Early Intervention

University of Rhode Island Early Intervention Recruitment and Retention Grant
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GUIDING GROWTH

“My most significant learning experiences all revolved around one beautiful little girl. I'd see her every Thursday morning at the preschool group I helped with. I remember this little girl's first day of therapy like it was yesterday. Out of the five attending children, she was the only girl, stronger, taller, and more action seeking than the rest. During free play, she ventured off on her own, favoring specific toys and not letting them out of her sight until forced to at cleanup. She cried and kicked and screamed as her mom and the EI staff tried to transition her to circle time. Once seated on her mom's lap in the circle, this determined two year-old struggled to escape, pushing back on her mom and refusing to participate in the activities with the rest of the children. At snack time, we could barely keep her in her chair. After releasing some energy on the playground (the smoothest part of her time at group), we hit another low upon dismissal, with a major tantrum thrown on the floor while her mom and the EI staff tried to get her packed up and ready to go home.

The only concerns of this two year-old’s pediatrician had been her language development, but my supervisor immediately suggested an occupational therapist to her case after this first group therapy experience. I think back to how stressed her mom was to return to group the following week, knowing her daughter had the most to work on of all the children. My supervisor made sure to encourage her to keep coming, promising it could only get better. The EI staff members got together and brainstormed ways to help.

Fast-forward two months and all the crying and kicking and screaming and tantrums… over and done with. If you came to observe this preschool group one Thursday morning, you’d see a beautiful little girl leading around four other children, participating in every activity appropriately and enthusiastically. During my time working with her, I saw multiple techniques and strategies teach a little girl to interact and learn and explore in a healthy and productive manner. Because of her, I believe growth is possible even in the toughest cases, with a little faith and a lot of wisdom.”

-Sarah Aldrich

FAQs

1. How do I apply for an internship?
   • Fill out Intern Contact Form found at http://web.uri.edu/human-development/ei-internship-opportunities/
   • Email Intern Contact Form and resume to our internship coordinator at grant.earlyintervention@gmail.com

2. How many hours will I be expected to work as an intern?
   Fall/Spring Internship (13 weeks)
   3 credits: 104 hours (8 hours/week)
   6 credits: 210 hours (16 hours/week)
   9 credits: 315 hours (24 hours/week)
   12 credits: 420 hours (32 hours/week)

CONTACT US:

Mailing Address:
Transition Center
Lower College Rd
Kingston, RI 02881

Office Location:
5 Lower College Rd
Quinn Hall #221
Kingston, RI 02881

Phone:
(401)874-4036
HOW WILL YOU HELP AS AN INTERN?

1. Shadowing individual and group therapy sessions (in EI classroom and the community)  
   a. Helping with implementation of therapy strategies  
   b. Observing meetings:  
      i. Intake visit  
      ii. Initial evaluation  
      iii. Individualized Family Service Plan development  
      iv. Transition planning meetings  
      v. 6 Month Review of Individual Family Service Plan goals  
      vi. Child Outcome Summary Form  
      vii. Discharge process  

2. Helping with development of therapy materials for both group and individual therapy sessions  
   a. Visual schedules  
   b. Picture Exchange Communication books  
   c. Homemade sensory toys  
   d. Leave-behind puzzles and games  
   e. Weekly therapy worksheets with tips and reminders  
   f. Baby sign language and articulation touch cue flip-books  
   g. Community resource information packets  

3. Practicing observation skills, assessments, Individual Family Service Plans, and Service Rendered Forms  
   a. Understanding and identifying EI eligibility requirements  
   b. Using previous or made-up client profiles  

4. Organizing office materials and cleaning evaluation and group therapy materials  

5. Reading suggested research articles and/or books and presenting findings and ideas for therapy to EI team  

6. Advocating for EI program at fairs/events  

7. Updating program website  

8. Participating in in-service faculty meetings  

9. Completing a self evaluation of capacity to collaborate with families and therapists to support child development  
   a. Reporting to family on child’s participation in group  
   b. Asking caregivers questions to gain information  
   c. Responding to questions asked by caregiver  
   d. Communicating success/progress intern notices about child  
   e. Communicating success/progress intern notices about family  
   f. Coaching caregiver to join play space/activity  
   g. Coaching caregiver to use a strategy  
   h. Inquiring about caregiver’s use of strategy between visits  

10. Assisting with the preparation and execution of any family events  

11. Meeting with site supervisor regularly to discuss visits, coaching, observations, etc.