

Interdisciplinary Certificate Program in Early Intervention

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

Bouvé College of Health Sciences - Departments:

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

College of Science –

- Department of Psychology

College of Social Sciences and Humanities

- Program in Human Services

STUDENT HANDBOOK 2025-2026



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BOUVÉ COLLEGE OF HEALTH SCIENCES EARLY INTERVENTION CERTIFICATE PROGRAM

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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. 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 virtual format, apart from practica experiences. 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: Aug 1st.

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

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

Program Director: Shannon Whittley, SLPD, CCC-SLP
s.whittley@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 (program dependent)	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 2025-2026

Please note:

The program is delivered in a virtual format. Specific class meeting times may be subject to change upon registration.

ORIENTATION: FALL: September 8th from 10:30 – 11:30am

CLASS DATES: Fall, Mondays: September 8th, October 6th, November 3rd, December 1st

Spring, Mondays: January 12th, February 2nd, March 9th, April 6th

LOCATION: Classes will meet via Zoom; all information can be found on Canvas.

CAEP 5150: Early Intervention: Family Systems

Fall Semester (*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. This course is taught in a fully asynchronous format.

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; MS SLP – see specific program requirements*)

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

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. Timelines are determined by individual program requirements (variation of 1-2 semester practicum experience). 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 8th, at 10:30am**, during 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 8th.

1. Register for your courses. You must be officially registered and in the registrar's database 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. A grade of "B" or higher must be earned in each course to progress. Those who are degree/certificate students are expected to complete the program in one year or the timeline set forth in accordance with your primary degree program. 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 a single semester 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.

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/>

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/>)

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

Items highlighted in yellow indicate forms that must be completed and returned.

1. The text Requirements for Satisfactory Completion of Practicum provides an overview of the practicum experience. (pg. 15)
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. 16-18)
3. Suggestions for Planning the Practicum (pg. 19-20)
4. The Guidelines for Learning Contract (pg. 21-22) and Learning Contract (pg. 23-30) 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. 31-32) *Journal entries are completed as part of practicum course*
6. The Early Intervention Certificate Program Student Time Sheet (pg. 33) is to be filled out by the student and submitted by email as a PDF document to Shannon Whittley (s.whittley@northeastern.edu). Note that there is a separate form for students who are currently working in Early Intervention. (pg. 34)
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. 35-43)
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, Shannon Whittley. *****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. 44-45).
9. The Practicum Site Evaluation Form affords the student the chance to assist the training program in addressing concerns/suggestions to continue to improve the practicum experience. (pg. 46-47)
10. Team Involvement: Suggestions for Site Supervisors and Students serves to help the student get started in the practicum. (pg. 48)
11. Teamwork Competencies are provided to encourage successful team building skills. (pg. 49-53)
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. 54)
13. Instructions for Obtaining a Transcript (pg. 55)

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 Shannon Whittle at s.whittle@northeastern.edu .

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 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 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 benefit more from a language-enriched program in which the primary language is English. I wonder if the child is 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
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		
	Total Hours		

Completed sheets should be submitted on a weekly basis to Shannon Whittle at s.whittle@northeastern.edu.

Hours will be 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 Shannon Whittley at s.whittley@northeastern.edu.

Hours will be 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

Team Student	Date	Time
Child (children)/Family(families) being served		
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:

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