

Interdisciplinary Certificate Program in Early Intervention

<https://bouve.northeastern.edu/csd/programs/early-intervention-certificate/>

Bouvé College of Health Sciences - Departments of:

- Applied Psychology
- Communication Sciences and Disorders
- Physical Therapy, Movement and Rehabilitation Sciences

College of Science –

- Department of Psychology

College of Social Sciences and Humanities

- Program in Human Services

STUDENT HANDBOOK 2023-2024



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PROGRAM OVERVIEW

BOUVÉ COLLEGE OF HEALTH SCIENCES EARLY INTERVENTION CERTIFICATE PROGRAM

Participating Faculty

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Research Interests: Development of children with and without disabilities; play assessment and intervention; personnel preparation; infant mental health

Ann Golub-Victor, PT, MPH, DPT, Associate Director, Department of Physical Therapy, Movement and Rehabilitation Sciences, Bouvé College

Research Interests: Children with severe special needs; community service learning; public policy; public health

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Laurie Kramer, PhD, Department of Applied Psychology, Bouvé College

Professor, Instructor of Family Systems

Research Interests: Sibling relationships

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BOUVÉ COLLEGE OF HEALTH SCIENCES EARLY INTERVENTION CERTIFICATE PROGRAM

Admissions Introduction

Northeastern University's Early Intervention Certificate Program is an interdisciplinary, preservice training program that is designed to fulfill requirements for Provisional Certification with Advanced Standing (PCAS) in Early Intervention, as set forth by the Department of Public Health (DPH), Commonwealth of Massachusetts.

The goals for the Early Intervention Certificate Program are:

1. To increase the number of Early Intervention personnel;
2. To prepare personnel who have attained all competencies relative to Early Intervention, specified by the Massachusetts DPH, and that are consistent with best practices and research;
3. To prepare personnel in an interdisciplinary manner, drawing from Northeastern University's multidisciplinary resources;
4. To prepare personnel to function effectively across teams (IFSP teams, community teams, interagency teams) and to understand the roles of their interdisciplinary teammates;
5. To prepare personnel to provide services to infants and toddlers with disabilities, and their families, from linguistically and culturally diverse backgrounds in urban environments.

The Certificate Program in Early Intervention at Northeastern University was developed in response to state and national needs to prepare personnel to serve infants and toddlers with disabilities, or who are at risk for developmental delay, and their families. The program is approved by the Massachusetts Department of Public Health (DPH), the lead agency for Part C services of IDEA, as meeting the requirements for PCAS as an Early Intervention Specialist. It is the only Approved Higher Education Program in Early Intervention in the state that is interdisciplinary. In addition, it has received national significance through the support of two training grants from the U.S. Department of Education, Office of Special Education Programs (OSEP):

- 7/1/00 - 6/30/05: Project Collaborative Teams: Interdisciplinary Teams Preparing Early Intervention Personnel from Diverse and Underrepresented Backgrounds (H325A000035).
- 9/1/94 – 8/31/00: Project Team: Teams Preparing Teams of Personnel to Serve Minority Infants and Toddlers with Disabilities and Their Families (H029Q40045).

Participating departments from the Bouvé College of Health Sciences include: Department of Applied Psychology; Department of Communication Sciences and Disorders; and Department of Physical Therapy, Movement and Rehabilitation Sciences. A participating department from the College

of Science is the Department of Psychology. The program can be taken alone or integrated with master's or bachelor's degree programs. Personnel who are working in the field may use their work site for field training.

Students acquire the early intervention competencies, in the nine areas specified by the Massachusetts Department of Public Health in its Early Intervention Operational Standards, through their coursework and field training, which are delivered through a team-based approach. Practicum sites are selected based on service delivery to infants and toddlers with disabilities, or at risk for developmental delay, and their families from linguistically and culturally diverse backgrounds.

The program is delivered in a hybrid format. Students meet on campus for classes, with some of the class material delivered through the Canvas online platform.

Admission Requirements

- Bachelor's degree, preferably in a related field, unless taken during senior year in a Northeastern University degree program
- Three letters of recommendation, official transcripts
- Completed application to the Bouvé College of Health Sciences, which may be integrated with application to a degree program
- Completed application to the Certificate Program in Early Intervention
- Students who are in degree programs apply via their respective programs

Application Deadline for Certificate Program: May 1st.

Graduate school: <https://bouve.northeastern.edu/>

Program website: <https://northeastern.edu/bouve/csd/programs/early-intervention-certificate/>

Program Director: Karin Lifter, PhD

k.lifter@northeastern.edu

BOUVÉ COLLEGE OF HEALTH SCIENCES

INTERDISCIPLINARY CERTIFICATE PROGRAM IN EARLY INTERVENTION

Approved Program of Studies

STUDENT _____ DATE _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

HOME TELEPHONE (____) _____ OTHER PHONE (____) _____

<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>SEMESTER HOURS</u>	<u>SEMESTER SCHEDULED?</u>	<u>GRADE</u>
CAEP 5150	Early Intervention: Family Systems	3	Fall _____	
CAEP 5151	Early Intervention: Infant/Toddler Development, Risk and Disability	3	Fall _____	
SLPA 5154	Early Intervention: Practicum 1	2	Fall _____	
CAEP 5153	Early Intervention: Assessment and Intervention	3	Spring _____	
SLPA 5152	Early Intervention: Planning, Implementing & Evaluating EI Services	3	Spring _____	
SLPA 5155	Early Intervention: Practicum 2	2	Spring _____	

Program Affiliation? Please check below

<u>Certificate</u> _____ <u>BS in Speech- Language Pathology</u> _____ <u>BS Psychology</u> _____ <u>BS Human Services</u> _____	<u>Doctor of Physical Therapy</u> _____ <u>MS in Speech-Language Pathology</u> _____ <u>MS in Counseling Psychology</u> _____ <u>MS in School Psychology</u> _____
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Student's Signature _____ **Advisor's Signature** _____

Note: This form is included with the student's records in the Graduate Office of Bouvé College of Health Sciences, 123 Behrakis, Northeastern University.



Interdisciplinary Certificate Program in Early Intervention

Program Classes/Meeting Schedule 2023-2024

Please note:

*The program is delivered in a hybrid format –
One-fourth through in-class meetings and three-fourths through on-line instruction*

ORIENTATION: FALL: September 11th from 10:15 – 11:15am 456 Ryder Hall

CLASS DATES: Fall, Mondays: September 11th, October 2nd, November 6th, December 4th
Spring, Mondays: January 8th, February 5th, March 11th, April 8th

LOCATION: Classes will meet in the rooms assigned to the individual classes unless otherwise specified.

CAEP 5150: Early Intervention: Family Systems

Fall Semester: Mondays, 10:30 – 1:00 (*DPT year 5/ PBDPT yr. 3; School Psychology MS year 1; SLP MS year 2*)

Introduces students to the theory and practice of family interventions with a diverse population, including infants, toddlers, and preschoolers with special needs. Family systems, developmental, coping, crisis, and ecological theories and practices are discussed. Assessment and intervention skills strategies are presented and taught. Theories of exceptionality, as they pertain to family systems, are integrated into course material.

CAEP 5151: Early Intervention: Infant/Toddler Development, Risk, and Disability

Fall Semester: Mondays, 1:35 – 4:05pm (*DPT year 4/PBDPT yr. 2; School Psych MS replace w/CAEP6218; SLP MS year 1*)

Introduces students to the major theories of development and their implications for intervention. Infant/toddler development in the areas of cognition, language and communication, perceptual/motor, personal/social, and self-care areas are presented and integrated with the impact of specific disabilities, varying risk factors, and recent brain research. Development and risk are evaluated in relation to culturally diverse beliefs and practices. Children's play activities are examined for evidence of development.

CAEP 5153: Early Intervention: Assessment

Spring Semester: Mondays, 10:30 – 1:00pm (*DPT year 6/PBDPT yr. 4; SLP MS year 1; School Psych integrated into CAEP 6350*)

Students learn of the assessment models and multi-domain tests used in early intervention. They become familiar with informal and formal instruments used in different areas including cognition, speech and language, motor, social/emotional, and self-help domains. Students learn curriculum-based assessments for program planning. They also learn play assessment for targeting goals in play in addition to methods and strategies for implementing goals from all domains in natural environments that include play.

SLPA 5152: Early Intervention: Planning/Evaluating Early Intervention Services

Spring Semester: Mondays, 1:35 – 4:05pm (*DPT year 6/PBDPT yr 4; School Psych MS year 1; SLP MS year 2*)

A systematic, family-centered, team approach to service delivery is emphasized. Cases are used as focal points for learning how to plan and evaluate individualized family services and group service plans. Teamwork and leadership in early intervention are covered with respect to service coordination. Practical approaches to assessing needs for group programs, and evaluating the implementation and outcomes of programs are addressed, as are the impact of legal and financial issues on service coordination and approaches to service delivery.

SLPA 5154/5155: Early Intervention: Practicum 1 & 2

(Participation in seminar required for: PT students enrolled in PT 6443 Clinical Ed 3; and 2nd year SLP MS in SLP 6416 SLP Clinic 2 without having to register for SLPA 5154/5155). Participation and registration required in SLPA 5154/5155 for all other students)

Fall (Mondays) and Spring (Mondays) Semesters: Fall 2023 – 8:50 – 10:20am; Spring 2024 – 8:50 – 10:20am (*We may adjust these times*)

Provides students with supervised fieldwork experience in team-oriented interventions with infants and toddlers with disabilities or at risk for developmental delays and their families from linguistically and culturally diverse backgrounds. The practicum class sessions are conceptualized as the linchpin training experience between students' courses and fieldwork. Students are expected to master early intervention and team participation core competencies in the context of their 150-hour per semester (300 hours total), or their one-semester full-time fieldwork training (300 hours) in a state approved Early Intervention Program, where services are delivered. Practicum training may count toward discipline-specific field requirements.

Instructions for Activating Canvas Account

As you know, the courses in this program will take place online. Students are expected to contribute to weekly online discussions on Canvas. The quality and frequency of student contributions will be considered when assigning a grade for the course. Students are expected to check Canvas regularly for relevant postings such as reading assignments, assignment guidelines, discussion topics posted by the instructor, case history information, and case problem-solving situations posted by classmates. Timely contributions to these assignments and discussions are necessary to ensure that students are keeping up with the course work during weeks in which the class does not hold a formal meeting. In addition, students will submit their journal entries through Canvas. Guidelines for journal entries are discussed later in the Handbook. We will be holding a **face-to-face orientation session on Monday, September 12th, at 10:15am**, at which we will be showing you how the online components of the program work, including how to use Canvas, our course management software. To be prepared for that session, there are some steps you need to take BEFORE September 12th.

1. Register for your courses. You must be officially registered and in the registrar's database in order to receive a Canvas account. (Students who have taken courses in the past are in the registrar's database). For more information on how to register for courses, please visit:
<https://registrar.northeastern.edu/article/new-registration-experience/>

2. Try logging in to Canvas. You will use the same username and password for Canvas that you use for myNortheastern. Your Canvas account will be activated 24 hours AFTER you complete this process. Follow these steps to access Canvas:

1. Go to <http://canvas.northeastern.edu>
2. Click the Login button.
3. Enter your username and password.
4. Click Login.

Depending on when you do this, you may not be able to see your Canvas courses yet. They will be available early September. We would like you to test logging in to Canvas to identify any problems early so we can resolve them at orientation.

3. Get familiar with Canvas by using tutorials.
<https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#student-videos>

EARLY INTERVENTION CERTIFICATE PROGRAM

General Expectations for Students

There are specific expectations for the students who are pursuing the Early Intervention Certificate Program, and who will be either doctoral, master's or bachelor's/certificate students or certificate-only students. Unless otherwise specified, each student is required to take two early intervention classes in the fall (Family Systems [CAEP 5150]; Infant/Toddler Development, Risk, & Disability [CAEP 5151]), and two in the spring (Assessment [CAEP 5153]; Planning and Evaluating Early Intervention Services [SLPA 5152]); and a practicum class [SLPA 5154/5155] that meets throughout the year concurrent with the field-based training. Students who are degree/certificate students must also complete the requirements of their respective degree programs. As a result, they often carry **four to five** courses per term. Those who are degree/certificate students are expected to complete the program in one year unless other arrangements are made. Finally, students may pursue the Early Intervention Certificate Program on a part-time or full-time basis.

The field-based training begins in the fall with exceptions noted below. Students are expected to spend approximately two days per week at their field site, which will be a Massachusetts Department of Public Health certified Early Intervention Program (EIP). Field-based training consists of a minimum of 300 hours, which must be well documented. Concurrently, students are to attend the Early Intervention Seminars associated with their field training.

In summary, students need to be aware that in addition to their coursework, they will pursue between 12 and 15 hours per week in field training over the fall and spring semesters. One exception is for physical therapy students, who complete a 12-week practicum on a full-time basis in the spring semester of the final year of their program. Another exception exists for MS SLP students who will complete the field training (300 hours in EI) during the spring semester of year 1 or the fall semester of year 2 in the context of "Clinic 2 or 3." Students who complete the practicum hours on a full-time basis in one semester must meet all the competencies in Practicum 1 and Practicum 2 in that same semester.

COURSE SYLLABI

CAEP 5150 Early Intervention: Family Systems
Department of Applied Psychology
Bouvé College of Health Sciences
Fall 2023
Syllabus

Faculty Information:

Laurie Kramer, PhD
Professor, Dept of Applied Psychology
Licensed Clinical Psychologist
Email: l.kramer@northeastern.edu
Office Hours: by appointment

Course Description:

This hybrid course (a combination of online and on-campus sessions) is designed to introduce you to the theory and practice of family intervention with diverse populations, including infants, toddlers, and preschoolers with special needs. You will become familiar with the theories, principles, and applications of family systems theories to family, team, and agency systems. Family systems, developmental, family stress and coping, crisis, and ecological theories and practices will be discussed along with assessment and foundational intervention skills. While discussions of theories and practice issues will occur online, four 2.5 hour on-campus sessions will be held that will enable you to put this knowledge into action as emerging early intervention professionals and psychologists.

Course Goals and Objectives:

- To examine family theories, including developmental models, family systems, social supports, family functioning styles, and stress and coping theories
- To recognize cultural, socioeconomic, and broader system influences on child and family functioning, child rearing, interactive styles, and family development
- To develop effective communication and relationship building skills with families
- To develop family assessment skills and to translate assessment findings to formulate recommendations and goals for family-centered treatment plans

Credit Hours: 3 (graduate)

Prerequisites: Junior, Senior, or Graduate Standing

Class Meetings: Four 2.5 hour on-campus sessions will be held on the following days in **Ryder 207:**

- Monday, September 11 10:30am – 1:25pm
- Monday, October 2 10:30am – 1:25pm
- Monday, November 6 10:30am – 1:25pm
- Monday, December 4 10:30am – 1:25pm

Between these monthly meetings, you will complete weekly readings, written assignments and projects, watch videotaped mini-lectures, perform case analyses, as well as participate in online discussions.

Learning Resources

REQUIRED TEXT:

Hanson, M., & Lynch, E. (2013). *Understanding families: Supportive approaches to diversity, disability, and risk*. Baltimore: Brookes Publishing.

SUPPLEMENTAL RESOURCES:

Additional readings and related materials will be posted weekly on Canvas.

Major Assignments and Projects:

To enable you to apply what you're learning about family systems as it pertains to early intervention and psychological practice, you will contribute weekly to a discussion board thread and complete two projects:

1. **Discussion Board Assignments:** Approximately twice a month you'll be asked to post a response to a question or prompt on the course's discussion board on Canvas. To help us have an interesting online discussion and to exchange ideas, you'll also respond thoughtfully to at least two posts written by your classmates. (You'll need to submit a post before you can respond to others' posts). The questions will be posted on Canvas by Monday 9am each week and your entries should be completed by the following **Monday at 9am**.
2. **Family Transition Project:** To expand your knowledge of the major theoretical and practical issues regarding early intervention with families with children with special needs, and to experience the joys and challenges of inter-professional collaborations firsthand, you'll work in a small group to perform an in-depth study of a critical life transition typically experienced by families with a child with a special need. You'll have the opportunity to delve deeply into the practice, research, or policy/advocacy/social justice dimensions related to the selected transition. Instructions for completing the project will be given in class and will be available on Canvas. Your group will present the results of your project during the in-person session scheduled for **Monday, November 6th**.
3. **Family Assessment Project:** Using family systems and family stress theories, you'll conduct an assessment to identify the assets and needs of a family that has a child who requires early intervention. This assessment will include a detailed and careful analysis of the communications and structural patterns and processes of an actual family with an infant, toddler, or preschooler with a special need whom you will select and interview and observe. This project will enable you to demonstrate your growing interviewing and assessment skills, your ability to "think systemically," and apply theory and research to understand real situations faced by real families, as well as your ability to assist families raising a child with special needs. Your report of this assessment will include your recommendations and goals for early intervention services, again, following the tenets of family systems theory. **You will present the results of your project as part of an Interprofessional Case Conference to be held in-class on Monday, December 4th. Family Assessment Project Reports are due by 11:59pm on Tuesday, December 5th.**

Course Policies and Expectations:

- **Hybrid learning:** Hybrid learning is based on reading, digesting, and integrating the materials covered online and in face-to-face sessions into interdisciplinary professional practice. In order to be successful with the material covered, you must engage in all levels of content and participation for this course.
- **Canvas:** For the weeks that face-to-face meetings are not scheduled, the Canvas learning management system will be used. Each week, you'll be asked to watch a videotaped lecture, complete a set of readings, contribute to a discussion board thread with your classmates, work on the two assigned projects, and occasionally, submit short written assignments.

- **Readings:** Each week, you'll read chapters from the assigned textbook, as well as original articles written by some of the founders of family system theory and therapies. For those of you who will become early intervention practitioners or psychologists, I'm excited to have you engage with systemic thinking as the originators proposed these concepts.
- **Face-to-Face Sessions:** The four on-campus sessions consist of lecture, demonstration, case analysis, and role-plays covering the month's topics. You'll have a chance to put what you're learning into practice.
- **Attendance and Participation Policy:** It is expected that you will be prompt, attend and participate in EVERY class, and engage with all activities and course work (face-to-face and online). There are only 4 face-to-face sessions. In the unusual circumstance that you unavoidably miss a face-to-face session, you will be responsible for discussing with the instructor how that class is to be made up by means of assignment. If more than one face-to-face class is missed, you may not earn credit for the course.
- **Assignments and Project Submission:** You are expected to submit all written assignments, discussion board posts, and project presentations or submissions by their assigned due date. Late assignments submitted will not receive full credit.

