



## GOVERNORS STATE UNIVERSITY

### **Early Intervention (EI) Certificate**

**Course Fee:** \$250 for full 10 week course  
\$200 for EI credentialed OT/OTA for 9 week course

**Dates:** July 24-October 2, 2025  
October 9-December 18, 2025  
January 10-March 21, 2026

**Times:** Online-asynchronous and synchronous sessions.

#### **Intended Audience:**

Occupational therapists, occupational therapy assistants, new graduates and early career OT/OTAs who are thinking about entering EI or are already established EI providers and want to explore best practices for occupational therapy in the State of Illinois Early Intervention Program.

#### **Course Details:**

This course will provide an overview of the State of Illinois Early Intervention Program and best practice guidelines for occupational therapy practitioners.

The learning objectives of this course are:

- 1- Understand the EI process for credentialing
- 2- Gain knowledge about OT's Distinct value in the State of IL EI program
- 3- Develop a working plan toward a career in EI
- 4- Apply OT Best Practices in EI Assessment and Intervention
- 5- Synthesize all learning modules through real life application

#### **Course Structure:**

This course is 100% online with asynchronous and synchronous sessions with remote open meetings to support learning. Opportunities for networking with peers and mentorship.

There are 10 learning modules with educational learning materials and learning activities. Participants need to complete each module and complete an assessment for each module in order to advance to the next module. All modules need to be completed to receive the certificate and CEU's.

A certificate and a badge will be earned upon completion of the course.  
EI continuing education units are approved and applied for at the end of the course.

### **Course Instructors:**

Christine Doyle Morrison, MS, OTR/L- is director and owner of Morrison & Associates and has been working for over 35 years with infants and children. She works as an adjunct faculty at GovState and has worked as an adjunct faculty in the OT program at UIC and in the Infant Certificate program at Erikson Institute. Christy was on the Illinois Interagency Council on Early Intervention as a provider representative and has participated in other state EI work groups. She is the author of chapters in OT textbooks and teaches CE courses on several EI topics.

Caren Schranz, DrOT, MS, OTR/L – Dr. Schranz has been a pediatric occupational therapist for over 35 years with 30 years in EI. In her OT work she believes in using a Family Centered Approach including Coaching. Caren is the owner of a pediatric occupational therapy practice. She has numerous publications and presentations related to occupational therapy for infants and children.

### **TOPICAL OUTLINE/COURSE CONTENT WITH DETAILS:**

**Schedule of activities/assignments/assessment are provided on Blackboard.**  
(material is subject to change)

<b>Module</b>	<b>SUBJECT</b>	<b>OUTCOMES</b>
	Orientation to course	<ul style="list-style-type: none"> <li>● Be introduced to the instructors</li> <li>● Be introduced to other course participants</li> <li>● Understand the course outcome and expectations for the EI certificate course</li> <li>● Identify resources</li> </ul>
1a	Thinking about getting into EI	<ul style="list-style-type: none"> <li>● Explore State of Illinois Early Intervention partners</li> <li>● Explore EI as a career path/fit</li> <li>● Understand state and national resources for EI</li> </ul>
1b	Navigating the credentialing process	<ul style="list-style-type: none"> <li>● Be familiar with the EI credentialing process</li> <li>● Be familiar with IMPACT, NPI</li> <li>● Understand HIPPA and FERPA compliant email, fax, LVV</li> </ul>
2 EI Credentialed	Role of OT in EI in Illinois	<ul style="list-style-type: none"> <li>● Understand the Illinois EI Vision, Principles and Regulations</li> <li>● Discuss Illinois Practice Systems</li> </ul>

