**Early Intervention/Early Childhood Special Education
Master's Program**

Student Handbook

*Early Intervention Program
Special Education and Clinical Sciences Department
College of Education
University of Oregon*

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The Early Intervention Program
Student Handbook

WELCOME

Welcome to the University of Oregon Early Intervention Graduate Program. This handbook is intended to assist you by providing information necessary for successful completion of the master's program in Early Intervention. It is our recommendation that you read through this handbook carefully, as it contains important information, and refer to it often throughout your graduate studies at the University of Oregon. For clarification or further information, please consult with your advisor.

Policies and procedures outlined in this handbook are subject to change. Students should confirm program plans with their advisor. The Early Intervention Program website, http://eip.uoregon.edu/index.html, is updated on a regular basis. Information regarding University of Oregon policies, procedures, deadlines, and forms required by the College of Education can be found on the University of Oregon College of Education website: http://education.uoregon.edu. We strongly encourage you to regularly check these resources for updated information.

INTRODUCTION

The Early Intervention Program (EIP) at the University of Oregon is in the Department of Special Education and Clinical Sciences (SPECS) in the College of Education, and is housed in the Center on Human Development, a University Center for Excellence in Developmental Disabilities (UCEDD). The Early Intervention Program provides an interdisciplinary field of specialization focusing on infants, toddlers, preschool children, and young school-aged children who are at risk or disabled, and their families. This specialization combines a theoretical, research, and clinical base from fields such as early childhood education, psychology, communication disorders and sciences, medicine, sociology, and special education. Since 1979, the personnel preparation component of the Early Intervention Program has offered quality courses and field placements leading to a master's degree, a teaching endorsement and a doctoral degree. This training program is designed to prepare personnel to provide quality services to young children from birth to eight years, who are disabled or at risk, and their families. Students are prepared to fill a variety of roles, including interventionists who deliver services to children and their families, program coordinators or supervisors who manage and direct personnel that deliver direct services, policy analysts, researchers and instructors.

The EIP is composed of four separate but interconnected components: 1) <u>personnel preparation</u> offered at the master's and doctoral levels; 2) <u>program development</u> focused on the creation of state-of-the-art intervention programs for infants and young children and their families; 3) <u>research</u> funded by a variety of grants that explores new strategies and develops new tools for assessment and intervention; and 4) <u>dissemination activities</u> designed to share information, research findings, and new approaches with professional and paraprofessional audiences.

Philosophy of the Early Intervention Personnel Preparation Program

The five major philosophical perspectives that guide our personnel training are transactional, family involvement, developmental, educational, and interdisciplinary.

Transactional Perspective. The transactional (Cicchetti, et al., 1988; Sameroff & Chandler, 1975; Sameroff & Fiese, 1990) or interactional (Lewis, 1987) model is focused upon the social responsiveness of the environment and interactive nature of the child-environment exchange. The child's growth and development occur through actions to and reactions from the environment over time (Sameroff, 1981, 1993). Consequently, concern must extend to children and their impact on the environment as well as the reverse. The transactional perspective is represented in the simple schematic below, which was designed to indicate the cyclical and reciprocal nature of the child-environment interaction.
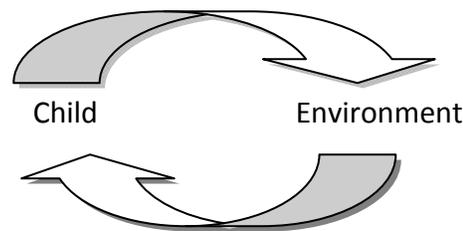
Child   Environment

In addition to the emphasis on the reciprocal aspects of interactions, the transactional model reinforces attention on the importance of the child's social environment. The infant's and young child's initial exposure to the environment is largely mediated by the primary caregivers. This social mediation should be a focal point for interventionists interested in facilitating the development of infants and young children.

Family Involvement Perspective. As the transactional perspective suggests, family involvement is fundamental to the success of early intervention. The greater the family's involvement, the greater the probability that the child's potential will be realized. The federal mandate of IDEA has provided legislative credence to family involvement and has emphasized to all agency personnel delivering

services to young children the importance of including family members in planning, executing, and evaluating programs of intervention.

To be effective in intervention efforts, early intervention personnel must take into account families' larger social context. Sameroff (1982; Sameroff & Fiese, 2000) and Simeonsson (1988) have articulated the need to consider the resources, stresses, cultural values, and desires of family members before developing elaborate intervention plans that the family may find unsuitable or even distasteful. Shonkoff and Phillips (2000) among others (for example, Aber, Jones, & Cohen, 2000; Bornstein & Tamil-LeMonda, 2004; Crockenberg & Leerkes, 2000; Holmes, Reich, and Pasternak, 1984; McLinden, 1990; Roberts and Wasik, 1990; Brooks-Gunn, Duncan & Aber, 1997; McCormick, Brooks-Gunn & Buka, et.al., 2006) have assembled evidence that strongly suggests intervention efforts are significantly enhanced when the primary caregiver receives adequate support from social partners and when caregivers, in turn, receive adequate community support, whether from extended family members, organizations (e.g., church, social agencies), or friends. Thus, it is important to place the family in the larger ecological context (Bronfenbrenner, 1979; Dunst & Trivette, 1990; Singer & Irvin, 1989; Turnbull & Turnbull, 1986, Cowan & Cowan, 2006).

