

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.

Karen McCurdy, Ph. D.
Principle Investigator
2 Lower College Road
Transition Center Room 208
Kingston, RI 02881
401-874-5960
kmccurdy@uri.edu

Graduate Project Assistants
2 Lower College Road
Transition Center Room 208
Kingston, RI 02881
401-874-4036
grant.earlyintervention@gmail.com
eigrant.uri@gmail.com

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

THE
UNIVERSITY
OF RHODE ISLAND



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!

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