

Section 2:

Student Information

Frequently Asked Questions

When can I do an internship?

Internships can be completed during fall, spring, and summer semesters.

When should I apply for an internship?

Apply at least 3 months prior to the semester you wish to do your internship. You must be a junior or senior at the time of your internship experience.

How many hours do I work at my internship site during the semester?

Hours are determined by the student's program of study as defined by his/her requirements. Most interns work 1-3 days per week. Credits accompanying these hours are to be determined by your institution's internship program. If you are completing the internship solely for experience, your schedule will be determined by you and your site supervisor together.

What are the steps in planning an internship?

Contact the URI EI Internship Coordinator at grant.earlyintervention@gmail.com or 401-874-4036 and provide a resume, the intern contact form (which can be found at <http://web.uri.edu/human-development/early-intervention-program/>) and a brief summary of yourself and your interests.

- Resume development: Not all sites require a resume; however, developing a resume helps you to determine your objectives and summarize accomplishments. It is recommended that you prepare a brief resume that reflects your education, work, and volunteer experience, and special skills.
- Site selection: internship opportunities are available at various Early Intervention sites throughout the state. Sites and contact information can be found at <http://web.uri.edu/human-development/early-interevention-program/>
- Interviews: once you have contacted the URI internship coordinator to apply for an internship, the internship coordinator will schedule an interview with you. Then, the coordinator will attempt to find a placement for you and, if found, provide you with the contact information for the site. You will set up an interview with the site supervisor. The supervisor will assess whether or not you have the necessary background, experience, and overall maturity to successfully complete an internship in their agency. It may be helpful to research the agency prior to your interview. If the supervisor determines you are fit for their program, they retain the right to revoke that decision and end your internship early (within the first 1-3 weeks) if they have sufficient evidence to support you are not a good fit.

What steps do I take next?

- After meeting with the URI intern coordinator, he/she will work towards finding a placement. If a placement is found, you will be provided with the contact information to set up an interview with the site supervisor.
- Call or email site supervisor to set up an interview
- Specify the internship area you are most interested in
- Specify the semester you would like to intern and list corresponding start and end dates
- Ask what you should bring to the interview and if there are any application deadlines

- Be sure to collect all appropriate contact information from those who you speak with
- Be sure to thank everyone for their time

What documents will I need to begin an internship with EI?

- BCI (Bureau of Criminal Identification) background check
- CANTS Check (Child Abuse and Neglect Tracking System) – through DCYF
- TB test
- Immunization records
- Car Insurance records – this is because you will likely be driving to/from home visits while interning
- Any other information the site request from you; be sure to ask prior to your interview what is needed from you, and again during the interview if there's anything else required

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 intern 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, 2) how the intern plans to meet each learning experience, and 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 or agreed upon by you and your supervisor, 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 provided by the Early Intervention Recruitment and Retention Office
- 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 of potential internship sites
 - Grants final approval of the Learning Contract, if applicable
 - Provides a clear description of his/her assigned responsibilities during internship term
 - Maintains open lines of communication with the student's site supervisor throughout the internship
 - Monitor and supervise 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 student meets necessary qualifications
 - Assists students with the agency description section of the Learning Contract, if applicable
 - Provides intern with clear description assigned responsibilities during the internship term
 - Designates a qualified agency staff member to serve as a student supervisor
 - Provides the intern with opportunities to become significantly involved in agency activities consistent with the objectives outlines 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 to the student 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 intern's performance to be returned to the college supervisor, if required to do so by college supervisor
 - Completes survey provided by the Early Intervention Recruitment and Retention Office at the end of the internship

Goals and Objectives of an Early Intervention Internship

- 1.** To provide the opportunity for students to test theory learned in the classroom in an actual working situation
- 2.** To provide a system of accountability and encourage professionalism
- 3.** To provide an opportunity for students to develop positive work habits
- 4.** To provide an opportunity to gain professional attitude, growth, maturity, and judgment
- 5.** To facilitate networking with professionals
- 6.** To provide an opportunity to test aptitude for or interest in early intervention
- 7.** To help students strengthen their understanding of early intervention
- 8.** To gain understanding of the impact of early intervention on the emotional and developmental needs of infants and toddlers
- 9.** To have the opportunity to interact with families on a one-to-one basis and in group situations
- 10.** To become acquainted with the needs of the children with developmental delays and to recognize creative and flexible programming in meeting these needs
- 11.** To gain a basic and practical working knowledge of early intervention procedures, terminology, and the roles of multidisciplinary professionals within the EI setting
- 12.** To strengthen ability to interact and relate to the multidisciplinary team to promote positive experiences for children and families serviced by EI

What Will I Learn During my Time as an EI Intern?

