Section V:

Information for Site Supervisors
Early Intervention Recruitment and Retention activities are conducted through the Human Development and Family Studies Department at the University of Rhode Island. This project offers internship opportunities to students interested in pursuing a career in Early Intervention. The URI project is contracted by the Paul V. Sherlock Center on Disabilities.

Karen McCurdy  
Principal Investigator  
2 Lower College Road  
112 Transition Center  
Kingston, RI 02881  
401-874-5960  
kmccurdy@uri.edu

Project Assistants  
2 Lower College Road  
205 Transition Center  
Kingston, RI 02881  
401-874-4036  
eigrant@etal.uri.edu

http://www.uri.edu/frp/ei.htm
Frequently Asked Questions

How many hours per week do interns typically work?
This is determined by the student’s program of study as defined in the course requirements. Most interns will work between 8-32 hours per week. Credits accompanying these hours are to be determined by the internship program at the student’s institution.

How long will an intern be with the agency?
See question 1 above. Internship duration is likely to be based on the academic calendar of the student’s institution (typically 1-2 semesters) but may vary depending on the role (i.e. the project or responsibilities of the intern).

How are responsibilities divided between the student, site supervisor, and college supervisor?

- **Student Intern:**
  - Maintains confidentiality: As an Early Intervention intern, you will be expected to respect the confidentiality of the families that you work with and at no time should a child or their family be discussed once you have left an EI visit. You are not to discuss a child with any parent (even their own). If there is a concern it needs to be addressed with the internship site staff and they will handle the situation with the family. Your professionalism in maintaining confidentiality of children with medical conditions/special needs is both expected and appreciated.
  - Maintains regular contact with the college supervisor to ensure that the necessary steps are being followed to secure the internship placement.
  - Creates a Learning Contract and job description, if applicable. This acts as a road map for the intern’s learning experience and serves as the outline for his/her portfolio. The Learning Contract will determine:
    1. What the intern wants to learn in the internship experience (goals).
    2. How the intern plans to meet each learning objective.
    3. How the intern will prove in his/her portfolio the objectives have been met.
  - Creates a professional portfolio: this is the compilation of the student’s learning. In the portfolio, the intern will provide evidence of meeting his/her learning goals.
  - Attends scheduled meetings: past student interns have indicated that regularly scheduled meetings with the site supervisor to discuss work assignments and performance greatly enhances the student’s experience. Also, willingness to provide more autonomy and responsibility as the intern demonstrates competence is a supervisory quality highly valued by students.
  - Attendance: During your time at an Early Intervention site, you will become a valued member of the EI team. Your time scheduled with your site is important, so it is important that you come when scheduled, or notify your site supervisor in the event that you will be
absent. You may be required to complete a specific number of hours, as determined by your program requirements, so missed hours may need to be made up.

- Fulfills field work and academic components of the internship as outlined in learning objectives.
- Completes an end of the internship evaluation survey.

**College supervisor:**
- Contacts Early Intervention Recruitment and Retention office with any questions or concerns
- Assists students in clarifying goals and offers guidance through the internship process.
- Approves potential internship sites.
- Grants final approval of the learning contract, if applicable.
- Provides a clear description of his/her assigned responsibilities during internship term.
- Meets with student’s site supervisor (if possible) in order to maintain open lines of communication throughout the internship.
- Monitors and supervises progress toward learning objectives.
- Assign the student’s letter grade.

**Site Supervisor**
- Contacts Early Intervention Recruitment and Retention office with any questions or concerns
- Interview potential interns to determine if the student meets necessary qualifications.
- Assists students with the agency description section of the learning contract, if applicable.
- Provides the intern with a clear description of his/her assigned responsibilities during the internship term.
- Designates a qualified agency staff member to serve as a student supervisor.
- Provides the intern with a meaningful orientation to the internship site’s services, organizational and operating practices.
- Provides the intern with opportunities to become significantly involved in agency activities consistent with the objectives outlined in the learning contract. These opportunities should include but are not limited to: hands on learning through completion of work tasks, professional opportunities (e.g. staff meetings and trainings), time to observe and shadow agency professionals.
- Provide a reasonably safe environment to work in, as well as adequate supervision and the necessary tools to perform their internship duties.
• Provides periodic work planning and review sessions for the intern and the site supervisor to assess progress and plan for the continued learning.
• Completes written evaluation of student intern’s performance to be returned to college supervisor.
• Completes an evaluations survey at the end of the internship.