Course Grading Criteria:

- Canvas Participation/assignments/discussion board postings: 25%
- Face-to-Face Session Participation: 20%
- Family Transition Project: 25%
- Family Assessment Project: 30%

Final Grades will be awarded as follows:

Grade	Percentage		Grade	Percentage
A	95 – 100		C+	77 – 79.9
A-	90 – 94.9		C	73 – 76.9
B+	87 – 89.9		C-	70 – 72.9
B	83 – 86.9		F	Below 70
B-	80 – 82.9			

Course Timeline

Course subject content is tentative and may change during the semester to better meet students' interests and learning needs. You will be notified of any changes.

Week/Date	Content
Week #1 9/5/23	<p>ONLINE: GETTING STARTED</p> <p><i>Watch video:</i> Welcome from Dr. Kramer</p> <p><i>Review:</i> Course syllabus</p> <p><i>Respond:</i> Please complete the EI: Family Systems Survey of Interests—a short survey about your interests in applying family systems perspectives to your work by 5pm Friday, September 8.</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> ▪ <i>Understanding Families:</i> Introduction ▪ <i>Understanding Families:</i> Ch. 1, Families in the 21st Century <p><i>Come prepared to our first in-person class ready to talk about:</i> your perceptions of the importance of families in child development. (There are no right or wrong answers!) In what ways may the significance of families for children's development differ when the family includes a child with a developmental disability or medical condition?</p>
Week #2 9/11/23	<p>FACE-TO-FACE MEETING #1: Introduction to Family Systems</p> <p><i>Theme:</i> Introductions—to one another and to family systems theory</p> <p><i>Small group work:</i> We'll form groups, based on common interests, to collaborate on the Family Transitions Project</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> ▪ <i>Understanding Families:</i> Ch. 2, Cultural, Ethnic, and Linguistic Diversity ▪ <i>Understanding Families:</i> Ch. 3, Families in Context <p><i>Respond:</i> Week #2 Discussion Board Prompt</p>
Week #3 9/18/23	<p>ONLINE: Family Transitions</p> <p><i>Theme:</i> We'll explore those factors that create stress for families, including the ways that families navigate change and normative and non-normative transitions.</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> ▪ McCubbin, McCubbin, H. I., & Patterson, J. M. (1983). Family transitions: Adaptation to stress. In H. I. McCubbin & C. R. Figley (eds.), <i>Stress and the family: Vol. 1., Coping with normative transitions</i>. (pp. 5-25). NY: Brunner/Mazel. <p><i>Respond:</i> Week #3 Discussion Board Prompt</p>

	<p>Small Group Work: Family Transition Project—be sure to meet with your group to develop an initial game plan this week.</p>
<p>Week #4 9/25/23</p>	<p>ONLINE: Family Stress Theory</p> <p>Theme: While the experience of stress is often described as confusing, disconcerting, and sometimes, alarming, there are systematic patterns. We'll explore how psychologists have advanced their knowledge of how families experience, and cope with stressful demands.</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Boss, P., Bryant, C., & Milardo, J. A. (2017). <i>Family stress management</i>. 3rd edition. Newbury Park, CA: Sage. Chapter 6: Family coping, adapting and managing. <p>Small Group Work: Family Transition Project—be sure to meet with your group and plan your presentation.</p>
<p>Week #5 10/2/23</p>	<p>FACE-TO-FACE MEETING #2. How Families Respond to Stress and Manage Change</p> <p>Theme: We'll explore how families adjust and adapt to the various stressors they encounter. You will also have some time to meet with your group to work on your Family Transition Project.</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Patterson, J. M., & Garwick, A. W. (1994). Levels of meaning in family stress theory. <i>Family Process</i>, 33, 287-304. <p>Respond: Week #5 Discussion Board Prompt</p> <p>Complete: Lazarus, A., & Folkman, S. (1988). Ways of Coping Questionnaire. [For your personal reflection; you do not need to submit this.]</p>
<p>Week #6 10/9/23</p>	<p>ONLINE: Understanding Problem Behavior Using Family Systems: The Role of the Symptom</p> <p>Theme: How does family systems theory provide EI specialists with a guide for helping families?</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ <i>Understanding Families</i>: Ch. 4, Traditional and evolving roles and functions ▪ Minuchin, S. (1974). <i>Families and family therapy</i>. Chapters 1 and 2. Cambridge MA: Harvard University Press. <p>Respond to: Week #6 Discussion Board Prompt</p>

	<p>Small Group Work: Family Transition Project—be sure to meet with your group and plan your presentation.</p> <p>Submit: A detailed description of the family you will be interviewing for your Family Assessment Project. Include demographic information about the family, the type(s) of special needs one or more children present, and the date(s) you will be interviewing and observing the family. <i>Upload a file to Canvas by Friday, October 13 at 11:59pm EST.</i></p>
Week #7 10/16/23	<p>ONLINE: Disabilities and their Impact on the Family</p> <p>Theme: How does family systems theory and practice apply to families raising a child with a disability or special need?</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ <i>Understanding Families</i>, Ch. 5, Families with Children with Disabilities <p>Small Group Work: Family Transition Project—be sure to meet with your group and plan your presentation.</p>
Week #8 10/23/23	<p>ONLINE: Using Family Interaction as a Lens for Assessment</p> <p>Theme: In what ways does family systems theory require us to reframe the ways we conduct assessments of our EI clients? Spoiler alert—in addition to conducting standard interviews, we can also use the analyses of group processes to understand families.</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Stormshak, E. A., Speltz, M. L., DeKlyen, M., & Greenberg, M. T., (1997). Observed family interaction during clinical interviews: A comparison of families containing preschool boys with and without disruptive behavior. <i>Journal of Abnormal Child Psychology</i>, 25, 345-357. ▪ Fiese, B. H., Winter, M. A., & Botti, J. C. (2011). The ABCs of family mealtimes: Observational lessons for promoting healthy outcomes for children with persistent asthma. <i>Child Development</i>, 82, 133-145. <p>Small Group Work: Family Transition Project—be sure to meet with your group and plan your presentation.</p>
Week #9 10/30/23	<p>ONLINE: Families at High Risk for Not Meeting Children's Needs</p> <p>Theme: Using family systems thinking in EI to better understand the needs of particularly stressed and marginalized families</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ <i>Understanding Families</i>: Ch. 6, Families Living in Poverty ▪ <i>Understanding Families</i>, Ch. 7, Families at Risk

	<ul style="list-style-type: none"> Murry, V. M., Brown, P.A., Brody, G. H., Cutrona, C. E., & Simons, R. L. (2001). Racial discrimination as a moderator of the links among stress, maternal psychological functioning and family relationships. <i>Journal of Marriage and the Family</i>, 63, 915-926. <p><i>Respond:</i> Week #9 Discussion Board Prompt</p> <p><i>Small Group Work:</i> Family Transition Project—be sure to meet with your group and plan your presentation.</p>
Week #10 11/6/23 Family Transition Projects Presented	<p>FACE-TO-FACE MEETING #3: Family Resilience</p> <p><i>Theme:</i> Come and share your group's analysis of a key family transition. Students will present their Family Transition Projects. We'll also explore systems-based intervention strategies to boost family resilience for EI populations.</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Walsh, F. (2016). <i>Strengthening Family Resiliency</i> (3rd Ed.): <ul style="list-style-type: none"> Chapter 1: Foundations of a Family Resilience Approach Chapter 6: Assessing Family Resilience
Week #11 11/13/23	<p>ONLINE: Applying Family Systems Theories for Intervention and Family Therapy</p> <p><i>Theme:</i> How can we use what we are learning about family systems dynamics to strengthen families?</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <i>Understanding Families:</i> Ch. 10: Communication and Collaborating with Families Walsh, F. (2016). <i>Strengthening Family Resiliency</i> (3rd ed.): <ul style="list-style-type: none"> Ch. 7: Practicing principles and guidelines to strengthen family resilience <p><i>Respond:</i> Week #11 Discussion Board Prompt</p>
Week #12 11/20/23	<p>ONLINE: Family-Professional Alliances and the Infant Mental Health Movement</p> <p><i>Theme:</i> Building effective relationships with families. We'll also take a look at the growing movement focused on Infant Mental Health, which often includes a family-focused home visiting component.</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <i>Understanding Families:</i> Ch. 9: Creating Family-Professional Alliances

	<ul style="list-style-type: none"> Stewart, V., Slattery, M., & McKee, J. (2021). Deaf and hard of hearing early intervention: Perceptions of family-centered practice. <i>Journal of Early Intervention</i>, 43, 221-234. <i>Understanding Families</i>, Ch. 8, Infant/Family and Early Childhood Mental Health <p><i>Explore:</i></p> <ul style="list-style-type: none"> Infant and Early Childhood Mental Health in Home Visiting. National Center for Children in Poverty, Bank Street Graduate School of education. https://www.nccp.org/mental-health-in-home-visiting/
Week #13 11/27/23	<p>ONLINE: Interprofessional Collaborations to Support Families</p> <p><i>Theme:</i> Now that we understand systems thinking how can we best work together to help families? The power of inter-professional teams.</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <i>Understanding Families</i>: Ch. 11, Strategies for Supporting Families Masten, A. S., & Monn, A. R., (2015). Child and family resilience: A call for integrated science, practice, and professional training. <i>Family Relations</i>, 64, 5-21.
Week #14 12/4/23 Family Assessment Reports due 12/5/23	<p>FACE-TO-FACE MEETING #4: Interprofessional Case Conference and Wrap-up</p> <p><i>Theme:</i> Putting it all together—how can we use systems theory and practice to help families?</p> <p><i>Complete:</i></p> <ul style="list-style-type: none"> Students will present a synopsis of their Family Assessment as part of our very own Interprofessional Case Conference to be held in class on December 4th. Submit Family Assessment Report by Tuesday, December 5. Complete TRACE Evaluation. <p><i>Respond:</i> Week #14 Discussion Board Prompt</p>

Policy Regarding the Use of Cell Phones, Computers, and/or Recorders: Cell phones should be on silent/vibrate and are not to be used in class. Computers/ tablets may be used for viewing of course content and note taking only. Seminar content may not be recorded.

Policy Regarding Intellectual Honesty and Integrity: Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work on tests and assignments. If you have questions regarding the definitions of cheating or plagiarism, consult the Northeastern University Code of Student Conduct, which is available at <http://www.northeastern.edu/osccr/code-of-student-conduct/> or discuss the matter with me or the TA. Any member of the academic community who witnesses an act of academic dishonesty should report it to the appropriate faculty member or department chair (or equivalent). The charge will be investigated

and if sufficient evidence is presented, the case will be referred to the Northeastern University Office of Student Conduct.

Student Accommodations: Northeastern University and the Disability Resource Center (DRC) are committed to providing services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments (ADAAA) to participate fully in the activities of the University. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current and sustained limiting disability. The DRC is located in 20 Dodge Hall and can provide further information on available services. Additional information about the DRC can be found at <http://www.northeastern.edu/drc/>

Teacher Rating and Course Evaluation (TRACE) Participation: Students are encouraged to submit a Teacher Rating and Course Evaluation (TRACE) for this course as it provides faculty with important feedback about course content, course material, and course instruction. Students enter the system via the my.northeastern.edu portal. Responses are completely anonymous.

**** This syllabus is posted on the Canvas site. Course subject content is tentative and may change during the semester. Students will be notified of changes.**

A Final Note: Please remember that I am here to help you be successful. Don't hesitate to make an appointment if you would like any assistance. I want this course to be as meaningful to you as possible.

MA DPH CEIS Competencies Address in this Course:

1.6 EI Specialists will demonstrate knowledge of how trauma and other sources of family and environmental stress influence early development and child/caregiver interactions.

1.8 EI Specialists will identify how children learn through relationships and demonstrate knowledge of a relationship-based approach to interventions and outcomes.

2.5 EI Specialists will individualize and adapt evaluation and assessment procedures, meeting and respecting the needs of the child, the culture of the family, and the variety of contexts of the child's daily life.

3.1 EI Specialists will demonstrate understanding of strengths and resources that the family contributes to the well-being of their child and family.

3.2 EI Specialists will demonstrate an understanding of, and ability to apply, family-centered practices.

3.3 EI Specialists will demonstrate understanding and respect for the culture of each family.

3.6 EI Specialists will demonstrate an understanding of family dynamics and the impact on a family of having a child with a developmental delay or disability.

6.2 EI Specialists will utilize strategies for intervention based on the strengths, resources, needs, learning styles, and culture of each family.

6.8 EI Specialists will engage and support caregivers in positive interactions with their infants/toddlers that promote healthy social-emotional development.

7.4 EI Specialists will be able to explain the functions of various disciplines to families and key collaborators.

CAEP 5151 Early Intervention: Infant/Toddler Development, Risk, & Disability
Department of Applied Psychology
NORTHEASTERN UNIVERSITY
Fall, 2023

Lead Instructors:

Karin Lifter, PhD, Professor

Department of Applied Psychology;

Mail: 404 International Village; Office: 424 International Village;

Email: K.Lifter@northeastern.edu

Office hours, by appointment

Stephanie Laverdiere, OTR/L, CEIS

Lecturer and Field Supervisor

Department of Applied Psychology

Boston Children's Hospital Early Intervention Program

Class time: 1:35 to 4:05pm; 321 Hayden Hall

This course is offered in a hybrid format. Classes meet synchronously on four Mondays through the semester at 4:00pm:

1. *September 11th*
2. *October 2nd*
3. *November 6th*
4. *December 4th*

All materials and assignments will be posted in the Canvas site of the course. Please see the Guidelines for Professional Online Behavior at the end of this syllabus.

Course Description:

Introduces students to the major theories of development and their implications for intervention. Presents and discusses infant/toddler development, risk, and disability in the areas of cognition, communication, motor, social/emotional, and self-care areas and considers variation in development as a result of multiple factors. Assessments in these areas are introduced, including an evaluation of development through children's play activities. Development and risk are evaluated in relation to culturally diverse beliefs and practices. The course is interdisciplinary; students from diverse programs participate, and professors from school and counseling psychology, special education, speech-language pathology, physical therapy, and nursing teach it.

Textbook:

Fogel, Alan. (2014). *Infant Development: A Topical Approach* (second edition). Cornwall-on-Hudson, NY: Sloan Publishing, LLC.

Readings:

- *Lewis, M. (1996). Developmental principles and their implications for infants who are at risk and/or disabled. In M. Hanson (Ed.), *Atypical infant development* (second edition) (p.17-43). ProEd.

*Garcia-Coll, C. & Magnuson, K. (2000). Cultural differences as sources of developmental vulnerabilities and resources. In J.P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (second edition) (p. 94-114). Cambridge University Press: New York.

Readings provided through NU Library links:

Feldman, R. (2009). The development of regulatory functions from birth to five years: Insights from premature infants. *Child Development*, 80 (2), 544-561.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01278.x/full>

Hart, B. and Risley, T. (1992). American Parenting of Language-Learning Children: Persisting Differences in Family-Child Interactions Observed in Natural Home Environments. *Developmental Psychology*, 28 (6), 1096-1105.

<http://ezproxy.neu.edu/login?url=https://search-proquest-com.ezproxy.neu.edu/docview/614306987?accountid=12826>

Lifter, K., Foster-Sanda, S., Arzamarski, C., Briesch, J., & McClure, E. (2011). Overview of Play Its Uses and Importance in Early Intervention/Early Childhood Special Education. *Infants & Young Children*, 24(3), 225-245.

<http://ovidsp.tx.ovid.com/sp-3.26.1a/ovidweb.cgi?&S=GPFGFPAKDDDDJECLNCGKECGCCMHKAA00&PDFLink=B%7cS.sh.22%7c1&WebLinkReturn=Complete+Reference%3dS.sh.22%7c1%7c1%26FORMAT%3dcitationFormatPrint%26FIELDS%3dFORMATI>

Online Readings from the Center on the Developing Child

National Scientific Council on the Developing Child. (2005/2014). *Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper 3*. Updated Edition.

<http://www.developingchild.harvard.edu>. https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2005/05/Stress_Disrupts_Architecture_Developing_Brain-1.pdf

National Scientific Council on the Developing Child (2006). *Early Exposure to Toxic Substances Damages Brain Architecture: Working Paper No. 4*. Retrieved from www.developingchild.harvard.edu.

National Scientific Council on the Developing Child (2012). *The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain: Working Paper No. 12*. Retrieved from www.developingchild.harvard.edu.

National Scientific Council on the Developing Child (2020). Connecting the brain to the rest of the body: Early childhood development and lifelong health are deeply intertwined. Working Paper # 15. <https://developingchild.harvard.edu/resources/connecting-the-brain-to-the-rest-of-the-body-early-childhood-development-and-lifelong-health-are-deeply-intertwined/>

Early Intervention Operational Standards and Agreements. Massachusetts Department of Public Health: 2013 (Uploaded to Canvas)

Course Objectives:

The goal of this course is to enable students to develop the knowledge and competencies to understand the developing infant/toddler, in general, and the infant/toddler who is developing with a disability or is at-risk for developmental delay, in particular, in the context of a family. The objectives are to:

- Learn the major theories of child development;

- Gain knowledge of infant/toddler development in the areas of cognitive, language, perceptual/fine motor, gross motor, selfcare/adaptive, personal/social and play development, and variation in development as a function of disability;
- Gain knowledge of the major risk factors for developmental dysfunction;
- Gain knowledge of the legislation that led to the preparation of Early Intervention personnel and the provision of services to infants and toddlers with disabilities, and their families;
- Gain knowledge in the assessment of infant/toddler development in the areas of cognitive, language, perceptual/fine motor, gross motor, self-care/adaptive, and personal/social and play development, and the implications for practice.

Early Intervention certification competencies (MA DPH Revised 2013)

Several of the competencies that have been set forth by the Massachusetts Department of Public Health for the certification of Early Intervention Specialists are addressed in the course. They are that the EI Specialist shall be able to:

Primary Competencies

1.1 EI Specialists will demonstrate knowledge of typical and atypical infant and early childhood development, including major theories; domains and their interconnection; sequences; ranges; and variability.

1.2 EI Specialists will demonstrate knowledge of current research findings on brain development, and identify factors that influence early brain development and learning.

1.3 EI Specialists will demonstrate knowledge of common factors impacting and influencing child development, including environment, culture, family, and caregiver relationships.

1.4 EI Specialists will demonstrate knowledge of origins and characteristics of developmental disabilities and disorders as well as their impact on early development and child/caregiver interactions.

1.5 EI Specialists will demonstrate knowledge of the impact of biological risk factors, including but not limited to prematurity, and other medical conditions, on child development and child/caregiver interactions.

1.6 EI Specialists will demonstrate knowledge of how trauma and other sources of family and environmental stress influence early development and child/caregiver interactions

1.7 EI Specialists will identify how children learn through play within and across developmental domains, based on individual learning styles and temperament.