OTP begins here		<ul style="list-style-type: none"> <li>● Understand the OT and OTA Distinct Value in EI</li> <li>● Explain OT Practice Framework for best practice in EI</li> </ul>
3	Evaluation/Assessment	<ul style="list-style-type: none"> <li>● Understand the Illinois EI Evaluation and Assessment Process</li> <li>● Clarify aspects of the occupational therapy domain appropriate for evaluation by OT in EI</li> <li>● Determine the OT Evaluation/Assessment Plan</li> <li>● Determine how the OT distinct value can be applied to Illinois EI evaluation/assessment guidelines</li> <li>● Identify evaluation tools appropriate for use by OT in EI in each domain</li> </ul>
4a	Report writing, documentation and explaining your evaluation results	<ul style="list-style-type: none"> <li>● Understand the EI system reports: Evaluation/Assessment report; 6 month progress report; discharge report; justification to change service report; Assistive Technology report</li> <li>● Determine how to write reports that reflect Occupational Performance and OT's Distinct Value</li> <li>● Develop Family-Centered, Strengths based report writing</li> </ul>
4b	IFSP participation and how to talk about OT in EI	<ul style="list-style-type: none"> <li>● Become familiar with the IFSP process including outcomes and transition planning</li> <li>● Understand how age anchoring of skills evaluated by OT impacts the child outcome ratings</li> <li>● Determine how to share the distinct value of OT into the IFSP discussion around the three child outcomes</li> <li>● Determine how to share the distinct value of OT during IFSP goal and strategy development</li> </ul>
5	Intervention/service delivery	<ul style="list-style-type: none"> <li>● Understand Illinois EI service delivery</li> <li>● Understand implementation of the Illinois EI Principles during ongoing service delivery and intervention <ul style="list-style-type: none"> <li>○ Family centered practices and outcomes</li> <li>○ Natural Environments</li> <li>○ Coaching</li> </ul> </li> <li>● Understand the recommended practices for OT in EI <ul style="list-style-type: none"> <li>○ therapeutic use of self</li> <li>○ therapeutic use of occupations and activities</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ supporting the family's cultural perspectives; using a lens of cultural humility</li> <li>○ family education, training, advocacy</li> <li>● Understand the relationship between infant and toddler cues and intervention</li> <li>● Develop teaming/communication skills</li> <li>● Investigate intervention implementation</li> </ul>
6	Play/playfulness	<ul style="list-style-type: none"> <li>● Understand play as the primary occupation of children under 3</li> <li>● Define playfulness</li> <li>● Understand how to assess play, playfulness, and infant/toddler play cues in the infant/toddler's natural environments</li> <li>● Be able to explain play as an occupation, playfulness and infant/toddler play cues to parents and other EI providers</li> <li>● Write reports that include play, playfulness and infant/toddler play cues in a family understandable way</li> <li>● Explore how to use the child's natural environments to impact change in play and playfulness</li> <li>● Identify resources for families around play as an occupation, playfulness and infant/toddler play cues</li> </ul>
7	Participation in Daily Routines and Self Help (feeding, dressing, bathing, diapering, rest/sleeping)	<ul style="list-style-type: none"> <li>● Understand how to assess daily routines and self help skills and co-occupations in the infant/toddlers natural environments</li> <li>● Understand family habits, routines, and rituals for age appropriate self help skills</li> <li>● Develop strategies for working with families on participation in daily routines and self help skills</li> <li>● Identify resources for families around daily routines and self help skills for infants and toddlers</li> </ul>
8 and 9	Intervention specific to Performance Skills	<p>Pick one of the performance skills listed below, review resources provided and prepare a presentation for class including</p> <ul style="list-style-type: none"> <li>● Domain specific development</li> <li>● How to assess/eval the performance skill in EI</li> <li>● Discussion of how strengths/challenges in performance skills might impact participation in 0-3 occupations.</li> <li>● Discuss how to educate parents and other EI providers on participation of the chosen performance skill</li> </ul>