- 1.** The purpose of EI as defined in Part C as IDEA and the structure of Rhode Island's Early Intervention system
- 2.** The key components of family-centered practice
- 3.** The impact of culture on the relationship between professionals and families and on the delivery of appropriate EI supports and services
- 4.** Issues, challenges, requirements, and recommended practices in the evaluation and assessment of infants and toddlers
- 5.** The requirement components of a quality Individual Family Service Plan, including the development of outcomes that are family-owned, functional and measureable
- 6.** The elements of a quality service delivery model which supports a family's capacity to enhance their child's development
- 7.** The Rhode Island Transition process and the EI service provider's role in the process

Professionalism

Students are expected to demonstrate the following characteristics, both in their academic and personal pursuits:

1. **Integrity:** display honesty in all situations and interactions. You should be familiar with your site's FERPA guidelines and be able to identify information that is confidential
2. **Dependability:** arrive on time and actively participate in activities. Tasks should be completed promptly and well.
3. **Courtesy:** if you will be late or absent, a call to the site/supervisor is expected. You should take initiative to follow through and complete missed hours.
4. **Attitude:** be hands-on! Interns should maintain a positive outlook toward others and toward assigned tasks. Children are perceptive of your emotions. The best internship experience comes from you taking initiative.
5. **Professionalism:** recognize and admit mistakes – use and accept feedback to improve your performance. Ensure emails and phone calls to supervisors are professional and polite.
6. **Language:** no swearing or slang is permitted. Be aware that you are modeling for children who are learning to speak.
7. **Tolerance:** you will encounter many types of families and children – work on accepting all people and situations. Acknowledge biases and do not allow them to affect care. If you have concerns or issues, discuss these with supervisors, not parents.
8. **Appearance:** display appropriate, professional appearance and be appropriately groomed. Revealing or otherwise inappropriate clothing is unacceptable.
9. **Smoking:** is not permitted on any premises, *even in your car during commutes*. Second hand smoke, even the scent, is damaging to children's lungs and health.
10. **Phones:** the use of cell phones, including texting, within the home is prohibited. Also, if your supervisors will be calling your cell phone, be sure your voice message is appropriate, respectful, and professional.
11. **Extra!:** Sending thank you notes after interviews and at the conclusion of your internship are always appreciated by site supervisors and set you apart from other interns.

College Contacts for Students

University of Rhode Island

Center for Career and Experiential Learning
Roosevelt Hall
90 Lower College Road Kingston, RI 02881
401-874-2311
ccee@uri.edu

URI Early Intervention Recruitment & Retention Office
Transition Center Room 208
2 Lower College Road Kingston, RI 02881
401-874-4036
grant.earlyintervention@gmail.com

Community College of Rhode Island

Career and Internship Office:

Camille M. Numrich	Mason C. Folcarelli
Director of Career Services	Asst. Dir Career Development
Knight Campus Room 1034	Liston Campus Room 2221
Phone: 401-825-2322	Phone: 401-455-6055
Fax: 401-825-1035	mcfolcarelli@ccri.edu
cnumrich@ccri.edu	

Jonathan Steele
Asst. Dir Career Placement
Knight Campus Room 6304
Phone: 401-825-2327
jsteele@ccri.edu

Rhode Island College

Career Development Center:
Demetria Moran
Director of Career Development Center
Roberts Hall 117
600 Mount Pleasant Avenue
Providence, RI 02908
Phone: 401-456-8031
Fax: 401-456-8093
careerdevelopment@ric.edu

Central Directory of Early Intervention Providers

Children's Friend

621 Dexter Street
Central Falls, RI 02863
Phone: 401-721-9200
Fax: 401-729-0010
Director: Natalie Redfearn 401-721-9294
Supervisor: Christine Crohan 401-721-9229
Supervisor: Elizabeth Lanni 401-752-7834