8.4 EI Specialists will demonstrate the use of current infant/toddler research to approach and/or modify practice.

Secondary Competencies

6.1 EI Specialists will use the child's strengths to develop appropriate strategies to address infant/toddler needs across the domains.

8.1 EI Specialists will demonstrate a basic knowledge of relevant federal and state legislation, regulations and policies that impact services and supports to children and families (including IDEA, FERPA, Massachusetts EI Operational Standards, and state eligibility criteria).

Course Format and Overview of Assignments

In addition to four synchronous meetings, all students are required to participate in discussions via Canvas for which the quality of your contributions will be monitored and considered when assigning a grade. Readings will be posted, and these readings will inform class discussions in

which you are expected to participate. Assignments and projects also will be posted on Canvas and students should check for announcements/postings regularly. Activities required as part of this class will include: assigned readings, lectures (both in class and on-line), group discussions, written assignments, quizzes, and a project in which you observe a child between birth to three years-old, and then describe and analyze the child's development in each of the developmental domains. ***In general, assignments are due by midnight on Sunday, at the end of the week they are posted.***

Course Project:

Students complete a course project for which you observe, describe, and analyze the development of an infant or toddler (birth to 3.0 years) according to the following factors: each of the developmental domain areas, including play; how the developmental domains relate to one another; potential risks in the child's life; how these risks manifest in the child's development and variation in development. The descriptions and analyses of developmental progress must be tied to theories of development. Project guidelines will be posted on the class site in Canvas.

Given the limitations imposed by COVID-19, we have to adjust the projects with regard to whom you can observe. Here are a couple of acceptable scenarios:

- to observe a child whom you know through zoom meetings (e.g., a family member; a friend's child).
- to observe a child whom you identify through YouTube videos (you would have to have enough observations to develop a reasonable project)
- to identify a baby from a television series that has repeated episodes in which you can observe how that character moves, thinks, feels, and engages with others.

Grading:

Discussion Board activities	30%
Written Assignments	25%
Final Exam	15%
Course Project	30%

Course Policies:

1. Many of the videos shown during class times will be of a vulnerable and protected population. ***Therefore, I ask that you do not video record any of those presentations.***
2. Students are expected to maintain the standards for academic honesty that are described in the Graduate Student Handbook for Northeastern University.
3. Students are expected to attend each synchronous class and to participate in all aspects of class activities and course work (e.g., discussions, weekly reflections, term project). ***Because this course only has four synchronous meetings, students are required to attend each of these four meetings.***
4. Students are expected to submit all assignments in a timely manner. Any exceptions must be negotiated with the instructor.
5. Cell phones, pagers, and other communication devices, ***in addition to laptops***, must be off during class.
6. University policy dictates that students must seek a professor's permission to tape record class sessions.
7. We will take a break about halfway through each class. Students are strongly encouraged to wait until the break to leave the class.

8. Although the syllabus is set here, the instructors reserve the right to make changes in it if they deem changes will enhance the learning experience.
9. The instructors appreciate student initiative. Please speak up if you have suggestions about modifying the format of the course.

Anti-Racism Statement: It is my goal to ensure that all perspectives are appreciated and understood in this class. I affirm a commitment to recognizing, addressing, and eliminating all forms of racism. Each of us are at our own place in the anti-racist journey. I will purposefully strive to identify, discuss, and challenge issues of race, color, ethnicity, and impact(s) they have on my students.

Course Schedule, Topics, and Readings by week.

Weekly assignments are posted in the Canvas site.

Week 1 September 11	<p align="center">Synchronous Meeting #1</p> <p>Overview of Early Intervention</p> <ul style="list-style-type: none"> • Introduction to Early Intervention: Eligibility categories and professional roles. <p>Overview of course:</p> <ul style="list-style-type: none"> • Introduction to Developmental Domains; • Introduction to infants and toddlers with and with delays • Class project; • Canvas discussion posts 	<p>EI Operational Standards: pages 11-16 (see link).</p> <p>Fogel: chapter 1, pages 11-25; chapter 9, pages 372-375, which includes Vygotsky; Lewis, 1996.</p>
Week 2 September 18	<p>Introduction to development: Major theories of development. <i>Online lecture and assignment</i></p>	<p>Fogel: chapter 1, pages 1-11 and 25-35;</p>
Week 3 September 25	<p>Prenatal and Newborn/Infant Development Introduction to risks in development, including maternal depression. <i>Online lecture and assignment</i> <i>(The online information is courtesy of Mrs. Eunice Shishmanian, MS, RN and Dr. Beauchesne, School of Nursing)</i></p>	<p>Fogel: chapters 2 and 3 36-112; Chapter 7, pages 247-253 (maternal depression); Chapter 9, pages 379-392 (nutrition); Feldman (2009).</p>

Week 4 October 2	<p align="center">Synchronous Meeting #2</p> <p>Physical and Motor Development Disorders of physical and motor development (e.g., Cerebral palsy).</p>	Fogel, Chapter 4 Fogel: chapter 5
Week 5 October 9	<p>Brain Development Health and Risk Overview of Prematurity <i>Online lecture and assignment</i></p>	Center on the developing Child: Excessive Stress (2014). Working paper #3. Early Exposure to Toxic Substances Damages Brain Architecture, Working Paper #4. Connecting the brain to the rest of the body. #15.
Week 6 October 16	<p>Perceptual and Cognitive Development <i>Online lecture and assignment</i> Overview of Down syndrome</p> <p><i>Part 1 of project due</i></p>	Perceptual development: pages 157-164; 173-179; 185-187; 256-258; 266-268; 322-324. Cognitive development: Fogel: chapter 6.
Week 7 October 23	<p>Emotion, Temperament, Self-awareness <i>Online lecture and assignment</i></p>	Fogel: chapter 8
Week 8 October 30	<p>Social Development; development of attachment and early relationships; Transactional model of development. Overview of Autism <i>Online lectures and assignment</i></p>	Fogel: chapter 1, pages 20-25, and chapter 9, pages 357-379; Center on the Developing Child: Science of Neglect, Working Paper #12 (2012);
Week 9 November 6	<p align="center">Synchronous Meeting #3</p> <p>Language Development; Language Delay</p>	Fogel: chapter 7, and chapter 8, pages 339-342; Hart and Risley (1992)
Week 10 November 13	<p>Parenting and Caregiving: Attachment, Nutrition, Safety</p> <p><i>Part 2 of project due (to include revisions of Part 1, to be uploaded to the links for the project components)</i></p>	Fogel: chapter 9.

Week 11 November 20	Impact of Culture on Development Impact of child with delays and disabilities on the family. <i>Readings</i> <i>Thanksgiving Week</i>	Fogel: chapter 10; Garcia-Coll & Magnuson, (2000).
Week 12 November 27	Play development, Delays in play <i>Online lecture and assignment</i> <i>Preparation for in-class discussion on play; no discussion or written assignments</i>	Review Fogel: chapter 11; Lifter et. al., (2011)
Week 13 December 4	<p style="text-align: center;">Synchronous Meeting #4</p> Play in Context; Course Wrap-up Discussion of video-recordings of children's play activities: toddlers with and without disabilities (please re-review the presentations on prematurity, Down syndrome, and autism) Analysis and integration of developmental domains. <i>Part 3 of project due (Parts 1, 2 revised):</i> Complete TRACE Evaluation of course for NEU	Continue Fogel: chapter 11;
Week 14 December 11	Exam Week: Final Quiz The on-line final will be two hours in length, with one opportunity to complete it. The link will be open from noon on Monday, 12/11/23 to midnight Wednesday, 12/13/23.	

SLPA 5154 Early Intervention: Practicum
PRACTICUM IN EARLY INTERVENTION
Fall 2023: 4 Mondays 8:50-10:20AM
Sept. 11th, Oct 2nd, Nov. 6th, Dec. 4th

This course is presented in a hybrid on-line/face-to-face format. It is restricted to students in the Interdisciplinary Certificate Program in Early Intervention, or those with permission of the instructor.

The web site for on-line components of this course is: <http://blackboard.neu.edu>

The web site for the Early Intervention Program is: www.northeastern.edu/bouve/ap/programs/early-intervention/

INSTRUCTOR:

Leah Koretz, LMHC, CEIS, IMH-E®

Adjunct Professor

Department of Language and Communication Disorders

Boston Children's Hospital Early Intervention Program

Office Hours: by appointment

Email: Leah.Koretz@childrens.harvard.edu

Phone: 781-366-0296 (calls and texts)

PURPOSE AND OVERVIEW:

The purpose of this practicum course is to provide students with supervised fieldwork experience in team-oriented interventions designed for infants/toddlers and their families from linguistic and cultural minority groups. The practicum course is conceptualized as a training experience to connect and apply the theories addressed in the various EI didactic courses and the students' fieldwork. As a result of two semesters of practicum experience, students are expected to master early intervention and team participation core competencies to work effectively with families and infant/toddlers of diverse linguistic and cultural backgrounds. In addition, students will master competencies related to working on teams and coordinating their work with other professionals. During each semester, there will be four face-to-face class sessions. These class sessions will be supplemented by means of regular communication on the Internet (using Blackboard Learning System).

COURSE CONTENT:

The following professional areas will be addressed during class sessions:

- A systematic approach to problem solving, including how to use journals to reflect on cases
- Teamwork and trans-disciplinary collaboration
- Cultural, developmental, and familial issues in assessment of infants and toddlers
- The impact of service delivery system factors on early intervention practice

REQUIRED READING MATERIALS:

Gowen, Jean Wixson and Nebrig, Judith Brennan (2002) Enhancing Early Emotional Development Guiding Parents of Young Children. Baltimore MD. Brooks Publishing

Guralnick, Michael J. *Why Early Intervention Works: A Systems Perspective from Infants and Young*

Children Volume 24, No. 1, pp. 6-28 Copyright 2011, Wolters Kluwer Health, Lippincott Williams and Wilkins

LaFasto, Frank and Larson, Carl (2001) When Teams Work Best Sage Publications Thousand Oaks, CA

What Do We Do? Learning Together as a Family Professional Partnership Chapter 7 of Early Intervention

Additional Media:

“Babies” documentary from 2010

“Far from the Tree” either book or movie

IMPORTANT WEBSITES:

Mass.gov/EI/clinicians-this section now has EI trainings

MA EI Training Center Dropbox:

<https://www.dropbox.com/sh/cpewylr7bcoefyv/AAA89>

MA EI Eligibility:

<http://www.mass.gov/eohhs/consumer/community-health/family-health/early-childhood/ei/eligibility.html>

MA Early Intervention Operational Standards and Agreements:

<http://www.mass.gov?eohs/docs/dph/com-health/early-childhood/operational-standards.doc>

EARLY INTERVENTION CERTIFICATE COMPETENCIES (2012):

Several of the competencies that have been set forth by the Massachusetts Department of Public Health for the certification of Early Intervention Specialists will be addressed in the course. They are that the EI Specialist shall be able to:

PRIMARY COMPETENCIES

- 1.6 EI Specialists will demonstrate knowledge of how trauma and other sources of family and environmental stress influence early development and child/caregiver interactions
- 1.7 EI Specialists will identify how children learn through play within and across developmental domains, based on individual learning styles and temperament
- 1.8 EI Specialists will identify how children learn through relationships, and demonstrate knowledge of a relationship-based approach to interventions and outcomes
- 2.6 EI Specialists will collaborate with families and other team members to identify current levels of functioning, strengths, and needs of the infant/toddler throughout the IFSP process.
- 3.4 EI Specialists will share complete and unbiased information with families that enables them to make informed decisions regarding services, supports, and techniques.
- 3.5 EI Specialists will support families to access opportunities for family support, family networking, and involvement within and beyond the Early Intervention system.
- 4.1 EI Specialists will demonstrate knowledge of federal and state components and requirements throughout the IFSP process, including procedural safeguards.

- 4.2 EI Specialists will effectively explain the IFSP purpose and facilitate the process in order to promote family understanding and participation in the collaborative process.
- 4.3 EI specialists will gather information from the family and key collaborators in order to reflect the child and family's unique strengths, needs, and priorities in developing the IFSP.
- 4.4 EI Specialists will demonstrate the ability to generate functional/measurable outcomes and strategies and to plan services that will be embedded in the family's natural routines.
- 4.5 EI specialists will adhere to appropriate IFSP timelines, and requirements for notification and informed consent in the ongoing reviews and transition planning.
- 5.1 EI Specialists will monitor and coordinate the delivery of EI services by engaging in ongoing dialogue with the family to effectively revise, update, and utilize the IFSP.
- 5.2 EI Specialists will use effective oral and written communication and problem-solving strategies to coordinate individualized EI services and community supports for each child and family.
- 5.3 EI Specialists will ensure that health information (including medical, nutrition, and feeding) is current and reflected in the ongoing planning and coordinating of IFSP services.
- 5.4 EI Specialists will demonstrate knowledge of and ability to network with public and private providers in order to assist the family in accessing a variety of individualized services and resources, including but not limited to financial, specialty service, health, social, and developmental services and resources.
- 5.5 EI Specialists will support families in acquiring the knowledge and tools needed to enhance their capacity for self-advocacy.
- 5.6 EI Specialists will facilitate the development of a comprehensive transition plan, including the Transition Planning Conference, to promote smooth transitions for all families exiting Early Intervention.
- 5.7 EI Specialists will demonstrate knowledge of federal, state, and local LEA requirements and timelines to ensure smooth transitions for children transitioning to Part B services.
- 6.2 EI Specialists will utilize strategies for intervention based on the strengths, resources, needs, learning styles, and culture of each family
- 6.3 EI Specialists will plan, facilitate, and modify home visits in a variety of settings to promote outcomes and learning opportunities in collaboration with families and other providers.

SECONDARY COMPETENCIES

- 2.1 EI Specialists will facilitate pre-evaluation planning with the family.
- 2.2 EI Specialists will collect, interpret, synthesize, and report relevant information related to eligibility evaluation and ongoing assessment
- 2.4 EI Specialists will demonstrate the ability to interpret and discuss the results of evaluations and assessments by communicating effectively with families, both orally and in writing.
- 3.1 EI Specialists will demonstrate understanding of strengths and resources that the family contributes to the well-being of their child and family.
- 3.2 EI Specialists will demonstrate an understanding of, and ability to apply, family-centered practices.
- 6.1 EI Specialists will use the child's strengths to develop appropriate strategies to address infant/toddler needs across the domains.

COURSE REQUIREMENTS

Failure to meet one or more course requirements may result in an incomplete or failing grade.

CLASS FORMAT

Instructors will visit the students' field sites and site supervisors at least three times during the fall and spring semesters. The purpose of the visits are twofold: (a) to ensure that the field setting is providing students with experiences that facilitate the development of relevant competencies, and (b) to assess the students' progress in attaining relevant competencies.

Practicum seminars will meet four times each semester, for 1.5 hours per session. Class discussions will be guided by principles of problem-based learning. Problem-based learning involves the application of a systematic problem-solving process to case studies. Students will present their own early intervention cases for the goals of assisting clients and learning a trans-disciplinary approach to service delivery. Face-to-face class sessions will be complemented by ongoing communication on Northeastern University's web-based Canvas Learning System.

Practicum Hours

Master's students and certificate (only) students who are not currently working at an early intervention site must complete a minimum of 300 total hours of field-based early intervention experience.

Certificate (only) students who are working at an early intervention site must complete a minimum of 300 hours of which 150 hours might be their routine job activities. All 300 hours must address the Massachusetts early intervention competencies as specified in the student's Learning Contract for the practicum.

Student In-services and Projects

Students are expected to provide at least one professional presentation or complete one administrative project during each affiliation. Presentations or projects may be in the form of a case study, journal article review, or an in-service focused on one particular area of interest to the staff of the affiliation site.

Other Core Requirements

1. There are only four face-to-face class sessions. Seminars will be completed via Zoom during this time of COVID-19. Thus, prompt attendance at all class sessions is very important to passing the course. In the unusual circumstance that a student misses a class because of illness or some other legitimate reason, the instructors will require students to make up the missed class by means of an assignment.
2. Participation in class discussions.
3. Cell phones, pagers, **laptops**, and other communication devices must be off during class. Laptops are not needed in this class because it is a discussion-based seminar.
4. Present one of your early intervention cases. Presentations should reflect the integration of theory/research and practice (see below). Students are encouraged to make use of handouts in order to enhance the clarity of their presentations. Case presentations will follow a systematic problem-based format as described below:
 - Begin case presentation with your principal concerns or questions
 - Describe relevant case history
 - Describe current developmental weaknesses
 - Describe notable strengths of infant/toddler

- Describe relevant ecological factors
 - Culture
 - Family
 - Community
 - Early intervention service setting(s)
 - Other
 - Your hypotheses about causes, obstacles, and potential avenues for change
 - Your thoughts about how the case relates to theory or evidence-based practice
 - Case presentations, including discussion, will be limited to 20 minutes
5. Write five reflective journal entries. Ideas for topics include: parenting styles, working in challenging environments, understanding the grief process, etc...because of COVID-19 and practicum experience starting off being virtual new topics for journals may arise and are welcomed!
 6. Complete all field work-related forms (see student manual for the program), including
 - Learning Contract
 - Competencies rating forms
 - Daily log of fieldwork activities and the time spent in these activities
 - Practicum form
 - Transcript release
 - Application for provisional certification
 7. Constructively and honestly critique your professional strengths and weaknesses.
 8. Given the limited number of class sessions, it is imperative that students take responsibility for immediately contacting the course instructors about concerns or issues pertaining to their practicum sites.
 9. Attain satisfactory or higher ratings from field supervisor on practicum competencies.

Topics by week (Fall 2022 – to be updated)

Week 1 9-12-2022	<u>Face-to-Face Meeting #1</u> 1. Review Syllabus and competencies 2. Overview of EI in Massachusetts 3. Goals of Practicum Seminar	1) Schedule initial meeting with Site Supervisor 2) Learning Contracts Due 3) Discussion Post: Introduce yourself to the group-where are you doing your practicum? Who is your practicum supervisor? What is their background?
Week 2 9-19-2022	1. Watch “Babies” documentary	Discussion Post: What did you enjoy about this documentary? Was there anything in this documentary that made you question your assumptions or think differently?

