



# Chicago Early Intervention Project

UIC Child & Family Development Center

**The Chicago Early Intervention Project (CEIP)** is a federally funded model demonstration project that provides early intervention services to families of infants and toddlers with developmental delays. A primary goal of this project is to gather information on the effectiveness of a routines-based, triadic approach to intervention in natural environments. The project is adapting and evaluating the effectiveness of the Family Guided Routines-Based approach developed at Florida State University (Woods & Goldstein, 2003; Woods, Kashinath, & Goldstein, 2004).

## Who is served?

CEIP serves children under the age of three who have been identified as eligible for early intervention services in Chicago, Illinois and their families.

## What are Natural Environments?

Natural environments are the day-to-day activities and settings of family and community life. Routines such as eating, hand washing, getting the mail, or going to the store occur in the lives of most families just as snacks, playtime, and hygiene routines are the core of activities in childcare for infants and toddlers. Although caregivers participate in many routines and activities throughout the day they often do not recognize how many “teachable moments” exist in everyday life. These routines provide many meaningful opportunities for children to learn important life skills.

## Why is teaching in natural environments important?

- Young children learn best when they are taught the skills like eating, playing, moving, and communicating during the times and in the places where they need to eat, walk, or talk to people they know and love.
- Daily routines are meaningful contexts for young children to learn new skills because they are predictable, functional, and occur numerous times throughout the day. Families and caregivers involved in these routines can support their child’s learning and development.
- Often one location (such as playing in the backyard) may be the source of many different activities (playing on the swing, slide, sandbox etc.) and each activity offers multiple learning opportunities for the child (climbing up the slide, filling and dumping with a bucket in the sand, balance control on the slide).
- Parents and caregivers are experts on their lives and on their goals for their child, but may lack the tools to support their child’s development. Sharing resources, information, and

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specific strategies with caregivers can enhance their ability to address goals for their child within their daily routines.

## **Goals of CEIP**

The goals of the project are to:

- Evaluate the effectiveness of a routines based intervention model in natural environments with young children with developmental delays and their caregivers.
- Develop evidence-based early intervention procedures for working with family members and caregivers to promote developmental outcomes for young children with identified disabilities in their home and community settings.
- Disseminate information gathered from the project to service providers, state level policy makers, and researchers to share data on the efficacy of this model and to build capacity of individuals and programs to provide family-guided services in natural environments.

## ***Project Director***

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