Community Care Alliance

245 Main Street

Woonsocket, RI 02895
Phone: 401-235-7000
Fax: 401-767-4099
Director: Darlene Magaw 401-767-4078
Program Manager: Linda Majewski 401-235-6026
Supervisor: Alyssa Levesque 401-235-6076

Easter Seals, RI

320 Phillips St. #103
North Kingstown, RI 02852
Phone: 401-284-1000
Fax: 401-284-1006
Director: Sue Hawkes x11
Supervisor: Tara Kiernan-Downey x12

Family Service of RI

134 Thurbers Avenue
Providence, RI 02905
Phone: 401-519-2307
Fax: 401-277-3388
Director:
Supervisor: Monique DeRoche x3343

Groden Center Early Intervention

203 Concord St, Suite 335
Pawtucket, RI 02860
Phone: 401-525-2380
Fax: 401-525-2382
Director: Carol LaFrance
Supervisor: Carol LaFrance x1703

Looking Upwards, Inc.

2974 East Main Rd
Mailing address: PO Box 838
Portsmouth, RI 02871
Phone: 401-293-5790
Fax: 401-293-5796
Director: A Valory McHugh x330
Supervisor: Carolyn Souza x310
Supervisor: Celeste Whitehouse x324

Meeting Street

1000 Eddy Street
Providence, RI 02905
Phone: 401-533-9100
Fax: 401-533-9105
Assistant Director: Amanda Silva
Supervisor: Courtney Moran
Supervisor: Antonio Martins

Seven Hills Rhode Island

178 Norwood Ave
Cranston, RI 02905
Phone: 401-921-1470
Fax: 401-762-0837
Director: Laurie Farrell x7206
Supervisor: Lynne Gilpatrick x7213
Supervisor: Amanda Hall x7214

J. Arthur Trudeau Memorial Center

3445 Post Road
Warwick, RI 02886
Phone: 401-823-1731
Fax: 401-823-1889
Director: Jacqueline Ferreira x268
Supervisor: Kate Donaldson x234
Supervisor: Roberta Judge x208



Children's Friend (CF)

Mission: Children's Friend is the innovative leader in improving the well-being and healthy development of Rhode Island's most vulnerable young children.

Contact Info:

621 Dexter Street
Central Falls, RI 02863
Phone: 401-721-9200
www.cfsri.org

Director:

Natalie Redfearn Phone: 401-721-9294

Supervisors:

Christine Crohan Phone: 401-721-9229

Elizabeth Lanni Phone: 401-752-7834

Joshua Wizer-Vecchi Phone: 401-721-9249

Internship opportunities: Internships may be available at Children's Friend for students studying Early Childhood Education, Social Work, Occupational Therapy, Speech and Language Pathology, Physical Therapy, and Nutrition. Opportunities are available for multilingual students in all majors as interpreters. Those students who speak Spanish, Portuguese, or Cape Verdean Creole are encouraged to apply. Interns will have the opportunity to learn how Early Intervention services are administered.

Depending on the goals and skill of an individual EI intern, experiences and responsibilities may include, but are not limited to the following:

- Learning EI eligibility criteria.
- Multilingual students may participate in interpreting on home visits and/or translating written information in order to complete required paperwork.
- Shadowing of CFS EI staff when they accompany staff on home visits.
- Participating in children's groups and parent support groups.
- Providing office help including processing intake phone calls, clerical work, etc.
- Work with your internship supervisor to review internship contract, to ensure that required conditions are being met.

Interns must adhere to all human resources requirements including reference checks, a criminal background check and any other required processes as needed.



Community Care Alliance

Program description: Established in 1892, Community Care Alliance is one of the oldest child serving and family support organizations in the state of Rhode Island. Dedicated to serving low-income families in Woonsocket and throughout Rhode Island, CCA has been at the vanguard in the development of basic needs/employment preparation, residential programming, foster care, mental health counseling and early childhood services to name a few.