Week 3 9-26-2022	<ol style="list-style-type: none"> 1. The use of observation, reflection and relationship building in early intervention 2. Read article: “Why Early Intervention Works” 	Journal #1: In a one-page paper please reflect on a relationship you have that is easy and one that is more challenging. Feel free to hypothesize about why these differences may or may not be.
Week 4 10-3-2022	<u>Face to Face Meeting #2</u> <ol style="list-style-type: none"> 1. Becoming an EI Clinician 2. Who are the “players” on an EI team? 3. Role of Service Coordinator 4. What is PIWI? 5. What are dyadic and triadic strategies? 	Discussion Post: What is the structure of the program where you are interning? How big is the program? How many clinicians work there? How many families does the program serve? What population does the program serve? What is the culture of the program? How are the therapists feeling about the transition to telehealth?
Week 5 10-10-2022	<ol style="list-style-type: none"> 1. Read chapter 7 “<i>What Do We Do? Learning Together as a Family Professional Partnership</i>” 2. Take Learning Styles quiz 	Discussion Post: What is your learning style? Does it feel accurate? What does it tell you that you did or did not already know about yourself?
Week 6 10-17-2022	<ol style="list-style-type: none"> 1. Discussion post on building relationships with families. 2. Read Chapter 1 from <u>Enhancing Early Emotional Development</u> “<i>It’s all about relationships</i>” 	Journal #2: Discuss how EI clinicians build relationships with families. What are important qualities to create strong working relationships with families? How are these relationships different from your personal relationships? Feel free to discuss a family where the relationship seems to work easily or one that is a challenge. Discuss why you believe the relationship works easily or why there may be challenges. Do you think building the relationship would be easier in person?
Week 7 10-24-2022	<ol style="list-style-type: none"> 1. Parenting Styles 	Journal #3: Please reflect on your parents’ parenting styles. Assuming you have two parents, were their parenting styles the same or different? Did one style match you better than the other? If you have a sibling, did they feel the same way?
Week 8 10-31-2022	<ol style="list-style-type: none"> 1. Continue with practicum activities 2. Attaining competencies 3. Self-Care 	Schedule visits with site supervisors

Week 9 11-7-2022	<p><u>Face to Face Meeting #3</u></p> <ol style="list-style-type: none"> 1. What is Grief? 2. What is the process of grief? 3. Why do we talk about grief in early intervention? 4. Read one chapter of “<i>Far from the Tree</i>” or watch the movie 	<p>Journal #4: In a one-page summary, discuss the family story you chose. What did the families’ grief process look like? Were there things that the family could have done or not done that would have helped their situation?</p>
Week 10 11-14-2022	<ol style="list-style-type: none"> 1. Putting all the pieces together for providing early intervention therapy to children and families 2. Play-what is it? Why do we use this? 3. What happens when the goals of the parents and the clinician do not match? 	<p>Discussion Post: Discuss a positive memory you have a playing? How old were you? What do you remember about it?</p>
Week 11 11-21-2022	<ol style="list-style-type: none"> 1. Clinical Processes 2. Giving and receiving difficult information. 3. What are the tensions in our work? 	<p>Journal #5: Describe a discussion you had with either a teammate, a friend, family member or a clinical relationship where you had to give difficult or challenging information. Describe how the situation went and how it made you feel. Discuss how the situation could have gone better or the opposite how it could have gone worse. What prepared you for this conversation?</p>
Week 12 11-28-2022	<ol style="list-style-type: none"> 1. Continue with practicum activities 2. Attaining competencies 3. Self-Care 	<p>Schedule visits with site supervisors</p>
Week 13 12-5-2022	<p><u>Face to Face #4</u></p> <p>Presentation of Case Studies</p>	<p>Case Study Due: 12-5-2022</p> <p>Written copy uploaded to Blackboard or emailed to: leah.koretz@childrens.harvard.edu</p>

		In-class (or via Zoom) presentation (approximately 10-15 minutes)
Week 14 12-12- 2022	Schedule end of semester meetings with Site Supervisors	Wrap Up

**CAEP 5153: Assessment in Early Intervention
Spring 2024 Syllabus**

Department of Applied Psychology

Northeastern University

This course is presented in a synchronous and asynchronous online format, and it is delivered through the Canvas platform. There are four scheduled face-to-face class meetings that are synchronous. **These meetings are from 10:30 am- 1:00 pm in Room 010 East Village on: January 8th, February 4th, March 11th, and April 8th**

All other class materials and activities are delivered asynchronously.

The website for the Early Intervention Program is: www.northeastern.edu/bouve/ap/programs/early-intervention

Lead Instructor:

Stephanie Laverdiere, OTR/L, CEIS, Lecturer

Boston Children's Hospital Early Intervention Program

S.laverdiere@northeastern.edu

617.942-1254

Office hours: By appointment

Participating Instructors:

1. Ann Golub-Victor, PT, DPT, MPH, Clinical Professor,
Dept. of Physical Therapy, Movement and Rehabilitation Sciences
Associate Director, Interdisciplinary Certificate Program in Early Intervention
2. Karin Lifter, PhD, Professor
Director, Interdisciplinary Certificate Program in Early Intervention Department of Applied Psychology
404 International Village
K.Lifter@northeastern.edu

Course Description: This course is part of an interdisciplinary, preservice training program at Northeastern University for Early Intervention (EI) Personnel who will serve infants and toddlers with documented disabilities or who are considered, 'at risk' for developmental delay. Students will learn to serve infants, toddlers, and families from linguistically and culturally diverse backgrounds. Information and training will be provided in the content and process of assessment and the delivery of early intervention services to infants and toddlers. This course is one of the requirements for the EI Program that addresses specific competencies for certification designated by the Massachusetts Department of Public Health.

Course Goals:

- To introduce students to the assessment process, especially as it pertains to infants and toddlers, to include screening, eligibility, and curriculum-based assessment tools
- To provide students with a thorough understanding of the eligibility tool used in Massachusetts – the Battelle Developmental Inventory (revised edition: BDI-2 and introducing the BDI-3)

- To provide students with a thorough understanding of curriculum-based assessments
- To help students understand the links between eligibility assessment and planning interventions (i.e., setting up an intervention plan using results from curriculum-based assessments)
- To provide students with the knowledge and skills to write reports of assessment results

Student Learning Objectives:

Upon completion of this course, students will be able to:

Describe the purposes of eligibility and curriculum-based assessments (written reports)

Administer and score the BDI-2/BDI-3 with fidelity (supervision of administration)

Administer and score at least two curriculum-based assessments with fidelity (supervision of administration)

Construct a comprehensive report of an infant or toddler, using eligibility and curriculum-based assessments (written reports)

Identify relevant objectives for an intervention plan, based on assessment results (written reports)

Text Book:

BDI-2 and BDI-3 Manuals. You do not have to purchase these volume. The manual will be available with the BDI-2 and BDI-3 assessment kits, and additional manuals are available for you to borrow.

Readings:

Additional required and supplementary readings will be posted in Canvas.

Important Information from Bouvé College of Health Sciences, with links. Please review.

[Class Participation](#)

[Professional Conduct](#)

[Academic Integrity](#)

[Students with Disabilities](#)

[Student Wellness](#)

[Title IX Policy](#)

[Course Feedback](#)

[Diversity, Equity, and Inclusion](#)

EI Operational Standards:

Uploaded to Canvas with link here: <https://www.mass.gov/lists/early-intervention-policies>

Instructional Methodologies/Philosophy:

Activities required as part of this class will include: lectures, group discussions, assigned readings, team problem solving, test administration and scoring, interviewing and obtaining case history information, and the completion of various case projects.

In addition to four synchronous meetings, all students are required to participate in conversations via Canvas and to complete the posted assignments. The quality and quantity of your contributions will be monitored and will be considered when assigning a grade. Readings will be posted and these readings will inform class discussions in which you participate. Assignments and projects will be posted in Canvas. Students should follow the course plan presented in Canvas and check for announcements regularly.

Given the reality of this pandemic, to the maximum extent possible, case studies will be provided to students for evaluation and analysis, which will forgo the standard requirement of students administering various assessments to children.

WEEKLY SCHEDULE

ASSIGNMENTS: Specific assignments will be posted on Canvas.

Date	Topics and General Assignments
Week 1 January 8	<p>First Face to Face meeting:</p> <ul style="list-style-type: none"> • Overview of course: review of syllabus and class requirements • Discussion of EITC online courses (structured and interview items for the BDI-2) • Introduction to the BDI-2 and BDI-3 and their materials <ul style="list-style-type: none"> ○ Discussion of field experiences with assessment and what is happening re: BDI-2 and BDI-3 <p>Online: Introduction to Assessment in Early Intervention</p> <ul style="list-style-type: none"> • Take the course offered by the Early Intervention Training Center on the Overview of the Battelle Developmental Inventory – Revised edition <i>“Introduction to the BDI-2 in MA EI: A General Overview”</i> https://www.mass.gov/professional-development-for-ei-providers Go to: “Professional Development for EI Providers” Then to “online training and resources” also known as “Training on Demand” Select: “Introduction to the BDI-2 in MA EI: A General Overview” <p>Upload quiz results</p>
Week 2 January 15 MLK Day	<p>Online BDI-2/3 Assignment:</p> <ul style="list-style-type: none"> • Read Chapter 1 of the BDI-2/BDI-3 manuals: Introduction and Description of the BDI-2/BDI-3 <ul style="list-style-type: none"> • Read pages 1 – 22 in the EI Operational Standards with particular attention to the eligibility requirements for EI (pages 11-16) Massachusetts: https://www.mass.gov/files/documents/2016/07/nw/ei-operational-

	standards.pdf?_ga=2.4731955.1472899230.1599698905-571579936.1599441630 Upload written assignment
Week 3 January 22	Online: BDI-2/3 (continued) <ul style="list-style-type: none"> • Read Chapter 2 of the BDI-2 and BDI-3 manuals: Description of the BDI-2/3 and General Testing Considerations • Complete EITC Online Training component: <i>BDI-2 Standardized Structured Procedure</i> (see link above to get to the EITC site) • Upload quiz results to the link in Canvas platform • <i>Begin to think about when you can observe and practice with the BDI-2/3 testing kits at the Speech Clinic 5th floor of Behrakis or in the Department of Applied Psychology (404 INV).</i>
Week 4 January 29	Online: BDI-2/3 (continued) <ul style="list-style-type: none"> • Read Chapter 3 of the BDI-2 and BDI-3 manuals; Administration and Scoring • Complete EITC Online Training component: <i>BDI-2 Standardized Interview Procedure</i> • Upload quiz results to the link in Canvas platform
PRACTICE WORK: Independent work in Speech Clinic or INV	Supervised practice administration of BDI-2/3 with partners in the Speech Clinic or INV To be scheduled: <ul style="list-style-type: none"> • <i>you will be evaluated on the administration of selected items and scoring</i> Supervised observation: Evaluation of administration of structured, observation, and interview items on the BDI-2/3
Week 5 February 5	Second Face to Face Meeting: <ul style="list-style-type: none"> • Motor Assessment with Dr. Ann Golub-Victor (Assignment to be determined)
Week 6 February 12	Online: Introduction to Curriculum-Based Assessment <ul style="list-style-type: none"> • The AEPS (Assessment, Evaluation, and Programming System) Assignment: View online presentation; Begin readings on AEPS Administer AEPS on case child
Week 7 February 19 President's Day	Online: Curriculum Based Assessment AEPS (continued) <ul style="list-style-type: none"> • Administer 1-2 domains of the AEPS to a case child using 1 -2 activities as described in the Activity Sheets of the AEPS Upload a 1-2 page summary of your results
Week 8 Feb 26	Online: Curriculum Based Assessment (continued)-The Developmental Play Assessment for Practitioners (DPA-P)

	<ul style="list-style-type: none"> • Listen to the presentation on the DPA-P • Begin the DPA-P online training program <p>(You will be provided with access to the online training program)</p>
Week 9 March 4	Spring Break
Week 10 March 11	Third Face to Face Meeting- Language/Communication Assessment in Early Intervention (Guest Speaker) Introduction of Screening Instruments <ul style="list-style-type: none"> • ASQ-3: Ages and Stages Questionnaire • ASQ-SE: Ages and Stages Questionnaire for Social-Emotional
Week 11 March 18	Screening Instruments in Early Intervention: ASQ-3 and ASQ-SE (continued) Assignment: <ul style="list-style-type: none"> • ASQ: Social-Emotional screening Complete the EITC training component: <i>Using Social Emotional Screening: Tool to Build Understanding of the Child, and Foster a Connection with the Family</i> • https://www.mass.gov/professional-development-for-ei-providers <ul style="list-style-type: none"> • https://hsmc.customers.my-lms.net/course/view.php?id=194 • Upload quiz results to Canvas link
Week 12 March 25	ASQ-3: Ages and Stages Questionnaire (continued) Assignment: Administer the ASQ-3 or ASQ-SE to a case child Upload the results in pdf format
Week 13 April 1	Fourth Face to Face Meeting: Introduction to Report Writing (Guest Speaker) <ul style="list-style-type: none"> • Writing reports for the BDI-2/3; AEPS and DPA-P • Review challenges of giving feedback to caregivers • Review connection of reports to IFSP objectives
Week 14 April 8	First submissions of reports due
Week 15 April 15 Patriot's Day	All final drafts of reports due
Week 16 April 22	Exam Week

GRADING

Quizzes (from training videos: 10 points each)

- BDI-2 Overview 10 points
- Structured Administration 10 points
- Interview Administration 10 points
- ASQ:SE 10 points

Assignments: Written

- Week 2 written assignment 10 points
- Motor assessment 10 points

Assignments: Test Administration

- Supervision activity 25 points
- Administration AEPS 25 points
- Administration ASQ-3 25 points
- Completion of DPA-P 25 points

Assignment: Report Writing

- BDI-2/3 25 points
- AEPS 25 points
- DPA-P 25 points

Final Grades will be awarded as follows (235 points possible):

Grade	Points		Grade	Points
A	215-235		C+	125-140
A-	195-215		C	110-125
B+	175-195		C-	95-110
B	155-175		F	Below 95
B-	140-155			

COURSE POLICIES: Use of Recorders/Computers/Calculators: Students must seek the instructor's permission to tape record class lectures/presentations. Calculators may be used to compute test scores. Cell phones **MUST BE TURNED OFF/SILENT MODE** during all synchronous class meetings.

Academic Honesty: Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work on tests and assignments. If you have questions regarding the definitions of cheating or plagiarism, consult the Northeastern University Student Handbook and/or contact your professor **PRIOR** to submitting work for evaluation.

Any member of the academic community who witnesses an act of academic dishonesty should report it to the appropriate faculty member or department chair (or equivalent). The charge will be

investigated and if sufficient evidence is presented, the case will be referred to the Northeastern University Student Judicial Hearing Board.

An Inclusive Classroom

It is my goal to create an environment that is welcoming to diverse points-of-view and conducive to dialogue that moves all our learning forward. My responsibility in this regard includes presenting content that reflects a broad array of human experience and facilitating thoughtful discussions about issues. Students' responsibilities include identifying perspectives that may be missing from the conversation, being respectful of each other's contributions, and adopting a genuine desire to understand (not necessarily agree with) views raised by others in class. Below are proposed ways we might foster a brave space (adapted from Gorski,

2019; <http://www.edchange.org/multicultural/activities/groundrules.html>):

1. Make a commitment to learning (but not debating)
 - a. Listen/read actively to understand others' views.
 - b. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
2. Comment to share information rather than persuade others.
 - a. Communicate from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
 - b. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
 - c. Do not be afraid to respectfully challenge one another by asking questions but refrain from personal attacks -- focus on ideas.
3. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
4. Respect privacy and confidentiality
 - a. What is said in class stays here but what is learned here leaves here.
5. Assume positive intention and respect growth potential.
 - a. The goal is not to agree -- it is to gain a deeper understanding.

MA Department of Early Intervention Competencies Addressed in Course (Student fills in!)

EI Competency	How met	When met
1.7 EI Specialists will identify how children learn through play within and across developmental domains, based on individual learning styles and temperament.		
2.1 EI Specialists will facilitate pre-evaluation planning with the family.
2.2 EI Specialists will collect, interpret, synthesize, and report relevant information related to eligibility evaluation and ongoing assessment.	.	..
2.3 EI Specialists will demonstrate knowledge and skill in relation to a range of evaluation and assessment procedures in determining eligibility, such as standardized evaluation, criterion-referenced assessment, family assessment tools, and child/caregiver.		
2.4 EI Specialists will demonstrate the ability to interpret and discuss the results of evaluations and assessments by communicating effectively with families, both orally and in writing.	.	..
2.5 EI Specialists will individualize and adapt evaluation and assessment procedures, meeting and respecting the needs of the child, the culture of the family, and the variety of contexts of the child's daily life.	.	..
2.6 EI Specialists will collaborate with families and other team members to identify current levels of functioning, strengths, and needs of the infant/toddler throughout the IFSP process.	.	..
3.4 EI Specialists will share complete and unbiased information with families that enables them to make informed decisions regarding services, supports, and techniques.	.	..
6.1 EI Specialists will use the child's strengths to develop appropriate strategies to address infant/toddler needs across the domains.	.	..
8.2 EI Specialists will participate in opportunities for continued training and education for the purpose of ensuring personal and professional growth.		
8.4 EI Specialists will demonstrate the use of current infant/toddler research to approach and/or modify practice.		



Northeastern University
Bouvé College of Health Sciences

Department of Communication Sciences and Disorders Spring 2024
SLPA 5152 Planning and Evaluating Early Intervention Services

INSTRUCTOR

Instructor: Clara Chu, MS, CCC-SLP, CEIS

E-mail: c.chu@northeastern.edu

Instructor Availability: By Appointment

COURSE INFORMATION

Description: This course is presented in a hybrid online/face-to-face format. Web site for online components of this course: <http://Canvas.neu.edu> Web site for Early Intervention Program: www.northeastern.edu/bouve/ap/programs/early-intervention/

A systematic, family-centered, collaborative, and consultative approach to service delivery will be emphasized. Cases will be used as a focal point for learning how to plan and evaluate individualized family services service plans. Important aspects of consultation, teamwork, service coordination and leadership in early intervention will be covered. Practical approaches to collaboratively setting and evaluating goals within the context of consultation will be reviewed. The impact of legal and financial issues on service coordination and approaches to service delivery will be addressed.

Course Format

Four, 2.5 hour face-to-face class sessions, which occur monthly during the semester.

In person January 8, February 5, March 11, April 8 (no in-person class, assignment will be given ahead of time)

Credit Hours: 3.00

Class Location: Behrakis Health Sciences Center, Room 204

Weekly Class Times: Mondays, 1:35 – 4:05 p.m.

