

# **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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## **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 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

# **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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