Mission: We support individuals and families in their efforts to meet economic, social and emotional challenges and enhance their well-being

Contact Info:

245 Main Street
Woonsocket, RI 02895
Phone: 401-235-7000
www.communitycareri.org

Director: Darlene Magaw
dmagaw@communitycareri.org
Program Manager: Linda Majewski
lmajewski@communitycareri.org
Supervisors:
Alyssa Levesque
alevesque@communitycareri.org

Internship opportunities: Internships *may be available for students studying Early Childhood Education, Nursing, Physical Therapy, Occupational Therapy, Speech and Language Pathology and Human Development.* Opportunities are available for multilingual students in all majors as interpreters. Those students who speak Spanish, Portuguese, French, and Cape Verdean Creole are encouraged to apply. Interns will have the opportunity to learn how Early Intervention services are administered.

Depending on the goals and skill level of an individual EI intern, experiences and responsibilities may include, but are not limited to the following:

- Adherence to all human resource requirements including resume, interview, reference checks, a criminal background check and any other required processes as needed
- Attendance at agency orientations as well as staff trainings
- Learning EI eligibility criteria
- Multilingual students may participate in interpreting on home visits and/or translating written words in order to complete required paperwork
- Shadowing of EI staff when they accompany staff on home visits
- Students are encouraged to attend home visits with a variety of practitioners, including those outside of the student's field of study
- Participating in children's groups and parent support groups
- Preparation of materials to use with families during home visits
- Screening of referral calls



Easter Seals

Program Description: Easter Seals has been helping individuals with disabilities and special needs, and their families, live better lives for more than 80 years. Teams of therapists, teachers and other health professionals offer a variety of services to help people with disabilities address life's challenges and achieve personal goals. Easter Seals also includes families as active members of any therapy program, and offers the support families need.

Contact Info:

320 Phillips St. #103
North Kingstown, RI 02852
Phone: 401-284-1000 x 11
Fax: 401-284-1006
www.eastersealsri.com

Director: Susan P. Hawkes
shawkes@eastersealsri.org

Clinical Supervisor: Tara Kiernan Downey
tmcgarty@eastersealsri.org

Internship Opportunities: Internships may be available at Easter Seals Early Intervention for students in Human Development and Family Studies, Speech and Language Pathology, Occupational Therapy, Physical Therapy and Early Childhood Education. Interns will have the opportunity to learn how Early Intervention Services are provided.

Depending on the goals and skill level of an individual EI intern, experiences and responsibilities may include, but are not limited to the following:

- Adherence to all human resources requirements including resume, interview process, reference checks, a criminal background check and any other required processes as needed.
- Work on Continued Quality Assurance (CQA) projects – assuring that the agency is meeting requirements for service delivery.
- Assisting the early intervention staff with coaching families.
- Helping with evaluations, including observing evaluations as well as assisting with evaluation documentation.
- Attending staff meetings and trainings.
- Preparing parent information packets to be distributed to new clients.
- Some shadowing of EI providers on visits with clients, on a case by case basis, particularly in community settings rather than on home visits.
- Internships consisting of 16 hours per week or less would be ideal for this EI site.
- Students of junior status or higher are preferred.

Family Service of Rhode Island



About Family Service: Open since 1892, Family Service is one of the oldest and largest non-profit human service agencies in Rhode Island.

Mission: To respond creatively to the unmet needs of individuals, families and the community by building partnerships that help people help themselves

Contact Info:

134 Thurbers Avenue
Providence, RI 02905
Phone: 401-331-1350
www.familyserviceri.org

Supervisor:

Monique DeRoche
derochemo@familyserviceri.org

Internship opportunities: Internships may be available at Family Service of Rhode Island for students studying Physical Therapy, Occupational Therapy, Speech and Language Pathology, Nursing, Psychology, Human Development, and Early Childhood Education. Interns will have the opportunity to learn how Early Intervention services are administered.