Learning Outcomes & ASHA Knowledge and Skills Acquisition

This course provides students with information and experiences that apply to specific knowledge and skills set forth in the American Speech-Language-Hearing Association's (ASHA) *2020 Standards for the CCC Knowledge and Skills Acquisition Summary (KASA)* for completion of academic and certification requirements. The following course learning outcomes address the listed knowledge and skills standards specified in ASHA's *2020 Standards*:

Learning Outcome	ASHA Standard	Assessment
1. Diagnose communication and swallowing disorders	Standard IV-C	Students acquire knowledge of typical development to diagnose disorders through the use of clinical assessment tools
2. Diagnose and provide strategies for prevention, evaluation, and intervention	Standard IV-D	Students acquire knowledge of how to develop IFSPs which includes evaluation of child's progress.
3. Demonstrate standards of ethical conduct	Standard IV-E	Students acquire knowledge of family rights within the Massachusetts Early Intervention standards
4. Demonstrate understanding of research and evidence based practices	Standard IV-F	Students acquire knowledge of current research in the field and implement evidence based practices
5. Address contemporary professional issues	Standard IV-G	Students acquire knowledge of challenges clinicians encounter in the field and utilize strategies to manage these issues

The learning outcomes and associated knowledge and skills acquisition (KASA) standards of the American Speech-Language and Hearing Association (ASHA) must be met as part of the competencies required for certification as a speech-language pathologist. Students must earn a grade of at least 83% for **each** learning outcome/assessment measure associated with the respective current standard to demonstrate competency. Performance will be determined by the outlined grading criteria listed in the syllabus.

Per the CSD Department Academic Assessment, Progression, & Intervention Policy and Procedure, students who do not demonstrate competencies on formative or summative (i.e., cumulative or end-of-semester) assessments will be required to meet with the instructor to review content and discuss and develop a remediation plan. Outcomes of remediation may include, but are not limited to, the following: completing an additional assignment or redoing an assignment, producing supplemental work, re-taking exams or taking a new exam, participating in review sessions, and/or completing a reflection or personalized project. Remediation may result in incremental grade changes, at the instructor's discretion, and it is used to demonstrate competencies and knowledge and skills acquired toward meeting course learning outcomes.

Instructors will follow the above listed *Policy & Procedure* and document and report remediation plans and outcomes to the Graduate Program Director.

COURSE OBJECTIVES

During this class, students will have the opportunity to improve their skills and knowledge in the following areas: critical thinking, effective written and spoken communication, information literacy, professional collaboration, role of culture in teaching and learning, and ethical reasoning.

In the domain of Early Intervention, students will demonstrate the ability to:

1. Define and describe what early intervention is;
2. Demonstrate knowledge regarding strategies young children;
3. Demonstrate knowledge regarding screening and assessment tools (including language sampling) and intervention techniques (including family-centered care and sociocultural implications) related to language differences and/or disorders in young children;
4. Select a battery of language assessments to develop a working description of a child's language performance;
5. Develop language intervention goals, objectives, targets, and progress monitoring plans based on initial assessment results.

MATERIALS/RESOURCES

Required Text: Keilty, Bonnie. (2016). *The Early Intervention Guidebook for Families and Professionals: Partnering for Success (Early Childhood Education Series)* (Second Edition).

Canvas: northeastern.neu.edu

Additional readings and resources will be posted on Canvas. Articles and Web Resources: See weekly assignments in the “Course Materials” section of the Canvas site for this course

Supplemental Resources:

Information for Speech-Language Pathologists: Practice Portal, Practice Management, ASHA Practice Policy, and more: asha.org/slp/

ASHA Evidence Maps: <https://www.asha.org/evidence-maps/>

Evidence-Based Practice (EBP): <https://www.asha.org/Research/EBP/>

Individuals with Disabilities Act (IDEA): <https://sites.ed.gov/idea/about-idea/>

COURSE POLICIES

Student Expectations: CSD Courses will be delivered in-person (except if delineated as hybrid or remote courses) and students are expected to attend in person. However, given the continuing COVID-19 pandemic for the 2022/2023 academic year, if a student is feeling ill and cannot attend class or is in quarantine, they can request a Zoom link from the instructor. Please note that close contacts no longer prohibit students from attending classes in person. This must be done in advance of the course start day/time so that the instructor has time to access email and share the link, no later than 30 minutes prior to the class start time. It is recommended that this be done in advance of the course start day/time so that the instructor has time to access email and share the link. If this occurs on an exam day, the student must email the instructor to determine the most appropriate course of action to make up the exam, which will be at the instructor’s discretion.

According to Northeastern University COVID-19 guidelines and consistent with the latest CDC guidance, students are no longer required to quarantine following exposure to COVID-19. We encourage you to take an antigen test. Please refer to CDC Guidance for the most up-to-date close contact guidelines.

Students are expected to schedule travel arrangements so they can attend all their classes in person. Only extenuating circumstances (e.g., in the case of family emergencies) will be considered by instructors on a case-by-case basis.

Regardless of modality or whether this course is being recorded by the College with the permission of the students for classroom purposes, this class is considered a private environment, and it is a setting in which copyrighted materials, creative works and educational records may be displayed. Audio or video recording, filming, photographing, viewing, transmitting, producing, or publishing the image or voice of another person or that person’s materials, creative works or educational records without the person’s knowledge and expressed consent is strictly prohibited. That

prohibition also extends to positing any components or materials from this class on social media or other websites.

Please note: Students in need of ADA or medical accommodations can submit a request through the Disability Resource Center (see below) to receive support for their specific needs.

Class Participation: This is a participatory course and each student is expected to be an active participant in the work that occurs. Student learning in this course is directly related to the efforts made in engaging with the course material and activities. Attending class and arriving to class promptly is expected of each student, and shows respect for fellow students. Attendance will be taken in each class. Participation in classroom activities will impact the semester grade. Please see grading policies for more information.

Professional Conduct: Part of the student learning experience is to practice professional behavior. This includes affording your student peers, presenters and professors the courtesy of not using cell phones or text messaging during class. Non-adherence to these expectations of professional behavior will result in dismissal from class. Consistent with University policy, students must seek the course instructor's permission to record class lectures.

Course Recording: This course, or parts of this course, may be recorded for educational purposes. These recordings will be made available only to students enrolled in the course, instructor of record, and any teaching assistants assigned to the course. If you do not consent to the course being recorded, please either speak to or email the instructor prior to the class.

Make Up Policy: All students are responsible for all material presented in class. Any student who misses a class has the responsibility of obtaining copies of notes, assignments, or handouts. If a student finds that they are unable to attend class, please inform the instructor before class by email. Course recordings may be made available to students with excused absences.

Late Work Policy: Please notify the instructor if you anticipate being unable to complete work in a timely fashion due to extenuating factors. The instructor will work with you to create a plan as to when the work can be submitted. Any work submitted late without previous consent from the instructor will receive an automatic deduction equal to 5% of total potential grade for each day it is late (e.g. out of 100 possible points, 5 points will be deducted each day).

Syllabus Disclaimer: Any changes to the syllabus will be made at the discretion of the instructor. It is the responsibility of the student to stay informed of any such changes. If a change is made, the specific change will be highlighted in the Announcements section of the course Canvas site and the syllabus document will be updated and shared with students.

Academic Integrity: As health professionals-in-training, the highest level of ethical behavior is expected of all students. Plagiarism, cheating, and any form of unauthorized collaboration will not be tolerated and will be handled in accordance with University policies including the Academic Honesty and Integrity Policy. Requirements can be found at:

<http://www.northeastern.edu/osccr/academic-integrity-policy/>

Acts of academic dishonesty will be referred to OSCCR (Office of Student Conduct and Conflict Resolution).

Infractions will be dealt with according to Northeastern Disciplinary Process shown in

<http://www.northeastern.edu/osccr/academic-integrity-report-form/>

The Turnitin application on Canvas may be used by the course instructor to identify and document cases of plagiarism.

APA formatted citations should be included across all work as needed.

Students with Disabilities: The Disability Resource Center (DRC), located on campus in 20 Dodge Hall (617-373-2675) can provide students with information and other assistance to help manage any challenges that may affect their performance in the coursework. The University requires that students provide documentation of their disability to the DRC. Students should meet with the course instructor for special accommodations to be arranged.

Northeastern University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap."

Disabilities covered by law include but are not limited to, learning disabilities and hearing, sight or mobility impairments. Additional information about DRC can be found online at

<http://www.northeastern.edu/drc/>

Student Wellness:

As health professionals, we do our best to maintain a healthy, balanced life. As a student, however, you may experience a range of challenges including significant stress, difficult life events, mood changes, excessive worry, or problems with eating and/or sleeping. These can diminish your academic performance and/or reduce your ability to participate in daily activities. If these symptoms are largely related to your course work please speak with me (and other professors) directly; if these are due to other personal challenges, they may require additional professional support. Accessing them, especially early on, can help support your academic success. If you or anyone you know is struggling, we strongly encourage you to seek support. Northeastern University provides several services and resources to support the overall wellness of students:

[University Health and Counseling Services](#)

[Find at Northeastern](#)

[We Care](#)

As always, please contact [Northeastern University Police Department](#) at 617-373-3333 in emergency situations.

Student Resources:

Students are encouraged to explore and familiarize themselves with the wealth of resources that can be found through the [Student Hub](#) and through the [Bouvé Current Student Resources](#) SharePoint site.

Title IX Policy: Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including students, faculty and staff of all gender identities. Learn more at: (<https://www.northeastern.edu/ouec/training-and-education/syllabus-language-title-ix/>)

Course Feedback: The Office of the Registrar, in collaboration with the Office of the Provost, administers the TRACE (Teacher Rating and Course Evaluation) for undergraduate and graduate courses at Northeastern University. Students' assessments through TRACE are completely anonymous. Given the public nature of student comments made through TRACE and their intended use to enhance teaching, students are asked to please be thoughtful, professional, and considerate with responses.

Students may also use the Self-Authored Integrated Learning (SAIL) platform to indicate skills and abilities learned during the course. Visit: <https://sail.northeastern.edu/> for more information.

Diversity, Equity, and Inclusion:

We acknowledge that chronic and persistent disparities in education and health due to systemic oppression, based on race, class, and other marginalized identities, have adversely affected individuals and society. At Bouvé, we are committed to educating future healthcare leaders who strive to serve marginalized communities and improve the well-being of all members of society through the health span.

Within the college, we strive to create a safe environment for diverse thoughts, perspectives, and experiences to be shared, explored, and embraced. As a community we recognize that disrupting long-standing oppressive practices is a process. Everyone is at a different place on this journey, and we affirm our commitment to support and learn from one another.

All class and group work interactions are expected to be courteous and respectful of other's health and cultural beliefs and opinions. I consider it a part of my responsibilities as instructor to address the learning needs of all students in this course. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in this course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome.

Ethical Considerations in Posting Your Assignments Online:

Do not use information that will lead to the possible identification of a client or colleague. For example, use a pseudonym in replace of the name of a person of place. Be careful to protect the identity of the others.

COURSE REQUIREMENTS

Assignment	Description	Percentage of Final Grade
Attendance and Participation	<p>Students are expected to attend class and participate in weekly online discussions. The purpose of discussions is to aid in processing the academic material and in applying it to clinical situations.</p> <ul style="list-style-type: none"> • Students may be asked to answer specific questions during class regarding assigned texts, podcasts, videos, or other posted resources. • Students may be asked to provide a summary of assigned journal articles. Summary will include: focus of study, participants, methodology, results, discussion, and the possible relevance and implications for your clinical practice. • Class Collaboration: Students will be assigned a partner during the first class meeting and will be asked to collaborate with this group across the course. • Small group work will be included in some class sessions. Activities may include review of case studies and assessment materials, discussion of assigned topics, debates of clinical topics, and planning for group projects. • Quizzes: Questions including polls, short answer responses, and multiple choice questions may be presented throughout class. Participation rather than accuracy will be used for grading. 	25%
Reflective paper	<p>This paper examines your own implicit biases and how they can impact how you are as a clinician. Students will take an anonymous implicit bias test and write a paper on their reactions to the results of the test. How does your implicit bias impact how you will be as a clinician? This paper is designed to be self-reflective and bring awareness of potential implicit biases as you work with families.</p>	25%

Final Project	<p>The final project is designed to serve requirements for the two spring early intervention classes: SLPA 5152 – Early Intervention: Planning and Evaluating Early Intervention Services, and CAEP 5153: Early Intervention: Assessment</p> <p>The goal is for students to obtain direct experience in interviewing families, determining a child’s eligibility for early intervention, planning an intervention program for the child, implementing the program, monitoring the child’s progress, and evaluating the program.</p> <p>Students are to:</p> <ol style="list-style-type: none"> 1. identify an infant or toddler (preferably one who is being served in early intervention); 2. interview one or more family members to interview; 3. administer various assessment instruments: <ol style="list-style-type: none"> a. the BDI-2, to determine eligibility for EI; b. one of the criterion-referenced assessments (e.g., HELP, AEPS); c. the Developmental Play Assessment (DPA-P). 4. write a report that synthesizes these results, and that includes the protocols for these assessments; 5. develop an IFSP based on these results; 6. implement two of the IFSP goals; and, 7. report on the progress of these goals and rationale for why you selected IFSP goals 	50%
Total		100%

POLICIES FOR ASSIGNMENTS AND COMMUNICATION WITH INSTRUCTOR:

1. A copy of assignments should be uploaded to Canvas. Specific instructions for each assignment will be posted on Canvas. Please do not email assignments. All assignments will be double-spaced, using Times New Roman, or Arial font, with font size of 12.
2. All written work must be edited for correct spelling, grammar, and punctuation before submission. Points will be deducted for inadequate mechanics of writing.
3. Every attempt will be made to return graded work as promptly as possible.
4. I am available by email and for phone or Zoom appointments as needed. I will try to reply to emails within 24 hours during the week. Emails sent after 5:00 p.m. Friday or during the weekend will be answered on Mondays. If no response is received from me in 48 hours (except weekends and holidays), please send a follow-up email.

Week	Topics
1/8 (meet in person)	What is Early Intervention? Breaking down the IFSP, Parents Interacting with Infants Model (PIWI), Service Coordination Read Introduction, chapters 1 and 2, see handouts on Canvas
1/15	Service Coordination continued and Functional Assessment Read chapter 4, listen to EI on the Fly podcast https://eionthefly.podbean.com/ episode 1 and 2
1/22	Building initial rapport and how to lay down the foundation for developing outcomes, and Service Delivery (in all settings) Read chapter 3, EI on the Fly podcast episodes 3 and 6
1/29	Home visits (observation & caregiver coaching) and routine based outcomes Read chapter 6 and 7, see handouts on Canvas, EI on the fly podcast episode 8
2/5 (meet in person)	EI therapists (Guest speakers) and collaborating with other disciplines, case studies/practice writing outcomes, implicit biases, discuss reflection paper Read chapter 5, EI on the Fly podcast series 2 episode 2 and 5
2/12	Active listening See handouts on Canvas, EI on the Fly podcast episodes 4
2/19	Reflective paper due; Developing and using strategies within a home visit; tele-health visits Managing a child's behavior and how to teach families to manage behaviors Read chapter 8, EI on the Fly podcast series 3 episodes 2 and 3
2/26	EI playgroups and writing outcomes for playgroups, Writing progress notes See handouts on Canvas
3/4	Break
3/11 (meet in person)	EI parent panel (guest speakers), EI transitions, discussion with students who are in an EI placement – connecting theory to applied knowledge Read chapter 9, See Canvas for handouts
3/18	Emotional support for families and dealing with trauma and grief See Canvas for interview and assignment
3/25	Promoting diversity and understanding cultural differences See Canvas for handouts
4/8 (We won't be meeting in person)	See Canvas for pre-recorded lecture

Week	Topics
4/15	Work on final project
4/22	Final project due

COURSE GRADING CRITERIA

Letter-Numeric Grading Rubric:

A = >93%

A- = 92% – 90%

B+ = 89% – 87%

B = 86% – 83%

B- = 82% – 80%

C+ = 79% – 77%

C = 76% – 73%

C- = 72% – 70%

D = 65 – 69

F = <65

As described in the College's and Department's Academic Progression Policy, a course grade of "B" or better is required in order to pass this course

TEACHING METHODS / LEARNING EXPERIENCES

1. Didactic lectures in class
2. Group exercises in class
3. Online discussions
4. Online assignments
5. Guest speakers

MAJOR ASSIGNMENT/COURSE SCHEDULE

Course content is tentative and subject to change; changes will be announced in class and/or via Canvas.

SLPA 5155 Early Intervention: Practicum
PRACTICUM IN EARLY INTERVENTION
Spring 2024

This course is presented in a hybrid format. It is restricted to students in the Interdisciplinary Certificate Program in Early Intervention, or those with permission of the instructor.

The web site for on-line components of this course is:

<https://northeastern.instructure.com/courses/138799>

www.northeastern.edu/bouve/ap/programs/early-intervention/

INSTRUCTOR:

Leah Koretz, LMHC, CEIS, IMH-E®

Adjunct Professor

Department of Language and Communication Disorders

Boston Children's Hospital Early Intervention Program

Office Hours: by appointment

Email: l.koretz@northeastern.edu

Phone: 781-366-0296 (calls and texts)

PURPOSE AND OVERVIEW:

The purpose of this practicum course is to provide students with supervised fieldwork experience in team-oriented interventions designed for infants/toddlers and their families from linguistic and cultural minority groups. The practicum course is conceptualized as a training experience to connect and apply the theories addressed in the various EI didactic courses and the students' fieldwork. As a result of two semesters of practicum experience, students are expected to master early intervention and team participation core competencies to work effectively with families and infant/toddlers of diverse linguistic and cultural backgrounds. In addition, students will master competencies related to working on teams and coordinating their work with other professionals. During each semester, there will be four face-to-face class sessions. These class sessions will be supplemented by means of regular communication on the Internet (using Blackboard Learning System).

COURSE CONTENT:

The following professional areas will be addressed during class sessions:

- A systematic approach to problem solving, including how to use journals to reflect on cases
- Teamwork and trans-disciplinary collaboration
- Cultural, developmental, and familial issues in assessment of infants and toddlers
- The impact of service delivery system factors on early intervention practice

REQUIRED READING MATERIALS:

Gowen, Jean Wixson and Nebrig, Judith Brennan (2002) Enhancing Early Emotional Development Guiding Parents of Young Children. Baltimore MD. Brooks Publishing

Guralnick, Michael J. *Why Early Intervention Works: A Systems Perspective from Infants and Young Children* Volume 24, No. 1, pp. 6-28 Copyright 2011, Wolters Kluwer Health, Lippincott Williams and Wilkins

What Do We Do? Learning Together as a Family Professional Partnership Chapter 7 of Early Intervention

Additional Media:

“Babies” documentary from 2010

“Far from the Tree” either book or movie

IMPORTANT WEBSITES:

Mass.gov/EI/clinicians-this section now has EI trainings

MA EI Training Center Dropbox:

<https://www.dropbox.com/sh/cpewylr7bcoefyv/AAA89>

MA EI Eligibility:

<http://www.mass.gov/eohhs/consumer/community-health/family-health/early-childhood/ei/eligibility.html>

MA Early Intervention Operational Standards and Agreements:

<http://www.mass.gov/eohhs/docs/dph/com-health/early-childhood/operational-standards.doc>

EARLY INTERVENTION CERTIFICATE COMPETENCIES (2012):

Several of the competencies that have been set forth by the Massachusetts Department of Public Health for the certification of Early Intervention Specialists will be addressed in the course. They are that the EI Specialist shall be able to:

PRIMARY COMPETENCIES

- 1.6 EI Specialists will demonstrate knowledge of how trauma and other sources of family and environmental stress influence early development and child/caregiver interactions
- 1.7 EI Specialists will identify how children learn through play within and across developmental domains, based on individual learning styles and temperament
- 1.8 EI Specialists will identify how children learn through relationships, and demonstrate knowledge of a relationship-based approach to interventions and outcomes
- 2.6 EI Specialists will collaborate with families and other team members to identify current levels of functioning, strengths, and needs of the infant/toddler throughout the IFSP process.
- 3.4 EI Specialists will share complete and unbiased information with families that enables them to make informed decisions regarding services, supports, and techniques.
- 3.5 EI Specialists will support families to access opportunities for family support, family networking, and involvement within and beyond the Early Intervention system.
- 4.1 EI Specialists will demonstrate knowledge of federal and state components and requirements throughout the IFSP process, including procedural safeguards.
- 4.2 EI Specialists will effectively explain the IFSP purpose and facilitate the process in order to promote family understanding and participation in the collaborative process.
- 4.3 EI specialists will gather information from the family and key collaborators in order to reflect the child and family’s unique strengths, needs, and priorities in developing the IFSP.