		<ul style="list-style-type: none"> <li>● Write reports and IFSP goals/strategies with content from the chosen performance area in a family understandable way</li> <li>● Explore how to use the child's natural environments to impact change in the child's performance skill and participation in 0-3 occupations</li> <li>● Identify resources for families around each performance skill and the impact of the performance skill on participation in daily routines</li> </ul>
	1. Sensory Integration/Processing	<ul style="list-style-type: none"> <li>● Understand how sensory integration/sensory processing abilities develop in children under 3</li> <li>● Understand how sensory integration/sensory processing difficulties present in children under 3</li> <li>● Identify which evaluation/tools and clinical observations are appropriate for assessing sensory integration/sensory processing in children 0-3</li> <li>● Determine how SI/SP difficulties impact participation in occupations for children under 3</li> <li>● Be able to explain sensory integration/sensory processing to families and other EI providers</li> <li>● Write reports and IFSP goals/strategies around sensory integration/sensory processing and participation in a family understandable way</li> <li>● Explore how to use the child's natural environments to impact change in SI/SP and participation in daily routines</li> <li>● Identify resources for families around sensory integration/sensory processing in infants/toddlers</li> </ul>

	2. Motor function and mobility	<ul style="list-style-type: none"> <li>● Understand how motor skills develop in children under 3</li> <li>● Identify which evaluation/tools and clinical observations are appropriate for assessing motor skills in children 0-3</li> <li>● Determine how difficulties in motor performance impact participation in occupations for children under 3</li> <li>● Be able to explain the relation between motor performance and participation to families and other EI providers</li> <li>● Write reports and IFSP goals/strategies about motor performance and participation in a family understandable way</li> <li>● Explore how to use the child's natural environments to impact change in motor performance and participation in daily routines</li> <li>● Identify resources for families around motor function/mobility and participation in daily routines in infants/toddlers</li> </ul>
	3. Infant Mental health/psychosocial health	<ul style="list-style-type: none"> <li>● Understand the typical and atypical development of social emotional skills in children under 3</li> <li>● Understand emotional regulation and co-regulation in children under 3</li> <li>● Identify which evaluation/tools and clinical observations are appropriate for assessing social emotional skills in children 0-3</li> <li>● Determine how difficulties with social emotional skills impact participation in occupations for children under 3</li> <li>● Be able to explain sensory social emotional skills to families and other EI providers</li> <li>● Write reports and IFSP goals/strategies about social/emotional development and participation in a family understandable way</li> <li>● Explore how to use the child's natural environments to impact change in social interaction skill and participation in daily routines</li> <li>● Identify resources for families around social emotional skills and participation in daily routines in infants/toddlers</li> </ul>

	4. Cognition	<ul style="list-style-type: none"> <li>● Understand how cognition skills develop in children under 3</li> <li>● Identify which evaluation/tools and clinical observations are appropriate for assessing cognitive skills in children 0-3</li> <li>● Determine how difficulties with cognitive skills impact participation in occupations for children under 3</li> <li>● Be able to explain the relation between cognition and participation to families and other EI providers</li> <li>● Write reports and IFSP goals/strategies about cognition and participation in a family understandable way</li> <li>● Explore how to use the child's natural environments to impact change in cognition and participation in daily routines</li> <li>● Identify resources for families around cognitive skills and participation in daily routines in infants/toddlers</li> </ul>
	5. Social Interaction/Participation	<ul style="list-style-type: none"> <li>● Understand how Social interaction skills develop in children under 3</li> <li>● Identify which evaluation/tools and clinical observations are appropriate for assessing social interaction skills in children 0-3</li> <li>● Determine how difficulties in social interaction impacts participation in occupations for children under 3</li> <li>● Be able to explain the relation between social interaction skills and participation to parents and other EI providers</li> <li>● Write reports and IFSP goals/strategies about social interaction and participation in a family understandable way</li> <li>● Explore how to use the child's natural environments to impact change in social interaction and participation in daily routines</li> <li>● Identify resources for families around social interaction/participation and participation in daily routines in infants/toddlers</li> </ul>
10	Pulling it all together	<ul style="list-style-type: none"> <li>● Complete EI case study</li> <li>● Complete a professional development plan for 1, 3, 5 years</li> </ul>