Depending on the goals and skill level of an individual EI intern, experiences and responsibilities may include, but are not limited to the following:

- Adherence to all human resources requirements including reference checks, a criminal background check and any other required processes as needed.
- Learning EI eligibility criteria.
- Shadowing of Family Service EI staff when they accompany staff on home visits.
- Providing appropriate play activities for children while meetings are held with parents during home visits.
- Participating with children's groups (e.g. speech groups, swim groups, music classes)
- Assisting with parent support component of all children's groups.
- Work with your internship supervisor to review internship contract, to ensure that required conditions are being met



The Groden Center Early Intervention Program

Mission Statement: *The mission of the Groden Center Early Intervention Program (EIP) is to provide families of children in the birth-to-three-year old age range who have developmental disabilities or a qualifying diagnosis such as autism, with appropriate services as specified in their Individual Family Service Plans (IFSPs). IFSP goals for children and families focus on enriching development, fostering appropriate communication skills and behavior, and promoting independence.*

Program Description: Infants and toddlers in the birth-to-three age range who are experiencing developmental delays, have certain diagnosed conditions, or who are at risk for significant learning or emotional problems receive early intervention services to facilitate their development. The Groden Center EIP is part of the Rhode Island network of Early Intervention providers certified by the RI Executive Office of Health and Human Services (EOHHS). Early Intervention is a federal program defined in Part C of the Individuals with Disabilities Education Act (IDEA). The Groden Center works with all eligible children and families. Eligibility is determined by either a qualifying diagnosis or documented developmental delay. Our team of professionals includes special educators, speech and language pathologists, occupational therapists, a physical therapist, nutritionist, and service coordinators who work closely with parents and caregivers to help them promote their child's development. Early Intervention services typically are provided in the child and family's natural environment and services are embedded within the family's daily routine. Early Intervention in RI utilizes a coaching model of service provision in which parents and caregivers work closely with therapists and service providers to meet the outcomes developed for the child. There is no direct cost to families for EI services in Rhode Island. The cost of the program is covered by private health insurance, Medicaid, and state and federal funds.

Contact Info:

Groden Center Early Intervention Program

203 Concord Street, Suite 335

Pawtucket, RI 02860

Phone: 401-525-2380

www.grodencenter.org

Supervisor: Carol LaFrance, M.Ed.

Coordinator of Admissions, Interns & Volunteers:

Peggy Stocker

Internship opportunities: Internships may be available at the Groden Center for students studying Psychology, Human Development and Family Studies, Speech and Language Pathology, Occupational Therapy, Physical Therapy, Early Childhood Education, Social Work or others with a strong background and interest in working in a family centered environment with children affected by Autism and other pervasive developmental disorders. Interns will have the opportunity to learn how Early Intervention services are administered.

Depending on the goals and skill level of an individual EI intern, experiences and responsibilities may include, but are not limited to the following:

- Adherence with all human resources requirements including reference checks, a criminal background check and any other required processes as needed.
- Shadowing of Groden Center EI staff on home visits.
- Participation in center-based play groups and/or parent groups
- Internships usually are 6-8 hours per week.
- Participation in developmental assessments and eligibility evaluations



Agency Description: Founded in 1978, Looking Upwards is a private, nonprofit agency offering a wide array of services to adults with developmental disabilities and children with

diverse needs. At Looking Upwards we believe our Early Intervention team is laying a foundation for a lifetime of growth. Because the first years are vital to a child's development we support, education and coach the families to meet the unique needs of their child within the context of their daily activities.

Contact Info:

Children's Administrator - A. Valory McHugh

Clinical Director - Carolyn Souza, LICSW

Looking Upwards

2974 East Main Road

Portsmouth, RI 02871

Phone: 401-293-5790

Internship Opportunities: Internships in the following majors may be available at Looking Upwards for students studying Psychology, Human Development and Family Studies, Social work, Early Childhood Education, Nutrition, Nursing, Physical Therapy, Occupational Therapy, and Speech and Language Pathology. Students with a specific interest not listed here can contact the agency and we will assess if the needs of the class or major is a fit with the agency. Interns will have the opportunity to learn how Early Intervention Services are administered using the coaching and transdisciplinary model for intervention. The practice will be informed using a Routines Based Interview to inform outcomes and structure home visits.

Depending on the goals and skill level of an individual EI intern, experiences and responsibilities may include, but are not limited to the following:

- Adherence to all human resources requirements including reference checks, a criminal background check and any other required processes as needed.
- Learning EI eligibility criteria.
- Shadowing of Looking Upwards EI staff on home visits and participate as appropriate. Students are encouraged to attend home visits with a variety of practitioners, including those outside of the student's field of study.
- Assisting with evaluations, under the supervision of an EI practitioner.
- Providing office help to assist in filing and documentation for EI Families.
- Preparation of materials to use with families during home visits.
- Attendance at agency orientations as well as staff trainings and staff meetings.
- Learn about and demonstrate professional conduct, work etiquette, and respect for co-workers.
- Work with your internship supervisor to review internship contract, to ensure that required conditions are being met.