- 4.4 EI Specialists will demonstrate the ability to generate functional/measurable outcomes and strategies and to plan services that will be embedded in the family's natural routines.
- 4.5 EI specialists will adhere to appropriate IFSP timelines, and requirements for notification and informed consent in the ongoing reviews and transition planning.
- 5.1 EI Specialists will monitor and coordinate the delivery of EI services by engaging in ongoing dialogue with the family to effectively revise, update, and utilize the IFSP.
- 5.2 EI Specialists will use effective oral and written communication and problem-solving strategies to coordinate individualized EI services and community supports for each child and family.
- 5.3 EI Specialists will ensure that health information (including medical, nutrition, and feeding) is current and reflected in the ongoing planning and coordinating of IFSP services.
- 5.4 EI Specialists will demonstrate knowledge of and ability to network with public and private providers in order to assist the family in accessing a variety of individualized services and resources, including but not limited to financial, specialty service, health, social, and developmental services and resources.
- 5.5 EI Specialists will support families in acquiring the knowledge and tools needed to enhance their capacity for self-advocacy.
- 5.6 EI Specialists will facilitate the development of a comprehensive transition plan, including the Transition Planning Conference, to promote smooth transitions for all families exiting Early Intervention.
- 5.7 EI Specialists will demonstrate knowledge of federal, state, and local LEA requirements and timelines to ensure smooth transitions for children transitioning to Part B services.
- 6.2 EI Specialists will utilize strategies for intervention based on the strengths, resources, needs, learning styles, and culture of each family
- 6.3 EI Specialists will plan, facilitate, and modify home visits in a variety of settings to promote outcomes and learning opportunities in collaboration with families and other providers.

SECONDARY COMPETENCIES

- 2.1 EI Specialists will facilitate pre-evaluation planning with the family.
- 2.2 EI Specialists will collect, interpret, synthesize, and report relevant information related to eligibility evaluation and ongoing assessment
- 2.4 EI Specialists will demonstrate the ability to interpret and discuss the results of evaluations and assessments by communicating effectively with families, both orally and in writing.
- 3.1 EI Specialists will demonstrate understanding of strengths and resources that the family contributes to the well-being of their child and family.
- 3.2 EI Specialists will demonstrate an understanding of, and ability to apply, family-centered practices.
- 6.1 EI Specialists will use the child's strengths to develop appropriate strategies to address infant/toddler needs across the domains.

COURSE REQUIREMENTS

Failure to meet one or more course requirements may result in an incomplete or failing grade.

CLASS FORMAT

Instructors will visit the students' field sites and site supervisors at least two times during the fall and spring semesters. The purpose of the visits are twofold: (a) to ensure that the field setting is providing

students with experiences that facilitate the development of relevant competencies, and (b) to assess the students' progress in attaining relevant competencies.

Practicum seminars will meet four times each semester, for 1.5 hours per session. Class discussions will be guided by principles of problem-based learning. Problem-based learning involves the application of a systematic problem-solving process to case studies. Students will present their own early intervention cases for the goals of assisting clients and learning a trans-disciplinary approach to service delivery. Face-to-face class sessions will be complemented by ongoing communication on Northeastern University's web-based Canvas Learning System.

Practicum Hours

Master's students and certificate (only) students who are not currently working at an early intervention site must complete a minimum of 300 total hours of field-based early intervention experience.

Certificate (only) students who are working at an early intervention site must complete a minimum of 300 hours of which 150 hours might be their routine job activities. All 300 hours must address the Massachusetts early intervention competencies as specified in the student's Learning Contract for the practicum.

Student In-services and Projects

Students are expected to provide at least one professional presentation or complete one administrative project during each affiliation. Presentations or projects may be in the form of a case study, journal article review, or an in-service focused on one particular area of interest to the staff of the affiliation site.

Other Core Requirements

1. There are only four face-to-face class sessions. Prompt attendance at all class sessions is very important to passing the course. In the unusual circumstance that a student misses a class because of illness or some other legitimate reason, the instructors will require students to make up the missed class by means of an assignment.
2. Participation in class discussions.
3. Cell phones, pagers, **laptops**, and other communication devices must be off during class. Laptops are not needed in this class because it is a discussion-based seminar.
4. Present one of your early intervention cases. Presentations should reflect the integration of theory/research and practice (see below). Students are encouraged to make use of handouts in order to enhance the clarity of their presentations. Case presentations will follow a systematic problem-based format as described below:
 - Begin case presentation with your principal concerns or questions
 - Describe relevant case history
 - Describe current developmental weaknesses
 - Describe notable strengths of infant/toddler
 - Describe relevant ecological factors
 - Culture
 - Family
 - Community
 - Early intervention service setting(s)
 - Other
 - Your hypotheses about causes, obstacles, and potential avenues for change
 - Your thoughts about how the case relates to theory or evidence-based practice

- Case presentations, including discussion, will be limited to 20 minutes
5. Write five reflective journal entries. Ideas for topics include: parenting styles, working in challenging environments, understanding the grief process, etc...because of COVID-19 and practicum experience starting off being virtual new topics for journals may arise and are welcomed!
 6. Complete all field work-related forms (see student manual for the program), including
 - Learning Contract
 - Competencies rating forms
 - Daily log of fieldwork activities and the time spent in these activities
 - Practicum form
 - Transcript release
 - Application for provisional certification
 7. Constructively and honestly critique your professional strengths and weaknesses.
 8. Given the limited number of class sessions, it is imperative that students take responsibility for immediately contacting the course instructors about concerns or issues pertaining to their practicum sites.
 9. Attain satisfactory or higher ratings from field supervisor on practicum competencies.

Topics by week (Spring 2024)

Week 1 1/8/2024	<u>Face-to-Face Meeting #1</u> 4. Review Syllabus and competencies 5. Overview of EI in Massachusetts 6. Goals of Practicum Seminar	4) Schedule initial meeting with Site Supervisor 5) Learning Contracts 6) Introduce yourself to the group- where are you doing your practicum? Who is your practicum supervisor? What is their background?
Week 2 1/15/2024	2. Watch “Babies” documentary	Discussion Post: What did you enjoy about this documentary? Was there anything in this documentary that made you question your assumptions or think differently?
Week 3 1/22/2024	3. The use of observation, reflection and relationship building in early intervention Continue Practicum activities	Journal #1: In a one-page paper please reflect on a relationship you have that is easy and one that is more challenging. Feel free to hypothesize about why these differences may or may not be.
Week 4 1/29/2024	Continue practicum activities	Discussion Post: What is the structure of the program where you are interning? How big is the program? How many clinicians work there? How many families does the program

		serve? What population does the program serve? What is the culture of the program? How are the therapists feeling about the transition to telehealth?
Week 5 2/5/2024	<u>Face to Face Meeting #2</u> 1. Becoming an EI Clinician 2. Who are the “players” on an EI team? 3. Role of Service Coordinator 4. What is PIWI? 5. What are dyadic and triadic strategies?	Ensure Learning Contracts and Competency rating scale is complete and signed by supervisor. Ensure you have set up and met with professor and supervisor
Week 6 2/12/2024	3. Discussion post on building relationships with families. 4. Read Chapter 1 from <u>Enhancing Early Emotional Development</u> <i>“It’s all about relationships”</i>	Journal #2: Discuss how EI clinicians build relationships with families. What are important qualities to create strong working relationships with families? How are these relationships different from your personal relationships? Feel free to discuss a family where the relationship seems to work easily or one that is a challenge. Discuss why you believe the relationship works easily or why there may be challenges. Do you think building the relationship would be easier in person?
Week 7 2/26/2024	2. Parenting Styles	Journal #3: Please reflect on your parents’ parenting styles. If you grew up with two parents, were their parenting styles the same or different? Did one style match you better than the other? If you have a sibling, did they feel the same way?
Week 8 3/4/2024	1. Continue with practicum activities Attaining competencies	Prepare final presentation Schedule final meeting with supervisor Welcome to Holland
Week 9 3/11/2024	<u>Face to Face Meeting #3</u> 2. What is Grief? 3. What is the process of grief?	Journal #4: In a one-page summary, discuss the family story you chose. What did the families’ grief process look like? Were there things that the family could have done or

	4. Why do we talk about grief in early intervention? 5. Read Welcome to Holland poem	not done that would have helped their situation?
Week 10 3/18/2024	4. Putting all the pieces together for providing early intervention therapy to children and families 5. Play-what is it? Why do we use this? 6. What happens when the goals of the parents and the clinician do not match?	Discussion Post: Discuss a positive memory you have a playing? How old were you? What do you remember about it?
Week 11 3/25/2024	4. Clinical Processes 5. Giving and receiving difficult information. 6. What are the tensions in our work?	Journal #5: Describe a discussion you had with either a teammate, a friend, family member or a clinical relationship where you had to give difficult or challenging information. Describe how the situation went and how it made you feel. Discuss how the situation could have gone better or the opposite how it could have gone worse. What prepared you for this conversation?
Week 12 4/1/2024	Schedule end of semester meetings with Site Supervisors	Case Study Due: 4/8/2024 Written copy uploaded to Blackboard or emailed to professor. In-class (or via Zoom) presentation (approximately 10-15 minutes)
Week 14 4/8/2024	<u>Face to Face #4</u> Presentation of Case Studies	Wrap Up

PRACTICUM TRAINING

Practicum Training

Overview

The purpose of the practicum training is to enable students to achieve competencies in early intervention beyond the classroom. The students participate in the practicum seminars during fall and spring semesters to support and guide field experiences.

All students must complete a minimum of 300 practicum hours. The practicum activities allow the explicit application of knowledge to learning the skills that are specified in the Massachusetts Early Intervention Competencies.

Unless otherwise specified (i.e., programs in speech-language pathology and physical therapy), the practicum begins in the fall semester and extends through the spring semester. The practicum is arranged by the Northeastern University Field Supervisor, the student, and the personnel at the site. A Site Supervisor is identified at the Early Intervention Program for each student. The practicum begins in the fall with the student observing personnel from various disciplines. The student gradually begins practice of these skills under the supervision of the Site Supervisor. By spring semester, the student begins to assume greater responsibilities.

The Site Supervisor needs to include the student in the various activities that are regularly scheduled at the program (e.g. infant-parent groups; team evaluations; case reviews). These activities are often difficult to schedule, which result in scheduling constraints on training opportunities at the practicum sites. Consequently, it is imperative that the student negotiates days/times at the practicum site, giving priority to the availability of, and the constraints imposed on, the Site Supervisor.

The University Field Supervisor will make a total of three to four visits to each program. These visits are to be arranged by the student at mutually convenient times for the University Field Supervisor and to the Site Supervisors. The first visit should take place in September/early October. The purpose of this visit is for the University Supervisor to get acquainted with the Site Supervisor and the center and to answer any questions. The second visit should occur in late November. It may be a telephone discussion and serves as an overall progress report. The third visit should occur in January, which constitutes the mid-term evaluation noted on the “Site Supervisor Evaluation Form: Competencies to be Addressed During Practicum Training.” The mid-term rating of competencies must be completed for the third visit. The final visit should be in mid-April and constitutes the final evaluation noted on that same form.

The Associate University Counsel at Northeastern University states that on-site personnel should always supervise practicum students. Students should not be in unsupervised situations during their practicum training.

Description of Forms and Activities Required During Practicum Training

1. The text Requirements for Satisfactory Completion of Practicum provides an overview of the practicum experience. (pg. 68)
2. Expectations for Behaviors and Activities of Students During Their Practicum Experience at an Early Intervention Center is used to clarify expectations in order to minimize confusion. (pg. 69-71)
3. Suggestions for Planning the Practicum (pg. 72-73)
4. The Guidelines for Learning Contract (pg. 74-75) and Learning Contract (pg.) enable the student to create a written plan for practicum work each term.
5. Directions for Daily Time Sheet for Practicum and Journal Entries (pg. 84-86)
6. The Early Intervention Certificate Program Student Time Sheet (pg. 87) is to be filled out by the student and submitted by email as a PDF document to Haley Medeiros (Medeiros.ha@northeastern.edu). Note that there is a separate form for students who are currently working in Early Intervention. (pg. 88)
7. The Site Supervisor Evaluation Form: Competencies to be Addressed During Practicum Training is for the Site Supervisors to use in designing enabling activities for the students to achieve the competencies and for their mid-term and final rating of the student's progress. (pg. 89-97)
8. **The Practicum Form: Specialization Program in Early Intervention** document is used to record the meetings with the University Field Supervisor, the Site Supervisor, and the student. It must be signed by all three of the persons named above each time they meet (three- four times over the year-September/October, November, January, and April). It will be used to document the student's achievement of competencies and the student will be responsible for this form. Upon completion of the field training, the form will be given to the director of Northeastern's Certificate Program in Early Intervention, Dr. Karin Lifter. ****Students must retain a copy of this form.**** Once they have secured employment in an Early Intervention service delivery agency, they will submit this signed Practicum Form to the agency director, who will enter this information into the DPH EI electronic system (pg. 98-99).
9. The Practicum Site Evaluation Form affords the student the chance to assist the training program in addressing concerns/suggestions in order to continue to improve the practicum experience. (pg. 100-101)
10. Team Involvement: Suggestions for Site Supervisors and Students serves to help the student get started in the practicum. (pg. 102)
11. Teamwork Competencies are provided to encourage successful team building skills. (pg. 103-107)
12. The Sample Intervention Plan form is a demonstration document to be used as a guide whenever a student is conducting an individual or group intervention activity. (pg. 108)
13. Instructions for Obtaining a Transcript (pg. 109)

EARLY INTERVENTION CERTIFICATE PROGRAM

Requirements for Satisfactory Completion of Practicum

The practicum typically begins in the Fall semester and extends through the Spring semester. The Northeastern University Field Supervisor and the student arrange the practicum placement.

There are four groups of students in the Early Intervention Certificate Program:

1. Doctoral and master's degree candidates also pursuing the early intervention certificate
2. Bachelor's degree candidates also pursuing the early intervention certificate
3. Students studying for a certificate in early intervention who are not presently employed in an Early Intervention Program
4. Students studying for a certificate in early intervention who are employed a minimum of 20 hours per week in an Early Intervention Program

The hours accrued in the Early Intervention practicum may be used by students from various master's programs as follows:

- ❑ For students in Speech Language Pathology, the Early Intervention practicum hours may be counted towards the degree in Speech Language Pathology as long as the student is supervised by a Speech Language Pathologist at the site. *SLPs need a minimum of 100 clock hours (time spent with an CCC-SLP) to count the Early Intervention placement as one of four required for the graduate program.*
- ❑ For students in the Physical Therapy Program, the Early Intervention practicum hours can be satisfied if the placement is at a site where the Department of Physical Therapy, Movement and Rehabilitation Sciences has a contract. This arrangement assures that the student will be supervised at an appropriate level by a physical therapist, which is the requirement specified by the Department of Physical Therapy, Movement and Rehabilitation Sciences. In addition, the student must meet the requirements identified in the clinical performance instruments as well as the EI competencies. Two NU faculty will supervise the student: a faculty member in the Department of Physical Therapy, Movement and Rehabilitation Sciences as well as the Early Intervention Field Supervisor.
- ❑ For students in School Psychology, the Early Intervention practicum hours allow for a reduction in hours in the school psychology practicum (200 hours, rather than 450 hours) that takes place in the second year of the school psychology program.

Early Intervention Certificate Program

Expectations for Behaviors and Activities of Students During Their Practicum Experience at an Early Intervention Center

The following guidelines are provided to facilitate communication and to minimize misunderstandings regarding student responsibilities during the practicum placement. These guidelines were developed to clarify some common areas of concern and to provide a basis for evaluative discussions between the Site Supervisor and the student. A specific Site Supervisor at the Early Intervention Program is identified for each student. The Associate University Counsel at Northeastern has stated that on-site personnel should always supervise students during their practicum experiences.

In the event that the student encounters a problem at his/her practicum site or finds reason to end his/her participation at the site, the student must inform the Northeastern field supervisor immediately and prior to making any further decisions.