How is attendance handled?
Interns become valued members of their agency’s team, so it is important that they report when scheduled and arrive on time. Interns are often required to complete a certain amount of hours in order to receive college credit, so absences often must be made up. Interns are expected to follow the agency’s procedures for reporting illness, absenteeism, and tardiness. All hours that an intern serves should be recorded by the agency and submitted to the college supervisor. If an attendance problem is not resolved through discussion with the intern, the site supervisor should contact the student’s college supervisor.

How much supervision time is expected?
Past student interns have indicated that regularly scheduled meetings with the supervisor to discuss work assignments and performance notably improve the student’s experience. Many agencies choose to have weekly meetings with student interns.

How are interns evaluated?
Interns will provide their supervisors with evaluations at the midterm (depending on length of internship) and final evaluations to be completed and returned to the student’s college supervisor. Ideally, evaluations should be discussed with the student before being submitted.

Are Interns typically paid for their time?
Agencies are not required to pay the student. Students generally complete internship hours to receive academic credit.
Goals and Objectives of an Early Intervention Internship

- To provide the opportunity for students to test theory learned in the classroom in an actual working situation.
- To provide a system of accountability and encourage professionalism.
- To provide an opportunity for students to develop positive work habits.
- To gain professional attitude, growth, maturity, and judgment.
- Facilitates networking with professional contacts and references.
- To provide an opportunity to test aptitude for or interest in Early Intervention.
- To help students strengthen their professional philosophy and understanding of Early Intervention.
- To become familiar with Early Intervention in general, and specifically to become acquainted with the Early Intervention Program at one particular EI site.
- To gain understanding of the impact of Early Intervention on the emotional and developmental needs of infants and toddlers.
- To have the opportunity to interact with families on a one-to-one basis and in group situations.
- To become acquainted with the needs of children with developmental delays and to recognize creative and flexible programming in meeting these needs.
- To gain a basic and practical working knowledge of Early Intervention procedures, terminology, and the roles of multidisciplinary professionals within the EI setting.
- To strengthen ability to interact and relate to the multidisciplinary team to promote positive experiences for children and families serviced by EI.
Thank you!

The URI Early Intervention Recruitment & Retention Office would like to thank you for participating in our internship program.

Your assistance in providing positive, reflective, and rewarding experiences for Early Intervention interns makes a difference in their lives and the lives of the families they develop relationships with during their internship.

We appreciate your efforts and assistance in making this program successful!

University of Rhode Island
Early Intervention Recruitment & Retention Office
401-874-4036
Site Supervisor Survey

We value your feedback. Completing the following survey will allow us to better meet the needs of students interested in EI/CSHCN internships in the future. Your participation is greatly appreciated.

1. Name of site: ____________________________________________________________

2. When did you supervise this student? __________/_________
   Semester/Year

Startup
Please rate the following statements on a scale of 1-5.
5 = Strongly Agree  4 = Agree  3 = Neutral  2 = Disagree  1 = Strongly Disagree

3. The student’s major and career aspirations were a good fit with Early Intervention/CSHCN and the services we provide. ______

4. Upon starting the internship experience, the intern arrived having completed all necessary paperwork, human resource requirements, etc. ______

5. What was your student intern’s major?
   2. Elementary Education  5. Speech and Language  8. Nursing
   3. Physical Therapy  6. Human Development

   Other (please list): _______________________________________________________

Orientation
Please rate the following statements on a scale of 1-5.
5 = Strongly Agree  4 = Agree  3 = Neutral  2 = Disagree  1 = Strongly Disagree

6. I felt heard and responded to when I raised issues about the internship process with the URI staff. ______

7. The intern was adequately informed about the definition and purpose of Early Intervention/CSHCN prior to the start of the internship. ______

8. The information offered in the Early Intervention handbook was useful and seemed to help prepare the intern for his/her responsibilities. ______

9. The internship setup with the Early Intervention staff at URI increased my level of comfort with the initiation process and with my responsibilities as a supervisor. ______

Comments
10. Have you received a copy of the EI grant handbook? Yes/No
If yes, what information could be added to the internship information binder to make it more useful?