Developmental Perspective. Developmental theory provides a general description of normal development during infancy and early childhood. The application of general developmental theory is enhanced by the skill theory perspective. Fischer (1980) suggests that cognitive and other domains of behavior are a composite of individual skills. Skill acquisition follows a developmental hierarchy that moves from the simple concrete level, to the representation level, to the level of abstraction. A skill sequence develops relatively independently to certain levels, at which time coordination between skills or clusters of skills occurs. The skills that develop and the speed with which they are acquired are dependent upon environmental input and emphasis. Developmental theory provides general maps of emerging behavior. These maps suggest typical patterns of development for the young child in the motor, cognitive, social-emotional, and adaptive domains. These developmental hierarchies should be viewed as composites of sequentially acquired skills that are, in many instances, the focus of interventions. Such a framework specifies long-range goals and also suggests intervention sequences. However, these sequences only provide general guidelines and the interventionist should expect that many children who are disabled will deviate from the typical pattern and show variation in acquisition rates across skill areas.

Educational Perspective. Another perspective underlying this training approach is its educational orientation. The approach is designed to permit the interventionist to focus on actively arranging

environmental contingencies to produce change in the child and family. This perspective requires that education be defined in its broadest sense and does not refer exclusively to programming of skills more traditionally thought of as academic (e.g., reading and writing). Rather, education refers to any skill or behavior that can be acquired through some form of environmental manipulation. Thus, most interventions formulated by allied health professionals appropriately fall under this definition of education.

To deliver the appropriate intervention content to children, a child-directed, activity-based technique is emphasized in this program (Bricker, Pretti-Frontczak & McComas, 1998; Pretti-Frontczak & Bricker, 2004). The activity-based intervention approach is designed to take advantage of children's motivation in high interest activities to teach functional, generalizable skills, and to do so in a way that is objective and measurable. Activity-based intervention is a child-directed, transactional approach that embeds children's individual goals and objectives in routine, planned or child-initiated activities and uses logically occurring antecedents and consequences to develop functional and generative skills (Bricker et al., 1998, p. 11).

In this approach, intervention is woven into the child's ongoing activities. For example, rather than directly teaching names of objects, items are named in the context of a relevant and motivating activity. Integration of intervention targets into the child's daily activities often eliminates motivational problems. When embedding target objectives in child-selected activities, contingent events can be naturally reinforcing. Further, this approach assists in keeping intervention objectives functional and relevant for the child. Each acquired skill is useful and aids the child in adjusting to and coping with environmental demands.

Interdisciplinary Partnerships. The educational orientation of this program is tempered by the recognized need for multiagency, multidisciplinary collaboration if quality services are to be developed (Bricker & Widerstrom, 1996; Harbin, McWilliam, & Gallagher, 2000). Quality services often require the cooperation of many disciplines and agencies (e.g., medical, social, educational). If the family is environmentally at risk, social service or legal agencies may be involved; therapeutic services may also be essential. Increasingly, the children and families being served in EI/ECSE programs have multiple and often chronic needs. To meet these needs, EI/ECSE leadership personnel must have a conceptual framework to incorporate this reality. They must also be committed to the development and implementation of programs that include and coordinate input from a variety of agencies and disciplines. No single agency, discipline, or person can solve the many challenges facing children who are at risk and disabled and their families.

Faculty of the Early Intervention Program

The Early Intervention Program has six faculty members and four research personnel. Doctoral students participate in research projects, assist faculty in teaching courses, and supervise students. The teaching faculty include:

Jane Squires, Ph.D. (University of Oregon, 1988). Dr. Squires is the Early Intervention Program Director; Professor in Special Education/Early Intervention, Director of the Center for Excellence in Developmental Disabilities; academic advisor with interests in assessment of infants and young children, including developmental assessments completed by parents/caregivers, curricula for early childhood/special education, screening and monitoring of at-risk children, and personnel preparation in EI/ECSE. Dr. Squires directs the doctoral program and conducts research on early identification of delays, developmental screening, and social-emotional interventions.

Jantina Clifford, Ph.D. (University of Oregon, 2006). Dr. Clifford is the program coordinator and lecturer in SPED/EI. She currently teaches *Foundations in EC/EI*, *Assessment and Evaluation*, and *Curriculum in EC/EI*, graduate level courses in the Early Intervention Master's program. Dr. Clifford is also an academic advisor and is involved in several research studies focused on the development of assessment measures and curriculum for young children and in technical assistance and outreach, providing trainings nationally and internationally on the use of the *Ages and Stages Questionnaires* (ASQ), a system to screen infants and children who are at risk for developmental delays, and the *Ages and Stages Social-Emotional Questionnaires* (ASQ:SE), a screening tool focused on social-emotional behaviors of children. Dr. Clifford served as an early childhood educator prior to pursuing an academic career in EI/ECSE.

