

# Early Intervention Student Internship Handbook



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<https://web.uri.edu/human-development/early-intervention-program/>

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# **Section 1: About Early Intervention**

## Early Intervention Recruitment and Retention



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 at Rhode Island College.

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# **What is the purpose of Early Intervention?**

- To enhance the development of infants and toddlers with disabilities
- To increase the ability of families to meet the special needs of infants and toddlers with disabilities

## **What is Early Intervention?**

Early Intervention is a voluntary program that provides early identification, services, and supports to eligible children (from birth to age three) and their families. The purpose of early intervention is to enable young children to be active and successful participants during their early childhood years and in the future. Interventions primarily take place within a child's home. At times they may also take place in alternative settings, including child care centers and in the community.

The overall vision that we hope children and their families achieve as a result of Early Intervention is:

- Children have positive social relationships
- Children acquire and use knowledge and skills
- Children take appropriate actions to meet their needs
- Families understand their children's strengths, abilities, and special needs
- Families understand their rights within the law and effectively communicate their children's needs
- Families help their children develop and learn
- Families have adequate social supports
- Families access services and activities that are available to all families in their community

### **Who is Eligible for EI?**

Infants and toddlers from birth to age three are eligible for EI if...

- The child is experiencing developmental delays.
- The child has been diagnosed with a condition that is known to affect development.
- The child's circumstances result in a significant impact on the overall functioning of the child or the family.

A developmental delay is when a child does not develop skills expected as compared to same aged peers. All children grow and learn at different rates, but there are certain skills that we expect children to know and be able to do at different ages. Children who have developmental delays may have special challenges or conditions that require special accommodations or attention. The Early Intervention Program can help families learn how to best help their child.

For more information, contact the RI Parent Information Network (RIPIN) at:

1210 Pontiac Ave  
Cranston, RI 02920

[www.ripin.org](http://www.ripin.org)

Toll Free Phone: 1-800-464-3399

## **Definition of Family**

“We all come from families. Families are big, small, extended, nuclear, multi-generational, one parent, two parents, and grandparents. We live under one roof or many. A family can be as temporary as a few weeks, or as permanent as forever. We become part of a family by birth, adoption, marriage, or from a desire for mutual support. As family members, we nurture, protect, and influence one another. Families are dynamic and are cultures unto themselves, with different values and unique ways of realizing dreams. Together, our families become the source of our rich cultural heritage and spiritual diversity. Each family has strengths and qualities that flow from individual members and from the family as a unit. Our families create neighborhoods, communities, states, and nations.”

In addition, Early Intervention providers service many children in foster care and consider those families to have all the same attributes described above.

Developed and adopted by New Mexico’s House Memorial 5 Task Force on Children and Families in the Coalition for Children, 1990.

## **Assumptions Needed when Working with Families**

- 1.** All people are basically good.
- 2.** All people have strengths.
- 3.** All people need support and encouragement.
- 4.** All people have different but equally important skills, abilities, and knowledge.
- 5.** All families have hopes, dreams, and wishes for their children
- 6.** Families are resourceful, but all families do not have equal access to resources.
- 7.** Families should be assisted in ways that help them maintain their dignity and hope.
- 8.** Families should be equal partners in the relationship with service providers.
- 9.** Providers work for families.
- 10.** Respect for a family's culture should remain in the forefront in all decisions made whether it pertains to resources suggested and/or interventions recommended.

Adapted from Iowa “Early Access Project”.

### **Glossary of Early Intervention Terms**

**Assessment:** ongoing procedures used by qualified professionals throughout the period of a child’s eligibility to identify (1) his/her unique needs, (2) the family’s resources, priorities, and concerns related to his/her development, and (3) the nature and extend of early intervention services required to meet these needs.

**Assistive technology device:** any item, piece of equipment, or product system used to increase, maintain, or improve the child’s ability to meet his/her needs or acquire new skills.

**Caregiver:** any person responsible for caring for infants and toddlers, regardless of the care setting.

**Child advocate:** a parent, legal guardian, surrogate parent, or professional who acts on behalf of a child and family to protect their rights and interests and ensures their access to services for which they are eligible.