Our Mission: At Meeting Street, our mission to empower all children to reach their full potential begins as early as the first days of their lives. Meeting Street Early Intervention (EI) provides evaluations, therapeutic services and support for children from birth to age 3 and for their families. A child may need services for a variety of reasons - from complications associated with low birth weight to diagnosed medical conditions to developmental delays. Regardless of the need, Meeting Street is ready to help.

Our Philosophy: We believe in creating an environment that fosters true inclusion - a world where all children can laugh together, play together, and learn together. Our caring and dedicated professionals' partner with children, young adults, families, educators, clinicians, businesses and community members throughout Rhode Island to help all children and young adults broaden their horizons and achieve their goals. Our challenge is to create a world where individuals of all abilities truly belong - a world free of stigmas or preconceived notions that hinder anyone's ability to enjoy a full and meaningful life.

Contact Information:
1000 Eddy Street
Providence, RI 02905
401-533-9100
www.meetingstreet.org

Assistant Director:
Amanda Silva
401-533-9172
asilva@meetingstreet.org

Internship opportunities: Internships may be available at Meeting Street for students studying Early Childhood Education, Special Education, Nursing, Social Work, Therapy, Physical Therapy, Occupational Therapy, Speech and Language Pathology and Nutrition. Interns will have the opportunity to learn how Early Intervention services are administered. Depending on the goals and skill level of an individual EI intern, experiences and responsibilities may include, but are not limited to the following:

- Adherence to all human resources requirements including reference checks, a criminal background check and any other required processes as needed.
- Shadowing of Family Service EI staff when they accompany staff on home visits.
- Assisting with evaluations, under the supervision of an EI practitioner.
- Help with scoring of evaluations and sometimes help administer services under the supervision of the EI practitioner.
- Facilitating center based groups including helping with curriculum writing and leading of children's groups.
- Assisting with parent support groups.
- Learning EI eligibility criteria.
- Work with your internship supervisor to review internship contract, to ensure that required conditions are being met.
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Seven Hills Rhode Island

Program Description: Seven Hills Rhode Island is a comprehensive health and human services organization supporting more than 1,000 residents throughout the state. Seven Hills has more than 60 years of experience providing a wide range of supports for infants, children and their families, adults, and seniors with various disabilities and life challenges. Seven Hills Early Intervention (EI) Program in Rhode Island provides supports to families with children, birth to three years of age, who are at risk of, or who are currently experiencing, developmental delays.

Contact Info:

Seven Hills Rhode Island Early Intervention
178 Norwood Ave.
Cranston, RI 02905
OR

30 Cumberland Street
Woonsocket, RI 02895
Phone: 401-921-1470

www.sevenhills.org/affiliates/sevenhills-rhode-island/

Director:

Laurie Farrell
lfarrell@sevenhills.org

Internship Opportunities: Internships may be available at Seven Hills RI for students in Human Development and Family Studies, Speech and Language Pathology, Nursing, Psychology, Social Work and Early Childhood Education. Interns will have the opportunity to experience working with a diverse group of families and children in a family centered environment.

Depending on the goals and skill level of an individual EI intern, experiences and responsibilities may include, but are not limited to the following:

- Adherence to all human resources requirements including resume, interview process, a criminal background check and any other required documentation/process.
- Observe a case throughout the entire EI process including: Intake, Evaluation, Routines Based Interview, Individual Family Service Plan development, service delivery and transition.
- Learn about the practice of coaching as an effective service delivery method by shadowing EI staff on home visits.
- Learn about the role and responsibilities of Service Coordinator.
- Assist in community and/or center based groups.
- Attend staff trainings and meetings.
- Most interns have access to a vehicle to enable them to join EI staff at visits. Interns with limited transportation are offered opportunities to learn about EI through assisting with office-based activities such as preparing packets, data entry, and other administrative tasks.