During the practicum experience, we expect the student to behave in the following manner:

I. PROFESSIONAL BEHAVIOR

Guidelines. Students are expected to:

- dress in a neat, professional manner while at practicum, maintaining the dress code of the site; excessive jewelry that may interfere with activities is inappropriate
- give first priority in scheduling practicum time to the wishes of personnel at the practicum site; personnel need to find opportunities for students to participate in the various activities at the program
- attend each day as scheduled with the Site Supervisor
- be punctual routinely; tardiness is unacceptable
- engage in activities at the center with enthusiasm
- be responsible for keeping track of hours at the center, and schedule make up hours with the Site Supervisor for times that are missed
- maintain confidentiality inside and outside of the center
- maintain the highest standards of professional and personal ethics
- keep a daily record of activities (*Daily Time Sheet For Practicum* form)

Cell Phone Use:

- **Students are expected to restrict their phone use to emergencies. In so doing, they are to devote their full attention to all experiences at their field site.**

Sick Days:

- Only three (3) absences are allowed during the practicum experience
- The student is expected to notify, in advance, the Site Supervisor and any other relevant staff members on days in which absence is necessary

II. COMMUNICATION

With the infants/toddlers and their families, students are expected to:

- express acceptance (e.g., smile, use special greeting, joke, make physical contact)
- listen to each family member individually and to respond with interest and respect

With the Site Supervisor, the student is expected to:

- maintain effective daily communication in which suggestions for improvement are received and pertinent questions can be asked
- discuss and plan individual and group child or family intervention plans
- develop observations and experiences for all relevant early intervention competencies
- take opportunities for mutual discussion following a visit, which fosters student learning, since the Site Supervisor or other program staff professional accompanies the student at all activity settings

With others on the professional staff, the student is expected to:

- participate professionally with program staff members in experiences that enable the student to gain an understanding of infants/toddlers and their families
- communicate effectively with professionals in a cooperative and respectful manner
- participate regularly in team meetings concerning clients (infants/toddlers and their families)
- participate in staff meetings and other special center functions

III. REQUIRED EXPERIENCES

Experiences during the practicum should include student participation in:

- screening visits for determination of eligibility for early intervention services
- intake visits
- multidisciplinary assessments of infants/toddlers and their families
- development of new as well as periodic reviews of IFSPs
- a variety of locations for the provision of services -- home visits, center-based visits, and visits in various locations in the community
- child and parent groups
- transition planning, and, if possible, participation in the multidisciplinary evaluation to develop the educational plan for school placement

IV. EVALUATION

Addressing competencies during practicum training

- The student and the Site Supervisor are each provided a copy of the form “Site Supervisor Evaluation Form: Competencies to be Addressed During Practicum Training.” The student is encouraged to review the competencies delineated on that form at the beginning of the practicum. The form should also be used as a self-evaluation tool for ongoing progress. It is expected that the student will meet regularly with the Site Supervisor to review progress and revise planning accordingly
- ***At any time during the practicum, if either the student or the Site Supervisor feels the student is having difficulty with the experience, the University Field Supervisor should be contacted.***
- ***The Site Supervisor is to complete the rating of the student’s progress in achieving the competencies at the end of the first and second terms.***

Site Visit Meetings

Three or four face-to-face meetings among the University Field Supervisor, the Site Supervisor and the student will occur at the Early Intervention Program during the school year for the purpose of planning and discussing the student's progress. It is the student's responsibility to negotiate times for visits with the Site Supervisor and then to call and arrange the visit with the University Field Supervisor. At the end of each meeting, the three parties initial a form (Practicum Form: Early Intervention Certificate Program), documenting the occurrence of the meeting.

- The first meeting will occur during the first month of the fall term. The purpose of this visit is to get to know the Site Supervisor and the center, to determine if planning has begun for the experience, and to answer any questions.
- The second meeting will occur during late November (may be a telephone discussion). At this meeting, the three parties will assess the student's progress relative to beginning to meet the requirements of the competencies. Time is devoted to setting up plans for activities that will enable the student to achieve progress in the next few months.
- The third meeting will occur during the month of January. This constitutes the **mid-term evaluation** as recorded by the Site Supervisor on the "Site Supervisor Evaluation Form: Competencies to be Addressed During Practicum Training."
- The fourth meeting will occur, in April, during the last two weeks of the practicum experience. At this **final evaluation**, the Site Supervisor will rate the student on the "Site Supervisor Evaluation Form: Competencies to be Addressed During Practicum Training," and will discuss whether or not the student has met the competencies for knowledge and skill requirements.

Early Intervention Certificate Program

Suggestions for Planning the Practicum

Fall Term: Second week of September through mid-December: 150 hours (approximately 11 hours a week).

Objectives

The student will:

- ❑ accomplish the following during initial orientation activities:
 - become familiar with transportation to the practicum site
 - arrange the meeting with the Site Supervisor
 - tour the program site
 - receive a packet of orientation materials about the program
 - be introduced to program staff (use the Student Profile)
 - identify a space to be used during work at the program
 - learn about the population served by the program
 - negotiate a time schedule for work at the program
 - learn student responsibilities and expectations
 - learn procedures to follow if an emergency arises
 - learn about Site Supervisor's special interests and responsibilities
- ❑ develop a relationship with the Site Supervisor and other program team members
- ❑ write a plan with Site Supervisor for practicum activities (Learning Contract)
- ❑ become knowledgeable about early intervention and the activities that take place day to day
- ❑ observe the various activities that take place with children and families in early intervention
- ❑ move to participate in various activities, as experience and skills allow and with the guidance of the Site Supervisor
- ❑ plan with Site Supervisor the nature and extent of relationships with two children and their families whom the student will follow over two semesters
- ❑ participate in a parent/child, parent, or toddler group
- ❑ participate in home visits or services provided in community sites
- ❑ meet weekly with Site Supervisor for 1 - 2 hours for guidance
- ❑ interview the family of a child with developmental delays for CAEP 5150
- ❑ observe a young child and write a report reviewing their development for CAEP 5151

The Site Supervisor will:

- ❑ complete mid-term evaluation of student competencies prior to conference with the University Field Supervisor (January).

Spring Term: January through April: 150 hours (approximately 11 hours a week).

Objectives

The student will:

- ☐ continue regular involvement with two families that began during first semester
- ☐ continue home/community visits and center-based activities
- ☐ continue weekly meetings with Site Supervisor for guidance
- ☐ attend pre and post sessions of team working in toddler group
- ☐ develop accuracy in documentation of activities
- ☐ work with team members of varying disciplines
- ☐ develop skills in tools used to determine eligibility for early intervention services and standardized tools used for assessments
- ☐ follow families from intake through development of IFSP, and from reassessment until development of IFSP
- ☐ participate with early intervention provider in discussion of IFSP with family
- ☐ learn about and, if feasible, become involved with parent activities in the program (e.g. parent-child group, parent group, PAC, health fair, social function, etc.)
- ☐ attend clinical team conferences and program in-service sessions when possible
- ☐ participate with early intervention provider in the development and implementation of plans for the transition of a case child from early intervention to school or Head Start program
- ☐ with close monitoring from Site Supervisor, student may carry out independent work with families with whom a long-term relationship has been developed
- ☐ administer and write a report based on the Battelle Developmental Inventory for CAEP 5153
- ☐ administer and write a report based on the Developmental Play Assessment for CAEP 5153
- ☐ complete three structured interviews for the purpose of consultation for SLPA 5152

It is expected that student performance related to these objectives will indicate greater levels of mastery in skills and will address increasingly more complex issues.

The Site Supervisor will:

- ☐ complete final evaluation of student competencies prior to conference with the University Field Supervisor (late April)

Special Opportunities:

The student may have the opportunity during the total practicum to:

- ★ work with families experiencing cognitive impairments, psychiatric issues or substance abuse
- ★ work with families of varying cultures and ethnicity
- ★ participate in ongoing research activities at the program (e.g. survey, research articles, etc.)
- ★ contribute an area of expertise to an educational program for staff, parents, and/or other early childhood providers
- ★ complete activities that Site Supervisor arranges as learning experiences
- ★ attend DPH early intervention meetings (e.g. hearings, ICC meetings, etc.)
- ★ advocate for a family or for the program on a meaningful issue

Guidelines for Learning Contract

*(For Certificate Students/Bachelor's, Master's Degree and Doctoral Students
not employed in Early Intervention)*

Purpose:

Each student is assigned a Site Supervisor at the Early Intervention Program where he/she will engage in field experience during practicum training. It is imperative that both the Site Supervisor and student share the same expectations for the practicum. To guide and support the work between the student and the Site Supervisor, as well as to provide clear direction, the student and Site Supervisor must develop a learning contract. The contract is a simple plan of how the Site Supervisor and student will structure learning experiences each term (Fall and Spring).

Requirements:

The Learning Contract is to be written using the “Learning Contract” form, with copies provided to the Site Supervisor, Northeastern Field Supervisor, and student. This is a dynamic document; it needs to be revised each term based on the opportunities for experiences and the student’s background and individual needs.

Submit completed learning contract to the Northeastern Field Supervisor, Leah Koretz at l.koretz@northeastern.edu by the end of the third or fourth week of each term of the practicum.

*Note: As a valuable learning experience, the program faculty recommends that the student work with one to two children and their families throughout the course of the practicum, and write intervention plans in which each visit or group session builds upon the preceding one. This sequence of experiences allows the student to build a relationship with the child/family and to denote progress as well as concerns over time.

Guidelines for Learning Contract

(For Certificate Students employed in Early Intervention)

Purpose:

Each student is assigned a Site Supervisor at the Early Intervention Program where he/she will engage in field experience during practicum training. It is imperative that both the Site Supervisor and student share the same expectations for the practicum. To guide and support the work between the student and the Site Supervisor as well as to provide clear direction, the student and Site Supervisor must develop a learning contract. The contract is a simple plan of how the Site Supervisor and student will structure learning experiences each term (Fall and Spring).

Requirements:

Students must complete the “Early Intervention Specialist Self Study” (developed by the Early Intervention Training Center). This process allows the student to assess his/her strengths and weaknesses relative to the Early Intervention Competencies. The Self Study is to be completed and discussed with the Site Supervisor.

A copy of the Self Study is to be submitted electronically to the Northeastern Field Supervisor, Leah Koretz at l.koretz@northeastern.edu by the middle of October.

The Learning Contract is to be written using the “Learning Contract” form with copies for the Site Supervisor, Northeastern Field Supervisor, and student. This is a dynamic document; it will need revision each term based on the opportunities for experiences and the student’s background and individual needs.

Submit completed learning contract to the Northeastern Field Supervisor by the third or fourth week of each term of the practicum and should be submitted directly to Dr. Lifter’s mailbox at 404 International Village).

EARLY INTERVENTION CERTIFICATE PROGRAM

Learning Contract Page 1

Student

Semester

Practicum Site

Site Supervisor

Days of Week /Hours of Attendance at Practicum Site

COMPETENCY AREAS

INFANT AND TODDLER DEVELOPMENT

1. State one objective in measurable terms:

2. State how the objective will be implemented:

3. State how you will know if you attained your objective:

EARLY INTERVENTION CERTIFICATE PROGRAM

Learning Contract Page 2

EVALUATION AND ASSESSMENT

1. State one objective in measurable terms:

2. State how the objective will be implemented:

3. State how you will know if you attained your objective:

EARLY INTERVENTION CERTIFICATE PROGRAM

Learning Contract Page 3

FAMILY CENTERED SERVICES AND SUPPORTS

1. State one objective in measurable terms:

2. State how the objective will be implemented:

3. State how you will know if you attained your objective:

EARLY INTERVENTION CERTIFICATE PROGRAM

Learning Contract Page 4

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

1. State one objective in measurable terms:

2. State how the objective will be implemented:

3. State how you will know if you attained your objective:

EARLY INTERVENTION CERTIFICATE PROGRAM

Learning Contract Page 5

SERVICE COORDINATION

1. State one objective in measurable terms:

2. State how the objective will be implemented:

3. State how you will know if you attained your objective:

EARLY INTERVENTION CERTIFICATE PROGRAM

Learning Contract Page 6

INTERVENTION STRATEGIES

1. State one objective in measurable terms:

2. State how the objective will be implemented:

3. State how you will know if you attained your objective:

EARLY INTERVENTION CERTIFICATE PROGRAM

Learning Contract Page 7

TEAM COLLABORATION

1. State one objective in measurable terms:

2. State how the objective will be implemented:

3. State how you will know if you attained your objective:

EARLY INTERVENTION CERTIFICATE PROGRAM

Learning Contract Page 8

POLICIES, PROCEDURES, AND PROFESSIONALISM

1. State one objective in measurable terms:

2. State how the objective will be implemented:

3. State how you will know if you attained your objective:

Student Signature

Site Supervisor Signature

Date

EARLY INTERVENTION CERTIFICATE PROGRAM

Directions for Daily Time Sheet and Journal Entries

Goal: To provide a means for keeping an accurate and permanent record of practicum activities and experiences. This form is also useful in assisting the student to complete journal entries and weekly time sheets.

Objectives:

1. To record activities/experiences regularly for accuracy.
2. To provide a source for discussion with supervisors/mentors.
3. To afford documentation to denote student progress and growth.

Procedures For Usage:

1. Regular daily recording is a must in order to preserve valuable information.
2. Review regularly with Site Supervisor.
3. Review with University Field Supervisor on periodic visits.

Components:

- Activity
 - write in type of activity
 - indicate time devoted to specific activity

- **Journal Entry: (online)**

Evaluate and reflect on the strengths and weaknesses of what you experienced during the week. Do not describe what you did, since that is noted above. Journal entries are to be uploaded onto Canvas every two (2) weeks or in accordance with specified directions in the practicum course syllabus. Please use pseudonyms when talking about children and their families.

Guidelines for Online Reflective Journal Entries:

"Reflection means stepping back from the immediate, intense experience of hands-on-work and taking the time to wonder what the experience really means. What does it tell us about the family? About ourselves? Through reflection, we can examine our thoughts and feelings about the experience and identify the interventions that best meet the family's goals for self-sufficiency, growth, and development."

From "Look, Listen and Learn," by Rebecca Parlakian, *Zero to Three*, 2001
Washington, DC

A reflective journal entry should describe your thoughts about an incident that took place during your practicum experience, and prompted you to say to yourself one of the following:

- "wow, that was a neat way for the person to manage the situation"
- "that's a new way to think about how to accomplish the task"
- "I don't think that is the best way to say or do that"
- "I learned something from this incident/experience"

A good reflective entry does not merely tell what you did or how you did it (e.g., “I worked in group today”, or “We made home visits and I worked with the child while my Site Supervisor talked with the parent.”), but also provides a rationale for why the incident was an important learning experience.

Expectations for journal entries:

1. Describes an EI case or family, a situation at work, or an interaction with a child, parent, co-worker, supervisor, DSS worker, professor/instructor, or other individual.
2. Discusses/describes an EI procedure, technique, theory, assessment tool, or diagnostic category.
3. Includes the writer’s emotional reaction to, or evaluative judgment of, the situation or interaction.
4. And includes at least one of the following:
 - a. Cites a specific developmental/psychological/sociological theory (e.g. Family Systems, Piaget’s theory of cognitive development), model, ethic, or principle (usually learned through coursework), *applying the theory in some way to the case, behavior, phenomenon, or situation described. You must be clear how the theory has driven the development of questions, explanations, or hypotheses.*
 - OR
 - b. Cites contextual factors (one’s own personality or skills; child temperament or personality; parent/family characteristics; socioeconomic status; personnel issues/staff member’s personality or behavior; agency-related factors; community issues; religious/cultural considerations; language barriers; legal issues, etc.), *using the contextual factors to explain or hypothesize about some aspect of the case, behavior, phenomenon, or situation described.*
5. Provides rationale/explanation of why or how an experience was valuable to learning.

Examples of Good Reflective Journal Entries

Explanation with theory, principle, or ethics given as the rationale:

Example: “Today I went on a home visit with the little boy, Mark, whom I am going to be working with. He had just begun Early Intervention. Mark has signs of PDD, including little to no eye contact and an inability to adjust to changes in his environment, but has not received a specific diagnosis. Mark got upset many times and his mom would continually apologize for his behaviors...family systems class came back into my memory and of course what we learned about Kubler-Ross’s stages. This mom is definitely in the denial stage due to the fact that her child does not have a diagnosis and also that she is still hoping that with all of the early intervention services that Mark will be ‘normal’.” *(clear extension / application of theory to aspect of personal experience; generation of specific hypothesis*

Explanation with consideration of contextual factors as a rationale (e.g., child or family characteristics, personnel issues, agency-related factors, community issues, etc.):

“Today, I observed and participated in a home visit for a toddler with language delays, which

took place in the child's daycare. The child is from a Spanish background where English is the primary language spoken in the house. However, Spanish is spoken in the house, though not directly to the children. The ironic aspect of this is that the daycare they attend speaks primarily Spanish. The employees can speak some English but not very well. ... the toddler definitely has some language problems, so comprehension of English can be difficult for him at times. However, since he is exposed to an environment where a different language is being spoken, not only does he need to learn techniques to be able to adjust to the activities in the daycare, but then when he goes home Spanish is not spoken to him, so he needs to figure out English. I totally understand that the parents want to keep their child in environments of their culture, but I feel that this child would actually benefit more from a language-enriched program in which the primary language is English. I wonder if the child is actually benefiting from the daycare environment or would he do better in a multicultural environment?"

EARLY INTERVENTION CERTIFICATE PROGRAM

Daily Time Sheet for Practicum (Non EI-Employed Personnel)

Student: _____ Site Supervisor Signature: _____

Date	Day/	EIP Practicum Hours	Specific Practicum Activities
Date	Mon		
Date	Tues		
Date	Wed		
Date	Thurs		
Date	Fri		
Date	Sat		
Date	Sun		
Total Hours			

Completed sheets should be submitted on a weekly basis, to Haley at medeiros.ha@northeastern.edu.

Hours will be entered weekly in the computer and monitored by the Northeastern Field Supervisor.

EARLY INTERVENTION CERTIFICATE PROGRAM

Daily Time Sheet for Practicum (EI Employed Personnel)

Student: _____ Site Supervisor Signature: _____
 Students who are employed at an EI program may count six hours each week of their work time towards the practicum requirement.

Day/ Date	EIP Practicum Hours	Specific Practicum Activities
Mon Date		
Tues Date		
Wed Date		
Thurs Date		
Fri Date		
Sat Date		
Sun Date		
Total Hours	6 hours (Families Serviced)	
	_____ document other practicum hours	

Completed sheets should be submitted on a weekly basis, to Haley at medeiros.ha@northeastern.edu.
Hours will be entered weekly in the computer and monitored by Northeastern Field Supervisor.

EARLY INTERVENTION CERTIFICATE PROGRAM

Site Supervisor Evaluation Form (Revised June 2013) Competencies to be Addressed During Practicum Training

Student: _____

Evaluator: _____

Instructions: The acquisition of hands-on skills in the EI competencies is the work of the practicum experience. By the beginning of the second semester (early January), the Site Supervisor is to complete the midterm evaluation on the following form and discuss it with the student. Each competency should receive a rating comment based in the following scale. It is expected that a student attains a minimum of a 3 rating for each competency by the completion of the experience.

OB= Observation-

Student observes a provider performing a task such as: intake, family/child visit, assessment, etc.;

1 = Demonstrates Limited Skills-

Student demonstrates limited knowledge and skills in the competency area;

2 = Demonstrates Intermediate Skills-

Student demonstrates early understanding of the knowledge and skills underlying the competency, but the demonstrated skill level is not satisfactory;

3 = Demonstrates Satisfactory Skills-

Student demonstrates the knowledge and skills underlying this competency at a satisfactory level;

4 = Demonstrates Independent Skills-

Student can perform the competency at an independent level of practice;

5 = Demonstrates Outstanding Skills-

Student demonstrates the knowledge and skills underlying this competency in a manner that reflects considerable knowledge and skill;

F = Failure-

Student fails to demonstrate the knowledge and skills in the competency area;

NA= Experience Not Available-

Student has not had the opportunity to gain skills in this area.

By the end of the second semester (late April), the Site Supervisor is to complete the final evaluation and discuss it with the student.