**Developmental delay:** 1.5 standard deviations below the mean, or below the 7<sup>th</sup> percentile in one or more areas of development as compared to same aged peers as determined by a standardized test.

**Due process:** the rights afforded parents/legal guardians/surrogate parents in ensuring that children and families receive the early intervention services to which they are entitled.

**Early Intervention (EI):** a collection of services provided by public and private agencies designed by law to support eligible children and their families in enhancing the child’s potential growth and development from birth to age three.

**Early Intervention Record:** any personally identifiable information about a child or family generated by the early intervention system that pertains to evaluation and assessment, development of the IFSP, or delivery of services.

**Evaluation:** procedures used by qualified professionals to determine a child’s initial and continuing eligibility in using standardized tests which focus on the child’s current developmental presentation in all developmental areas: cognitive, social-emotional, fine motor, gross motor, receptive communication, expressive communication, and adaptive skills.

**Family centered care:** a principle that promotes parents and caregivers as the decision makers; focuses care on their priorities and concerns and builds parent-professional partnerships.

**Fine motor skills:** the ability to use small muscles in the body. Some examples of using fine motor skills include using the small eye muscles to track, using fingers and hands to manipulate materials in the environment, grasping a rattle, picking up small objects, and eating with utensils.

**Gross motor skills:** the ability to use large muscles of the body, such as the arms, legs, and torso, to control body movements such as lifting the head, rolling over, climbing, walking, and running.

**Guardian:** the natural or adopted parents, surrogate parents, or other persons or relatives who have legal custody of the child.

**IDEA:** the federal government legislation entitled the Individuals with Disabilities Education Act (IDEA), which mandates early intervention services in all states, as well as several other educational programs and requirements to support individuals with disabilities and their families.

**Individualized Family Service Plan (IFSP):** the written plan for providing early intervention services to eligible children and families that (1) is developed jointly by the family and appropriate professionals, (2) is based on a multidisciplinary evaluation and assessment of the child and family's concerns and priorities, and (3) includes the necessary services to enhance the development of the child and the capacity of the family to meet the child's developmental needs.

**Infants and toddlers with disabilities:** children from birth to age three who are eligible for early intervention services because they are described with one or more of the following criteria: (1) the child has a developmental delay in one or more areas of development, (2) the child has a diagnosed condition that has a high probability of resulting in a developmental delay, or (3) the child's current development has a significant impact on the overall functioning of the child or family.

**Interagency Coordinating Council (ICC):** a council that each state and jurisdiction participating in Part C of IDEA must establish to ensure coordination and cooperation of all participating agencies in implementing the early intervention program.

**Multidisciplinary:** the involvement of two or more disciplines or professionals in the provision of integrated and coordinated services including evaluation and assessment activities and the development of the IFSP.

**Native Language:** the language or more of communication normally used by the family.

**Natural Environment:** any place the family would spend time, regardless of their involvement with early intervention or any other type of services. This may include the home or community settings.

**Outcomes/Goals:** statements or change the family or child will create directly relating to the family's concerns and priorities as a result of early intervention services. These statements are part of the IFSP.

**Parent:** a parent, legal guardian, or person acting as the role of a parent for a child. This term in EI does not refer to the State if the child is a ward of the State.

**Part B:** Part B of IDEA provides free, appropriate, public education and educational services to all school-age children with disabilities; this would be ages 3-21 in most states.

**Part C:** Part C of IDEA establishes the early intervention program for eligible infants and toddlers from birth to age three and their families.

**Periodic Reviews:** a review of the IFSP services and goals as well as the child's progress conducted at least every six months or more frequently as conditions warrant or at the family's request.

**Primary Caregiver:** the person who has the primary responsibility for the care of a child.

**Procedural Safeguards:** the standards and procedures to protect the rights of children, their parents, and surrogate parents under Part C of IDEA.

**Screening:** a quick checklist or survey about a child's development to see if further development is needed.

**Service Coordination:** activities carried out by a service coordinator to assist and enable an eligible child and the family to receive the rights, safeguards, and services that are authorized to be provided under the state's delivery system.