J. Arthur Trudeau Memorial Center

Mission: To promote an enhanced quality of life for individuals with developmental disabilities.

Vision: We envision a diverse community where all people are valued, safe, and treated with dignity, respect, and equality. In this community, all people have access to resources to enable them to lead productive lives; have opportunities to learn, grow, and achieve; and have opportunities for self-expression. In this community, there is mutual responsibility between the community and the individual; all contribute to the common good and each individual's potential is realized.

Contact Info:

3445 Post Road
Warwick, RI 02886
Phone: 401-823-1731
Director: Jacqueline Ferreira
www.trudeaucenter.org

Internship opportunities: Internships may be available at the Trudeau Center for students in Psychology, Human Development and Family Studies, Speech and Language Pathology, Occupational Therapy, Physical Therapy, Early Childhood Education, Social Work or others with a strong background and interest in working with children in a family centered environment. Interns will have the opportunity to learn how Early Intervention services are administered. Depending on the goals and skill level of an individual EI intern, experiences and responsibilities may include, but are not limited to the following:

- Adherence to all human resources requirements including reference checks, a criminal background check and any other required processes as needed.
- Learning EI eligibility criteria.
- Observe a case through the entire EI process, including: the intake process, evaluation, Individual Family Service Plan, and intervention services.
- Interviewing families to determine eligibility and services required.
- Scheduling appointments for the family with specialists.
- Coordinating and facilitating service provider update meetings.
- Visiting with families in their home to ensure that services are being provided appropriately and are still necessary.
- Work with your internship supervisor to review internship contract, to ensure that required conditions are being met.

Children with Special Health Care Needs (CSHCN)

The U.S. Maternal and Child Health Bureau defines children with special healthcare needs (CSHCN) as “those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally.”

Common Health Care Conditions:

- autism
- health impairment
- learning disability
- speech disorder
- emotional disturbance
- developmental delay

Career Opportunities with CSHCN:

- home health care
- mobility specialists
- dental care professionals
- genetic counseling
- family therapy & counseling

CSHCN Programs:

The Fogarty Center
Melissa J. Linicus, LICSW
Clinical Director of Children's Services
25 West Independence Way, Suite G
Kingston, RI 02881
Phone: 401-789-4614 x 311
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Home based therapeutic services: What is HBTS?

HBTS is available to children and young adults, through age 21, with autism, developmental disabilities, or mental health needs. To be referred for this program a child must meet eligibility requirements as determined by the Department of Human Services. HBTS succeeds in its mission by maintaining the highest possible expectations for each child, as well as for the staff who support them.



Mission: The Fogarty Center's mission is to empower people to improve the quality of their lives. We support each individual to make choices, to build community connections and relationships, and to improve their status and skills. We realize that people are the authorities of their own lives and our role is to listen and to work together as they achieve their dreams and desires.

Contact Information:

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Internship Opportunities: The Fogarty Center Children's Services Program offers individualized home and community based services for children and young adults with developmental disabilities. All of our clients are between the ages of three to 21. Internships may be available at The Fogarty Center for students in Psychology, Human Development and Family Studies, Early Childhood Education, Social Work, Policy Development, Physical Therapy, Communicative Disorders, Kinesiology, or for other students with a strong interest in enhancing the quality of lives for children and families in need. Interns placed within The Fogarty Center Children's Services Program will have the opportunity to learn the individualized delivery of services offered through Home-Based Therapeutic Services (HBTS), Personal Assistance Services and Supports (PASS), and Respite Services. Depending upon the goals and skill level of an individual intern, experiences and responsibilities may include, but are not limited to the following:

- Adherence to all human resources requirements including resume, interview process, reference checks, a criminal background check and DCYF clearance.
- Understand the differences between the three programs offered through The Fogarty Center (HBTS, PASS, and Respite)
- Work with children between the ages of 3 – 21 and their families.
- Observation and collaboration with Family Service Coordinator for all steps of case process.
- Attendance and participation in Clinical Supervision meetings.
- Understanding of varying diagnoses and of how socioeconomic and familial support factors impact upon child's development.
- Assist in a variety of community social groups for children in our HBTS program.
- Assist in recruitment efforts for The Fogarty Center Children's Services Program.
- Assist in the creation of visual supports that will enhance effective communication for children.