11. What could have been done to make this experience more successful?

12. Have you visited our website at www.uri.edu/frp.ei?    Yes/No
    If yes, did you find it to be useful?

**Internship Activities**
Please rate the following statements on a scale of 1-5.
5 = Strongly Agree  4 = Agree  3 = Neutral  2 = Disagree  1 = Strongly Disagree

13. The student was professional, motivated, and made a positive contribution to our organization. ______

14. The intern’s personality was a good match for my site. ______

15. I had the right amount of one-on-one time with the intern to review his/her progress. ______
    If disagree, please explain why: ____________________________________________
    _______________________________________________________________________

16. The student provided insights into the field and/or a new perspective that was beneficial to professionals at my site. ______

17. Overall, my experience as a supervisor met my expectations. ______

18. I felt this intern was useful to my site as a professional in training. ______

19. The intern fulfilled his/her hours as expected (i.e. promptly notified us when couldn’t make a schedule appointment, rescheduled when necessary, arrived and left on time, etc). ______

20. Based on my supervisory experience, I would recommend the EI office at URI to other providers. ______

21. If an appropriate job were open at my program, I would hire this intern. ______
Early Intervention Internship Competency Domains
This assessment is completed by the supervisor upon completion of internship. Students may not be exposed to all of these domains.
NE = No experience: Student shows no awareness of this particular skill/knowledge.
B = Beginner: Student recognizes, understands and has awareness of skill.
C = Competent: Student sometime uses this skill.
P = Proficient: Student is consistently able to apply skills in field based setting.
DK = Don’t know. Supervisor has had no opportunity to observe the student’s competency in this area.

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<tr>
<th>Internship Skills</th>
<th>NE</th>
<th>B</th>
<th>C</th>
<th>P</th>
<th>DK</th>
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<tr>
<td>1. Student can interact with families in a supportive non-judgmental respectful manner.</td>
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<td>2. Student is able to provide positive feedback to families.</td>
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<td>3. Student uses effective, research based techniques for talking to families about concerns with child’s development, or behavior.</td>
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<td>4. Student can effectively encourage parent involvement in the activity of visit.</td>
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<td>5. Student can use effective rapport building techniques like asking questions about the families’ life, or referring to something discussed at previous visit.</td>
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<td>6. Student can identify risk and protective factors of families who have a child with a disability; for example isolation of parent is a risk factor and social support a protective factor.</td>
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<td>7. Student can describe and use strengths based model which capitalizes on what children can do rather than focusing on their deficits.</td>
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<td>Internship skills</td>
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<td>8. Student can explain the importance of play and ways to incorporate</td>
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<td>therapy into everyday routines.</td>
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<td>9. Student can differentiate typical from atypical child development.</td>
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<td>10. Student can describe the developmental skills developed by typical child</td>
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<td>activities.</td>
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<td>11. Student can measure progress towards IFSP goals.</td>
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<td>12. Student can assist families to increase child’s participation in community</td>
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<td>settings.</td>
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<td>13. Student can describe the different personnel that make up the EI team.</td>
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<td>14. Student is able to communicate the benefits of playgroup or socialization</td>
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<td>groups for children and parents.</td>
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<td>15. Student can effectively encourage participation in group meetings.</td>
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<tr>
<th>Knowledge of Early Intervention</th>
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<td>1. Student is familiar with a variety of different cultures.</td>
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<td>2. Student understands the diverse families served by the E.I. agency</td>
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<td>she/he works at.</td>
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<td>3. Student is knowledgeable about children with special needs and their families.</td>
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<td>4. Student can explain how family systems theory is related to Early Intervention</td>
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<td>i.e. that child’s disability impacts the whole family.</td>
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### Knowledge of Early Intervention

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<td>5. Student understands the importance of inclusion which is the practice of including children with disabilities in all natural settings like school and community programs.</td>
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<td>6. Student is familiar with IDEA, the Individuals with Disabilities Education Act.</td>
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<td>7. Student is familiar with eligibility requirements for Early Intervention.</td>
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<td>8. Student is familiar with HIPPA regulations and policies related to confidentiality and professionalism.</td>
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<td>9. Student is familiar with the transition process.</td>
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<td>10. Student is familiar with the process used to help families prioritize, remove barriers and plan next steps in participating in community settings.</td>
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