**Service Coordinator:** the individual selected by an early intervention team and designated to an IFSP to coordinate and facilitate early intervention services and integrate the family into the process. The service coordinator must demonstrate understanding of the laws and nature of the IE process, including transition out of EI upon age three.

**Service Provider:** a public or private agency designated to provide early intervention services for an eligible child and family in accordance with an approved IFSP.

**Surrogate parent:** an individual appointed by the local or state agency to act in place of a parent or legal guardian in safeguarding a child's rights in the decision making process.

**Transition:** occurs at the age of three when a child and family are no longer eligible for services under Part C of IDEA. This is a collaborating process which begins well in advance of the child's third birthday involving parents, Part C, and Part B programs, and may also include community based programs as appropriate. This ensures the uninterrupted provision of appropriate services beyond the child's third birthday.

**Transition plan:** the plan developed for a child when leaving early intervention services at age three.

## Early Intervention and Early Childhood Acronyms

ABA	Applied Behavioral Analysis	ELL	English Language Learners
ACB	American Council for the Blind	EPSDT	Early Periodic Screening Diagnosis and Treatment
ADA	Americans with Disabilities Act	ERIC	Education Resources Information Center
ADD	Attention Deficit Disorder	ESL	English as a Second Language
ADHD	Attention Deficit Hyperactivity Disorder	FAPE	Free, Appropriate, Public Education
ADL	Activities for Daily Living	FCCP	Family Child Care Partnerships
ASD	Autism Spectrum Disorder	FEAT	Families for Effective Autism Treatment
CDC	Centers for Disease Control and Prevention	FERPA	Family Educational Rights and Privacy Act
CAPTA	Child Abuse and Prevention Act	GCD	Global Communication Disorder
CHADD	Children and Adults with ADD	HIPPY	Home Instruction for Parents of Preschool Youngsters
CNDC	Children's Neurodevelopment Center (Hasbro)	HBTS	Home Based Treatment Services
COTA	Certified Occupational Therapy Assistant	IDEA	Individuals with Disabilities Educational Act
CRC	Community Resource Center	IEP	Individualized Education Plan
CSHCN	Children with Special Health Care Needs	IFSP	Individualized Family Service Plan
DCYF	Department of Children Youth & Families	ISP	Individual Service Plan
DD	Developmental Delay	LD	Learning Disabled
DHS	US Department of Human Services	LEA	Local Educational Agency
DOE	US Department of Education	LRE	Least Restrictive Environment
DOH	US Department of Health	MHRH	Mental Health Retardation Hospitals
DOL	US Department of Labor	NEPIN	New England Pediatric Institute of Neurodevelopment
DSI	Dual Sensory Impairment (Blind & Deaf)	NICHCY	National Information Center For Children and Youth with Disabilities
ECSE	Early Childhood Special Education	NICU	Neonatal Intensive Care Unit
ED	Emotional Disturbance	OCD	Obsessive Compulsive Disorder
EI	Early Intervention	OT	Occupational Therapist

Part C	Educational and Medical Services for Children Birth-3	RIPIN	RI Parent Information Network
PAT	Parents as Teachers	RITE CARE	RI Medicaid Managed Care Program
PBIS	Positive Behavior Interventions	RITAP	RI Technical Assistance Program
PICU	Pediatric Intensive Care Unit	SORICO	Southern RI Collaborative Education and Training Center
PSN	Parent Support Network	SLP	Speech/Language Pathologist
PT	Physical Therapist	SLPA	Speech/Language Pathology Assistant
PTA	Physical Therapist Assistant	SPED	Special Education
PTI	Parent Training Information Project	TA	Teacher Assistant
RBI	Routines Based Interview	TBI	Traumatic Brain Injury
RIC	Rhode Island College	UCEDD	University Center for Excellence in Developmental Disabilities
RIDE	RI Department of Education	WIC	Women Infants and Children

# **The Early Intervention System Step-by-Step**

## **1. Referral**

- a. Local Early Intervention agency contacted by parent or other individual concerned with a child's development

