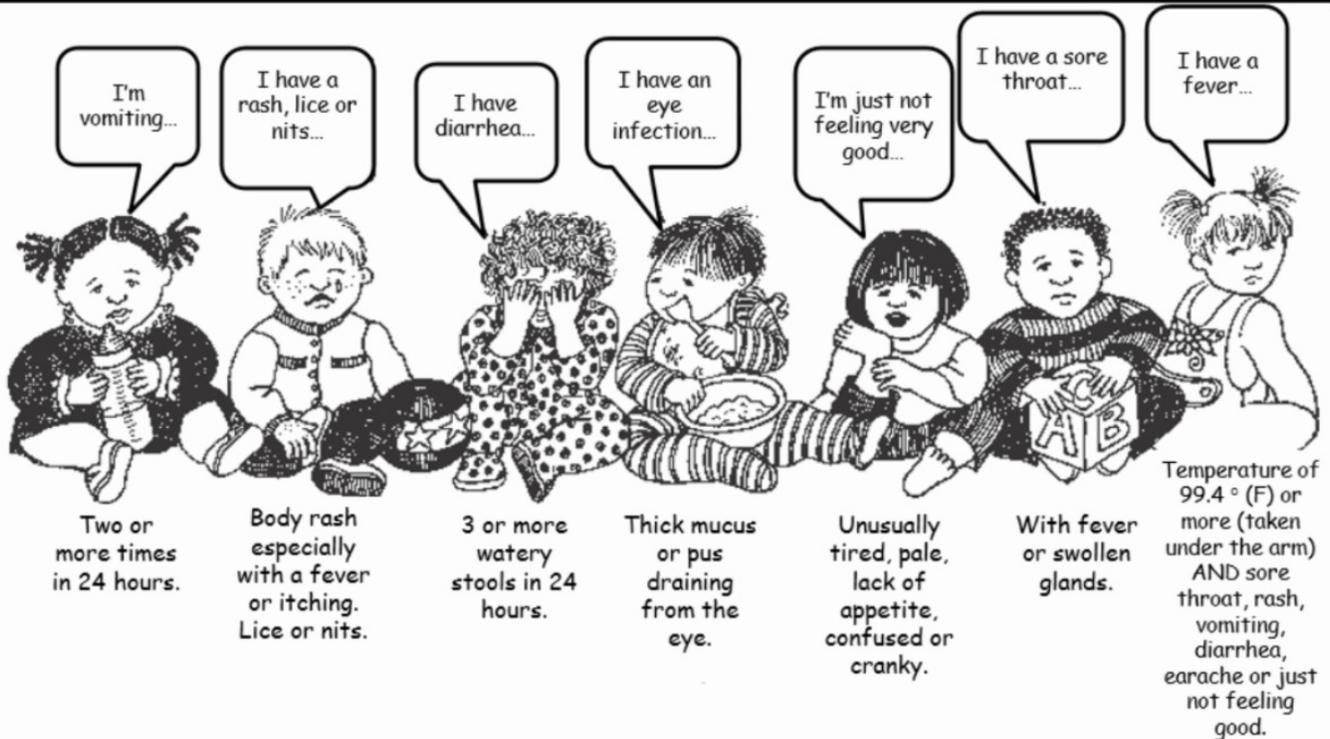


With several variants of COVID-19 and everything else that's going around, please help us prevent widespread illnesses throughout our program.

Telehealth is available if your child is well enough for therapy, but you're concerned about spreading germs. If your child is not well enough for any type of therapy, please cancel with your therapist. Remember, when we leave your home, we go to see other children and families.

Let's all work together to keep everyone as healthy as possible.

I might have to cancel or reschedule if...



Resources:

[Valentine's Activities for Kids Under One](#)

[Valentine's Activities for Babies & Toddlers](#)

[What's the Difference: COVID-19, Allergies, Cold & Flu](#)

[Seeing Other People Wearing Masks-A Social Story \(English\)](#)

[Usa Mascara \(Spanish\)](#)

If you are in need help accessing resources, please contact your service coordinator. If you are in need of someone to talk to to help cope with the changes revolving around COVID-19, please contact your service coordinator to reach out to our counseling department. They will follow up with you to help in this critical time.

Reminders



Is Your Child The
next
ECI
SuperStar?

We'd love to share your child's ECI journey!
If you'd like to be featured in the "**ECI Spotlight Story**" segment, click below.

February Awareness Observations



Month-Long

- Black History Month
- Boost-Your-Self-Esteem Month
- Children's Dental Health Month
- Heart and Stroke Month
- Human Relations Month

Days

- February 2 - Rheumatoid Arthritis
- February 4 - World Cancer Day
- February 11 - World Day of the Sick -
- February 12 - International Day of Women's Health
- February 15 - International Childhood Cancer Day
- February 20 - World Day of Social Justice
- February 21 - International Mother Language Day
- February 22 - National Heart Valve Disease
- February 28 (29th in leap year) - Rare Disease Day



2203 Babcock Road
San Antonio, TX 78229

phone: 210.614.3911
fax: 210.625.3162



TEXAS
Health and Human
Services

Early Childhood Intervention

Easter Seals Rehabilitation Center
is a contracted provider of
Texas Early Childhood Intervention
Services and partially funded by
Texas Health and Human Services.