EARLY INTERVENTION CERTIFICATE PROGRAM
Site Supervisor Evaluation Form (Revised 2013)
Early Intervention Competencies

CEIS Competency Indicator	Midterm	Final
1. INFANT AND TODDLER DEVELOPMENT		
1.6 EI Specialists will demonstrate knowledge of how trauma and other sources of family and environmental stress influence early development and child/caregiver interactions		
1.7 EI Specialists will identify how children learn through play within and across developmental domains, based on individual learning styles and temperament.		
1.8 EI Specialists will identify how children learn through relationships, and demonstrate knowledge of a relationship-based approach to interventions and outcomes.		

Comments:

EARLY INTERVENTION CERTIFICATE PROGRAM

Site Supervisor Evaluation Form (Revised June 2013)
Competencies to be Addressed During Practicum Training

2. EVALUATION AND ASSESSMENT	Midterm	Final
2.1 EI Specialists will facilitate pre-evaluation planning with the family.		
2.2 EI Specialists will collect, interpret, synthesize, and report relevant information related to eligibility evaluation and ongoing assessment.		
2.4 EI Specialists will demonstrate the ability to interpret and discuss the results of evaluations and assessments by communicating effectively with families, both orally and in writing.		
2.6 EI Specialists will collaborate with families and other team members to identify current levels of functioning, strengths, and needs of the infant/toddler throughout the IFSP process.		

Comments:

EARLY INTERVENTION CERTIFICATE PROGRAM

Site Supervisor Evaluation Form (Revised June 2013) **Competencies to be Addressed During Practicum Training**

3. FAMILY CENTERED SERVICES AND SUPPORTS	Midterm	Final
3.1 EI Specialists will demonstrate understanding of strengths and resources that the family contributes to the wellbeing of their child and family.		
3.2 EI Specialists will demonstrate an understanding of, and ability to apply, family-centered practices.		
3.3 EI Specialists will demonstrate understanding and respect for the culture of each family.		
3.4 EI Specialists will share complete and unbiased information with families that enables them to make informed decisions regarding services, supports, and techniques.		
3.5 EI Specialists will support families to access opportunities for family support, family networking, and involvement within and beyond the Early Intervention system.		

Comments:

EARLY INTERVENTION CERTIFICATE PROGRAM

Site Supervisor Evaluation Form (Revised June 2013) **Competencies to be Addressed During Practicum Training**

4. INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)	Midterm	Final
4.1 EI Specialists will demonstrate knowledge of federal and state components and requirements throughout the IFSP process, including procedural safeguards.		
4.2 EI Specialists will effectively explain the IFSP purpose and facilitate the process in order to promote family understanding and participation in the collaborative process.		
4.3 EI specialists will gather information from the family and key collaborators in order to reflect the child and family's unique strengths, needs, and priorities in developing the IFSP.		
4.4 EI Specialists will demonstrate the ability to generate functional/measurable outcomes and strategies and to plan services that will be embedded in the family's natural routines.		
4.5 EI specialists will adhere to appropriate IFSP timelines, and requirements for notification and informed consent in the ongoing reviews and transition planning.		

Comments:

EARLY INTERVENTION CERTIFICATE PROGRAM

Site Supervisor Evaluation Form (Revised June 2013) **Competencies to be Addressed During Practicum Training**

5. SERVICE COORDINATION	Midterm	Final
5.1 EI Specialists will monitor and coordinate the delivery of EI services by engaging in ongoing dialogue with the family to effectively revise, update, and utilize the IFSP.		
5.2 EI Specialists will use effective oral and written communication and problem-solving strategies to coordinate individualized EI services and community supports for each child and family.		
5.3 EI Specialists will ensure that health information (including medical, nutrition, and feeding) is current and reflected in the ongoing planning and coordinating of IFSP services.		
5.4 EI Specialists will demonstrate knowledge of and ability to network with public and private providers in order to assist the family in accessing a variety of individualized services and resources, including but not limited to financial, specialty service, health, social, and developmental services and resources.		
5.5 EI Specialists will support families in acquiring the knowledge and tools needed to enhance their capacity for self-advocacy.		
5.6 EI Specialists will facilitate the development of a comprehensive transition plan, including the Transition Planning Conference, to promote smooth transitions for all families exiting Early Intervention.		
5.7 EI Specialists will demonstrate knowledge of federal, state, and local LEA requirements and timelines to ensure smooth transitions for children transitioning to Part B services.		

Comments:

EARLY INTERVENTION CERTIFICATE PROGRAM

Site Supervisor Evaluation Form (Revised June 2013) **Competencies to be Addressed During Practicum Training**

6. INTERVENTION STRATEGIES	Midterm	Final
6.1 EI Specialists will use the child's strengths to develop appropriate strategies to address infant/toddler needs across the domains.		
6.2 EI Specialists will utilize strategies for intervention based on the strengths, resources, needs, learning styles, and culture of each family.		
6.3 EI Specialists will plan, facilitate, and modify home visits in a variety of settings to promote outcomes and learning opportunities in collaboration with families and other providers.		
6.4 EI Specialists will utilize and/or modify natural settings in order to promote infant/toddler learning opportunities in collaboration with families and other providers.		
6.5 EI Specialists will embed into daily routines activity-based interventions that integrate the strengths and needs of infants, toddlers, and their caregivers.		
6.6 EI Specialists will design and/or implement appropriate positioning, adaptive strategies, and/or assistive technology to facilitate an infant/toddler's independence and engagement with others.		
6.7 EI Specialists will design and/or modify interventions that consider infant/toddler sensory processing to promote child and family outcomes.		
6.8 EI Specialists will engage and support caregivers in positive interactions with their infants/toddlers that promote healthy social-emotional development.		
6.9 EI Specialists will engage and support caregivers to carry over intervention strategies that promote infant/toddler development.		

Comments:

EARLY INTERVENTION CERTIFICATE PROGRAM

Site Supervisor Evaluation Form (Revised June 2013) **Competencies to be Addressed During Practicum Training**

7. TEAM COLLABORATION	Midterm	Final
7.1 EI Specialists will demonstrate an understanding of roles, functions, and dynamics of teams within Early Intervention.		
7.2 EI Specialists will serve as a resource to the child and family's team regarding information and strategies specific to his/her discipline and experience.		
7.3 EI Specialists will recognize and respond to the differences of opinions and recommendations within the child and family's team and use problem-solving skills to develop the IFSP and to plan ongoing services and collaboration.		
7.4 EI Specialists will be able to explain the functions of various disciplines to families and key collaborators.		
7.5 EI Specialists will regularly communicate with team members and other key collaborators to evaluate the effectiveness of services for the child and family.		

Comments:

EARLY INTERVENTION CERTIFICATE PROGRAM

Site Supervisor Evaluation Form (Revised June 2013) **Competencies to be Addressed During Practicum Training**

8.POLICIES, PROCEDURES, AND PROFESSIONALISM	Midterm	Final
8.1 EI Specialists will demonstrate a basic knowledge of relevant federal and state legislation, regulations and policies that impact services and supports to children and families (including IDEA, FERPA, Massachusetts EI Operational Standards, and state eligibility criteria).		
8.2 EI Specialists will participate in opportunities for continued training and education for the purpose of ensuring personal and professional growth.		
8.3 EI Specialists will demonstrate professional work habits, including dependability, time management, independence, responsibility and flexibility in response to diversity of families and change in the work environment.		
8.4 EI Specialists will demonstrate the use of current infant/toddler research to approach and/or modify practice.		
8.5 EI Specialists will serve as a resource to their community by sharing their knowledge of Early Intervention in a variety of settings.		

Comments:

EARLY INTERVENTION CERTIFICATE PROGRAM Practicum Form

PART I: TO BE COMPLETED BY THE APPLICANT

Name _____
Address _____
Timeframe of Practicum Experience _____
Practicum Site _____
Address/Phone _____
Population Served _____

PART II: TO BE COMPLETED BY THE NORTHEASTERN FIELD SUPERVISOR

Name (print) _____ Position _____
Field _____ Number of years in position _____ in field _____

PART III: TO BE COMPLETED BY THE SITE SUPERVISOR

Name (print) _____ Position _____
Field _____ Number of years in position _____ in field _____

PART IV: DOCUMENTATION OF MEETINGS

The following meetings were held among Site Supervisor, Northeastern Supervisor, and student to discuss standards and procedures for evaluation of the student's progress:

Date _____	Student _____	Site Supervisor _____	NU Supervisor _____
Date _____	Student _____	Site Supervisor _____	NU Supervisor _____
Date _____	Student _____	Site Supervisor _____	NU Supervisor _____
Date _____	Student _____	Site Supervisor _____	NU Supervisor _____

PART V: HOURS IN FIELD (Semester and Year)

Fall _____ Spring _____ Total _____

**PART VI: TO BE COMPLETED BY THE SITE SUPERVISOR AND THE
NORTHEASTERN SUPERVISOR**

- A. SITE SUPERVISOR: Please comment briefly on the student's strengths, and on areas you would like to see strengthened.**

Signature of Site Supervisor

Date

- B. NORTHEASTERN SUPERVISOR: Please comment briefly on the student's strengths, and on areas you would like to see strengthened.**

Signature of Northeastern Supervisor

Date

EARLY INTERVENTION CERTIFICATE PROGRAM

Student Practicum Site Evaluation Form

(for Northeastern University purposes only)

Student

Academic Year

Practicum Site

Site Supervisor

1. How would you qualify/rate your impression of the practicum experience?

- an excellent experience? _____
- a good experience? _____
- a fair experience? _____
- a poor experience? _____

2. Give 3 phrases to support your answer in #1:

a- _____

b- _____

c- _____

3. During the experience, were you made to feel a part of the staff team?
yes? no? Please explain your answer.

4. Were you able to establish a working relationship with several members of the staff/team?
yes? no? Please explain your answer.

5. Did you think the staff worked well as a team?
yes? no? Please explain your answer.

6. Did the Site Supervisor make an effort to provide experiences tailored to your needs/requirements?
yes? no? Please explain your answer.
7. Was the staff receptive and willing to teach you about the program and its services?
yes? no? Please explain your answer.
8. Was time regularly allotted for you and the Site Supervisor to discuss your questions, issues and concerns?
yes? no? What was the usual pattern?
9. Was the time allotted for questions, issues, and concerns sufficient?
yes? no? Please explain your answer.
10. Did you feel that the supervision provided met your individual needs?
yes? no? Briefly explain how your needs were met.
11. Additional comments, observations, recommendations:

EARLY INTERVENTION CERTIFICATE PROGRAM

Team Involvement: Suggestions for Site Supervisors and Students

1. Suggestions for EI Teams:

Northeastern University students in the Early Intervention Certificate Program spend a minimum of 300 hours in a field setting attaining the necessary competencies for state certification. Each student is assigned to a Site Supervisor from an Early Intervention Program (EIP) that is collaborating with the Early Intervention Certificate Program. He/she observes, guides, and provides feedback to the student on a regular basis. The Site Supervisor provides leadership and guides the student in planning activities and experiences that enable the student to meet the competencies specified by the Department of Public Health for Early Intervention Specialists.

For student-team participation, the student also becomes a participant in activities of the EIP's interdisciplinary team and learns about all aspects of its work with children and families. For this effort, it is helpful for Site Supervisors to arrange a Team meeting that affords time for discussion of what it means for the program to have a student with them during the course of an academic year. Some questions that may facilitate these discussions follow:

- What do they, as a Team, feel is important for the student to learn about their Team?
- How might this be accomplished?
- In what ways would various Team members like to participate with the student(s)?
- What do the Team members believe the students could provide for the program?

2. Suggestions for Student-Team Performance:

The following are suggestions for encouraging successful student-Team interaction at the EIPs:

- Introduce student to the Team and provide all members with information about the Northeastern University Early Intervention Certification Program;
- Encourage student to participate regularly in Team discussions about the children and families whom they have served;
- Provide students with opportunities to learn about the special expertise and skills of the various disciplines represented by the staff at the EIP;
- Provide opportunities for students to accompany and assist personnel from different disciplines in home or site-based activities;
- Foster collaboration among professionals of different disciplines in planning group-centered activities for parents and/or children;
- Involve students in ongoing research projects, when possible;
- Utilize student expertise and encourage student initiative in the development of projects (e.g., in-service training and team improvement efforts).

EARLY INTERVENTION CERTIFICATE PROGRAM

Teamwork Competencies

The following Teamwork Competencies were developed by the Early Intervention faculty under the leadership of Dr. Louis Kruger.

1. Aspects of Successful Teamwork: PERFORMS

The student shall develop knowledge of the following aspects of successful teamwork:

- **Purpose**

The team has a well-articulated and important purpose, as well as goals that further specify the purpose. The team is motivated by its mission.

- **Empowerment**

Team members are able to assume a leadership role when they have skills or knowledge relevant to tasks. The leader sets the tone for sharing power, and is able to “unleash talent”.

- **Relationships (Internal)**

Team members trust and respect one another. They collaborate and frequently communicate with other members. Members are loyal to one another, and unified in their commitment.

- **Feedback**

Team members set high standards and assess their progress on tasks. They seek feedback on goal attainment, client reactions, and group process. They are willing to provide one another with constructive feedback.

- **Organization**

The team has an appropriate structure that includes methods for attaining goals, roles for members, regular meeting times, and time-lines for task completion.

- **Relationships (External)**

The team has support from its parent organization. The team frequently monitors the environment for opportunities and threats that might impact its functioning.

- **Motivation**

Team members have a strong sense of obligation to meet and exceed team goals. They are motivated to continually improve their performance.

- **Skills**

Team members have skills and knowledge relevant to team tasks. Team members are capable of working interdependently as well as independently.

2. Team Development

The student shall develop knowledge and skills relevant to:

- Preconditions to Team Development
 - Determining team's authority / autonomy
 - Clarifying team's mission
 - Providing the team with important resources
 - Identifying potential team members
- Team Building
 - Finding team members
 - Specifying team goals
 - Determining what tasks will be accomplished
 - Developing skills relevant to tasks
 - Clarifying roles and norms
 - Developing positive expectations
 - Developing constructive cohesion
- Team Maintenance
 - Adapting goals, processes, tasks, and structures
 - Replenishing needed resources
 - Replacing members who leave the group

3. Improving Team Effectiveness

The student shall develop skills relevant to:

- Identifying areas of strength and weakness of their team
- Setting priorities for improving their team
- Determining "controllable" causes of team weaknesses
- Developing a team improvement plan based upon ...
 - strengths
 - causes of weaknesses
 - examination of alternative actions
- Implementing team improvement plan
- Assessing implementation and outcomes of plan
- Recycling improvement process

4. Aspects of Being an Effective Team Member

The student shall develop skills relevant to:

- Developing and understanding his/her role
- Being impartial and objective with respect to team decisions
- Doing things "above and beyond" the minimum
- Striving to eliminate potential conflicts between team and personal goals

- Taking initiative
- Being constructively honest with teammates
- Accepting feedback in a non-defensive manner
- Supporting team decisions
- Being willing to help other team members
- Monitoring and “backing up” team members’ work
- Neither slavishly following nor blindly resisting leadership

5. Aspects of Being an Effective Team Leader

The student shall develop skills relevant to:

- Striking a balance between task and interpersonal concerns
- Making sure the high priority issues get the most attention
- Setting the conditions so that each team member maximizes the use of his/her skills
- Openly receiving suggestions from other team members
- "Doggedly" pursuing issues that are interfering with the team's functioning
- Knowing when to provide structure and when to let team members use their initiative
- Providing opportunities for team members to reflect on the team's process and goals
- Helping the team make decisions within ethical guidelines
- Allowing others to take a leadership role when their skills are relevant to a task

6. Process of Meetings

The student shall develop skills relevant to:

- Taking a systematic and reflective approach to problem-solving
- Developing a mutually rewarding and collaborative process
- Creating and following an agenda; limiting the length and number of tangential discussions
- Eliciting reactions from others and keeping them actively involved
- Acknowledging, and if necessary addressing, team members’ feelings on the issue / problem
- Reframing complaints, perspectives, and opinions in a manner that facilitates problem solving
- Avoiding potentially obfuscating jargon and labels
- Actively listening to people (e.g., nodding one’s head)
- Succinctly summarizing the important points of a discussion before discussing a new topic
- Recognizing and dealing appropriately with power / authority issues
- Recognizing and dealing appropriately with people’s concerns, resistances, or confusion
- Recognizing and dealing appropriately with interpersonal or process problems (e.g., interruptions) that occur during the meeting
- Conducting the meeting at an appropriate tempo (neither too fast, nor too slow) and not rushing the process because of time constraints.
- Unless there is a clear reason for doing so, avoiding speaking too much or too little
- Before the meeting ends, clarifying major outcomes and helping the team decide what should be done next

7. Team Problem-Solving Skills

The student shall develop skills relevant to:

- Clarifying problems
 - Obtaining specific examples of problem (avoid jargon and labels)
 - If more than one problem exists, reducing into sub-problems
 - Describing relevant history
 - Describing relevant restraining forces
 - Describing opportunities and resources
 - Summarizing initial problem description
 - Developing data collection plan
 - Collecting data
 - Summarizing data
- Developing IFSPs
 - Defining goals
 - Reviewing previous plans (if any) that have failed and succeeded
 - Brainstorming alternative plans
 - Evaluating alternative plans
 - Selecting alternative(s) to be implemented
 - Developing details of plan
- Implementing the IFSP
 - Facilitating implementation
 - Assessing extent to which plan was implemented as intended
 - Assessing problems with plan
 - Adapting plan
- Assessing Goals and Other Outcomes
 - Determining what goals were attained
 - Reviewing unanticipated outcomes
 - Assessing individuals' reactions to implementation of plan
 - Developing maintenance plan
 - Summarizing major conclusions for relevant others

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EARLY INTERVENTION CERTIFICATE PROGRAM

Sample Intervention Plan

(To be completed beforehand for any individual or group intervention activities the student conducts)

Team Student	Date	Time
<hr/>		
Child (children)/Family(families) being served		
<hr/>		
Age of Child(ren)	Environment	

IFSP Goal:

Specific Objective:

Materials Needed:

Pre-Intervention Activities/Conditions:

Intervention Activities:

Modifications:

(To be completed following the intervention activities)

Evaluation and Follow Up Plans:

Self-evaluation and Follow Up Plans:

Instructions for Transcript Requests

Please use the following link for updated information:

<https://registrar.northeastern.edu/article/transcript-requests/>

- Transcript Office
 - transcripts@northeastern.edu
 - [617.373.2300](tel:617.373.2300)
 - [617.373.5351](tel:617.373.5351) (fax)

- Mailing Address

*Northeastern University
ATTN: Transcript Office, 230-271
360 Huntington Avenue
Boston, MA 02115-5000*

- Location

271 Huntington Avenue, Suite 200
Boston, MA 02115

- Office Hours

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