## **2. Service Coordinator**

- a. Assigned by local lead agency
- b. Meets with family
- c. Advises family of overall procedures, rights, and safeguards
- d. Explains family's role
- e. Explores family resources, priorities, and concerns
- f. Assists in obtaining evaluation and services

## **3. Evaluation and Assessment**

- a. Evaluation purpose and procedures explained to family
- b. Informed written consent obtained prior to evaluation
- c. Parent interview to ascertain strengths, needs, and concerns
- d. Multidisciplinary evaluation by at least two qualified professionals determines child's skill level
- e. Evaluation results reviewed with family

## **4. Child is Found Eligible or Ineligible for Services**

### **a. Eligible**

- i. Child meets state criteria for eligibility
- ii. RBI and IFSP completion meeting are scheduled

### **b. Ineligible**

- i. Evaluation reveals child does not meet state's eligibility criteria and demonstrates skills within typical development compared to same aged peers
- ii. Service coordinator explains procedures for resolving complaint if parent is not in agreement
- iii. Service coordinator refers family to other community-based resources
- iv. Child can be referred again at any time prior to age three

## **5. RBI and IFSP Completion**

- a. Family is interviewed to learn about child and family functioning within the family's regular routines and lifestyle
- b. Outcomes identified by family and team based on RBI and family's priorities
- c. Team reviews all developmental information gathered up to this point
- d. Services determined by family and team and implemented with family's informed written consent

## **6. Early Intervention Services**

- a. Developmental and support services to address concerns and achieve outcomes
- b. Services available both to eligible child and child's family
- c. Plan is reviewed every 6 months and reevaluated annually for continued need for services

## **7. Transition**

- a. Service coordinator assists family in planning for when child ages out or is no longer eligible for EI services
- b. Parent advised of their options including special education services provided by local school department or other community-based services

# **Early Intervention Outcomes**

## **Child Outcomes:**

- Children have positive social relationships
- Children acquire and use new knowledge and skills
- Children take appropriate action to meet their own needs

## **Family Outcomes:**

- Families understand their children's strengths, abilities, and special needs
- Families know their rights and effectively communicate their children's needs
- Families help their children develop and learn
- Families feel they have adequate social support
- Families are able to access services and activities that are available to all families in their communities.

## **Guiding Principles for Quality Early Intervention Supports and Services**

“All family’s diversity might be expressed in many forms. Including ethnicity, race, religion, linguistics, and economics, as well as by their values and beliefs. Early intervention programs and individual service providers need to provide their services in ways that honor the diversity of families.

It is the nature of children to learn throughout the day, wherever they are and in whatever they are doing. Everyday experiences, events, and situations provide children with continuous learning opportunities that promote and enhance their development... Therapy can be joyful when it is embedded in typical play routines.

Young children live in the context of their families and depend on their parents and other family members for care, support, and teaching. In addition, it is essential to consider the needs of other family members. The needs and abilities of each family member are part of a child’s context and influence the child’s development.

Interventions are designed to increase participation by removing barriers and promoting conditions that result in increased participation. Strategies used to increase participation are very diverse, including use of low and high tech assistive technology, adaptation of activities and environments, changing or reframing attitudes that limit child participation, and increasing the child’s skill level. Early intervention should promote child participation in all areas of daily life, including play, self-care and social activities.

Practitioners and families need to look broadly at the full range of community setting in which the child and family currently spend time or would like to spend time in the future.

Although all transdisciplinary team members share responsibility for service plan development, the plan is carried out by the family and one other team member who is designated as the primary service provider... Use of a primary service provider can enhance rapport between the family and the staff and avoid the interference with parent-child bonding that may be caused by excessive handling of the child in the clinical setting.”

FROM: Edelman, L. (2001). Just Being Kids: Supports and Services for Infants and Toddlers and Their Families in Everyday Routines, Activities, and Places. (videotape and facilitators guide). Denver: Western Media Products, <http://www.media-products.com/>

## **Providing Services in the Natural Environment**

“Part C of the Individuals of Disabilities Education Act Amendments of 1997 says that to the maximum extent appropriate, early intervention services *must* be provided in natural environments, including home and community settings in which children without disabilities participate. Services can only be provided in a setting other than a natural environment when early intervention cannot be achieved satisfactorily in a natural environment. Providing services in natural environments is not just the law. It reflects the core mission of early intervention, which is to provide support to families to help their children develop to their fullest potential. The basic premise of natural environments intervention is the involvement of care providers in the teaching and learning process for the child. It is about the process of working in a relationship where family members and care providers are doing actually “hands on” throughout the day, as opportunities arise, with the service provider as a consultant.

Natural environments are the day-to-day settings, routines, and activities that promote learning for children. Children learn about “water” while playing in the bathtub, washing hands in the sink, getting a drink, splashing in a puddle or swimming in a pool. In addition to understanding what water is, children are learning self-help skills like drinking from a cup, hand and face washing, or motor skills like walking or jumping. Children and families have many routines that occur in different places including the bathroom, kitchen sink, backyard, mailbox, car, pool, and the grocery store. The family identifies these as they talk about the activities of their life. They may go to grandpa’s, walk to the store, make the bed, feed the dog, and do the laundry. Routine based intervention is portable and adaptable to the family’s interests, needs, and responsibilities. Embedded intervention implemented by care providers can occur at home, at childcare, in the car, at the soccer game, in the laundromat, in the yard, in the doctor’s office, at play group, at the park, at grandma’s, while visiting the neighbors, or anywhere kids and families go.”

FROM: FACETS is a joint project of Kansas University Affiliated Program and Florida State University. TaCTICS is a project of Florida State University. Published on 16 December 1999.

## **Development of the Individualized Family Service Plan**

### **1. Conversations with Families**

- a. EI learns about the child and family, what are the questions or concerns the family may have about the child's development

### **2. Eligibility Determined Through Evaluation**

- a. EI gathers more information through a standardized test to learn more about the child's development and determines if the child is eligible for EI services.

### **3. Routines Based Interview**

- a. EI interviews family to learn about child and family functioning within their regular routines
- b. Within the interview, the family identifies areas of concern or growth for the child and families
- c. These are prioritized and developed into outcomes for the IFSP

### **4. IFSP Completion**

- a. EI shares with the family what they have learned from all the information gathered
- b. Together the family and EI discuss and select what the services will be to address outcomes and concerns already developed

### **5. Identify Supports that the Caregivers Need**

- a. EI will help the family identify what are the supports that the child's caregivers (*mom, dad, foster parents, grandparents, daycare providers, relatives, people that spend time with the child, etc.*) need to carry out the strategies and support the child's development

### **6. Strategies**

- a. EI will give the family ideas on how they can support the child to meet the outcomes developed
- b. Strategies can be play activities, exercises, or any ideas that the family can try to achieve outcomes

### **7. IFSP Review**

- a. The plan created and the child's developmental progress is reviewed every 6 months
- b. Annual review is conducted to determine the need for the continuation of services

# **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](mailto: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 judgement
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](mailto: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](mailto: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	<a href="mailto:mcfolcarelli@ccri.edu">mcfolcarelli@ccri.edu</a>
<a href="mailto:cnumrich@ccri.edu">cnumrich@ccri.edu</a>	

Jonathan Steele  
Asst. Dir Career Placement  
Knight Campus Room 6304  
Phone: 401-825-2327  
[jsteele@ccri.edu](mailto: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](mailto: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](http://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](http://www.communitycareri.org)

Director: Darlene Magaw  
[dmagaw@communitycareri.org](mailto:dmagaw@communitycareri.org)  
Program Manager: Linda Majewski  
[lmajewski@communitycareri.org](mailto:lmajewski@communitycareri.org)  
Supervisors:  
Alyssa Levesque  
[alevesque@communitycareri.org](mailto: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.org](http://www.eastersealsri.org)

Director: Susan P. Hawkes  
[shawkes@eastersealsri.org](mailto:shawkes@eastersealsri.org)

Clinical Supervisor: Tara Kiernan Downey  
[tmcgarty@eastersealsri.org](mailto: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](http://www.familyserviceri.org)

**Supervisor:**

Monique DeRoche  
[derochemo@familyserviceri.org](mailto: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](http://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](http://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.



### **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/](http://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](http://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  
Fax: 401-789-1957

### **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:**

25 West Independence Way  
Suite G  
Kingston, RI 02881  
Tel: 401-789-4614  
www.fogartycenter.org

**Executive Director:** David Reiss; dreiss@fogartycenter.org  
**Clinical Director of Children's Services:** Melissa Linicus  
LICSW: mlinicus@fogartycenter.org

**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.

# **Section 3:**

# **Additional Resources**

# **and Information**

## **Importance of Joining Professional Organizations**

You will find that many professional organizations sponsor meetings that include sessions designed to improve the expertise of professionals working with infants and toddlers. These groups offer professional development opportunities of various kinds, including workshops or more formal sessions in which individual presenters share ideas. Some professional organizations focus on specific subject areas and specific categories of learners. Joining a professional group gives you opportunity to meet people with shared interests. Members often get productive new ideas from even casual conversations with others in the group.

Many professional organizations sponsor the publication of journals that feature excellent, practical how-to-do-it articles. Subscribing to professional magazines like *Journal of Early Intervention*, *Zero to Three*, or *Young Children* will also give you advice and information from other early childhood professionals.

Many national organizations represent the general interests of those who work with young children with special needs. These organizations include:

### **The Council for Exceptional Children (CDC)**

This is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CDC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

[www.cec.sped.org](http://www.cec.sped.org)

### **The National Association for the Education of Young Children (NAEYC)**

This organization is the world's largest early childhood education organization with a national network of state, local, and regional affiliates. By joining this organization, you will connect with 100,000 educators who want to work together to ensure young children make the most of their early years.

[www.naeyc.org](http://www.naeyc.org)

### **Zero to Three**

Zero to Three is a national nonprofit multidisciplinary organization that advances its mission by informing, educating, and supporting adults who influence the lives of infants and toddlers. Zero to Three's mission is to support the healthy development and well-being of infants, toddlers, and their families.

[www.zerotothree.org](http://www.zerotothree.org)

## **Professional Resources in Rhode Island**

Professional development is designed to enhance your school and work growth opportunities. Professional development can be achieved through training, workshops, research, and professional mentoring. The State of RI offers multiple conferences as well as individual events around specific themes. Workshops are offered by several agencies. Review this list of resources for more information and agencies to contact.

### **Rhode Island Resources:**

The Arc; for people with intellectual and developmental disabilities

[www.thearc.org](http://www.thearc.org)

Prevent Child Abuse Rhode Island

401-728-7920

[www.preventchildabuse-ri.org](http://www.preventchildabuse-ri.org)

Ready to Learn Providence (R2LP)

401-490-9960

[www.r2lp.org](http://www.r2lp.org)

Rhode Island Association for the Education of Young Children (RIAEYC)

401-398-7605

[www.riaeyc.com](http://www.riaeyc.com)

Rhode Island Head Start Association

401-351-2750

[www.riheadstart.org](http://www.riheadstart.org)

Rhode Island Parent Information Network (RIPIN)

401-270-0101 or 1-800-464-3399

[www.ripin.org](http://www.ripin.org)

Paul V. Sherlock Center on Disabilities at Rhode Island College

401-456-8072

<http://www.ric.edu/sherlockcenter/index.html>

### **National Resources:**

National Association for the Education of the Children (NAEYC)

[www.naeyc.org](http://www.naeyc.org)

National Education Association (NEA)

[www.nea.org](http://www.nea.org)

Zero to Three

[www.zerotothree.org](http://www.zerotothree.org)

# **Section 4:**

# **Information for**

# **College Supervisors**

## Early Intervention Recruitment and Retention



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 at Rhode Island College.

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<https://web.uri.edu/human-development/early-intervention-program/>

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## 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. You decide this in consultation with the student. Most interns work 1-3 days per week. Credits accompanying these hours are to be determined by your institution's internship program.

### How long will an intern be with the internship site?

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. responsibilities of the intern or the specific project).

### How are responsibilities divided between the student and the 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

### **How is attendance handled?**

Interns become valued members of their agency's team, so it is important they report when scheduled and arrive on time. Interns are often required to complete a certain amount of hours in order to receive 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 of the college supervisor?**

Past student interns have indicated that regularly scheduled meetings with the college supervisor to discuss work assignments and performance notably improve the student's experience. College supervisors are encouraged to schedule regular meetings with the student and expected to maintain open lines of communication with the site supervisor throughout the internship.

### **How are interns evaluated?**

Interns will provide their site supervisors with evaluations at the request of the college supervisor to be completed by the site supervisor and returned to the college supervisor for final consideration of credit and grade assignment. Ideally, evaluations should be discussed with the student before being submitted to the college supervisor.

### **Are interns typically paid for their time?**

Agencies are not required to pay the student. Students generally complete the internship hours to receive credit, and students are encouraged to seek employment following their internship with their internship agency.

## **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

# **Thank you!**

The URI Early Intervention Recruitment and 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 the internship.

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

University of Rhode Island  
Early Intervention Recruitment and Retention Office  
401-874-4036

# **Section 5: Information for Site Supervisors**

## Early Intervention Recruitment and Retention



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 at Rhode Island College.

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## 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. You decide this in consultation with the student. Most interns work 1-3 days per week. Credits accompanying these hours are to be determined by your institution's internship program.

### How long will an intern be with the internship site?

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. responsibilities of the intern or the specific project).

### How are responsibilities divided between the student and the site 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
- 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

### **How is attendance handled?**

Interns become valued members of their agency's team, so it is important they report when scheduled and arrive on time. Interns are often required to complete a certain amount of hours in order to receive 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 of the college supervisor?**

Past student interns have indicated that regularly scheduled meetings with the site supervisor to discuss work assignments and performance notably improve the student's experience. Many agencies choose to have weekly meetings with student interns. Site supervisors are encouraged to schedule regular meetings with the student and expected to maintain open lines of communication with the college supervisor throughout the internship.

### **How are interns evaluated?**

Interns will provide their site supervisors with evaluations at the request of the college supervisor to be completed by the site supervisor and returned to the college supervisor for final

consideration of credit and grade assignment. Ideally, evaluations should be discussed with the student before being submitted to the college supervisor. Site supervisors will also complete a survey for the Early Intervention Recruitment and Retention Office about the intern's performance and skills.

**Are interns typically paid for their time?**

Agencies are not required to pay the student. Students generally complete the internship hours to receive credit, and students are encouraged to seek employment following their internship with their internship agency.

## **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 judgement
- 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

## Potential Intern Duties

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. Annual evaluations
    - iv. IFSP development
    - v. Transition planning meetings
      1. Transition plan started/referral forms
      2. Transition Conference (30-month meeting)
      3. Referral meeting
      4. Eligibility meeting
      5. IEP meeting
    - vi. 6-month review meetings
    - vii. Discharge process
2. Helping with development of therapy materials for both group and individual therapy sessions.
  - a. Visual schedules
  - b. PECs communication books
  - c. Social stories
  - d. Homemade sensory toys
  - e. Leave-behind puzzles and games
  - f. Weekly therapy worksheets with tips and reminders
  - g. Baby sign language and articulation touch cue flip-books
  - h. Community resource information packets
3. Practicing observation skills, assessments, IFSPs, and SRFs
  - 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 application to EI team
6. Advocating for EI program at fairs/events
  - a. Setting up booth
  - b. Creating brochure
7. Updating program website
  - a. Taking pictures of children whose parents have given informed consent

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 caregivers
  - d. Communicating success/progress intern notices about child
  - e. Communicating success/progress intern notices about family
  - f. Coaching caregiver to join play/activity
  - g. Coaching caregiver to use a strategy
  - h. Inquiring about caregiver's use of strategy between visits
10. Assisting with preparation and execution of any family events (i.e. Family Fun Days, RIELDS Training, etc.)
11. Meeting with site supervisor regularly to discuss visits, coaching, observations, etc.

# **Thank you!**

The URI Early Intervention Recruitment and 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 the internship.

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

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