Linda Albi, M.S. (University of Oregon, 1997). Ms. Albi is the Field Experience Coordinator for the Early Intervention Master's program and instructor of graduate level courses. Her professional interests are personnel preparation and clinical supervision in EI/ECSE. Ms. Albi is also an instructor, academic advisor, practicum and student teaching supervisor, and Director of BOOST (Building on Opportunities for Summer Teaching), the EIP summer preschool classroom.

Lois Pribble, Ph.D. (University of Oregon, 2013). Dr. Pribble is a lecturer in the Early Intervention program. Before earning her doctorate in EI/ECSE, she worked as an ECSE classroom teacher, Child Find screener, and inclusion consultant. She currently teaches the *Application of a Linked System I and II* and the *EI Methods I, II, III, and IV* sequence of courses. She is also co-director of BOOST (Building on Opportunities for Summer Teaching), the EIP summer preschool classroom. In addition to teaching in the EI/ECSE program she teaches in the Family and Human Services (FHS)—Early Childhood Emphasis program. She is also a Research Associate for the Early Intervention Program, currently working on the Social Emotional Learning in Early Children and Toddlers (SELECT) grant. Her interests include early childhood social-emotional development and intervention, personnel preparation, and EI/ECSE curricula development.

Wendy Machalicek, Ph.D., BCBA-D (University of Texas at Austin, 2008). Dr. Machalicek is an Associate Professor and the Special Education Program Director. She is affiliated with the Educational and Community Supports (ECS) Research Unit and the University Center for Excellence in Developmental Disabilities (UCEDD). Wendy teaches doctoral level seminars in early intervention research and advanced applied behavior analysis. She will be teaching the graduate level course *Autism in Early Intervention* in the Early Intervention Master's Program. Dr. Machalicek regularly involves graduate students in her research on parent education and teacher consultation to address the challenging behavior and social communication of young children with autism spectrum disorders and related developmental disorders.

Lillian Duran, Ph.D. (University of Minnesota, 2008). Lillian Durán has a Ph.D. in Educational Psychology from the University of Minnesota and is currently an Associate Professor in the Department of Special Education and Clinical Sciences at the University of Oregon. She holds a B.A. in Elementary Education from Antioch College and an M.A. in Education and Human Development from the George Washington University. Her research is focused on improving instructional and assessment practices with preschool-aged dual language learners (DLLs). She is currently a Co-Principal Investigator on an IES Goal 5 measurement grant to develop a Spanish version of the Individual Growth and Development Indicators (S-IGDIs), an early language and literacy general outcome measure for screening and progress monitoring in preschool. Dr. Durán frequently delivers presentations nationally on the topic of recommended practices in assessment and intervention with young DLLs with and without identified disabilities. Prior to Dr. Durán's work in higher education she worked for 9 years as an early childhood special education teacher both in Prince George's County, Maryland, and in rural south central Minnesota.

Overview of the Master's Degree and Licensure Program

The Early Intervention Program offers both master's degree only, and master's degree with a State of Oregon preliminary teaching license for ages birth-fourth grade with Special Education: Early Intervention endorsement. Master's degree only students enroll in the same courses as the master's/licensure students, except for student teaching in spring term. All students who successfully complete the program required for the master's degree will receive an M.S. in Special Education with an emphasis in Early Intervention/Early Childhood Special Education.

Master's degree program objectives include preparing students to:

(1) Provide high quality early intervention services to infants, toddlers, and preschoolers that are at risk for and experiencing disabilities.

(2) Provide services in a culturally sensitive manner to meet the needs of children and families from diverse situations and backgrounds.

(3) Facilitate the inclusion of children in community programs and provide family-guided intervention, using evidence-based practices.

(4) Assess and evaluate child/family progress and program effectiveness within a variety of service delivery models with an emphasis on inclusive settings.

(5) Operate effectively within an interagency, interdisciplinary team approach.

(6) Understand and interpret research outcomes studies to enhance educational services delivered to children who are at risk for and/or experiencing disabilities and their families.

Core Competency Areas

A carefully designed series of courses and practica prepare students to meet objectives within eight core program competency areas. These competency areas are: 1) Foundations in Early Intervention, 2) Typical and Atypical Development, 3) Infant, Toddler, and Preschool Assessment, 4) Family Involvement, 5) Design of Intervention, 6) Implementation of Intervention, 7) Evaluation of Intervention, and 8) Interdisciplinary and Interagency Collaboration. Two additional optional competency areas are offered to students who want to address the following: 9) Research Application, and 10) Program Administration. The program competency areas are described below:

1.0   Foundations in Early Intervention
The early interventionist is able to discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting the profession of early intervention.

2.0   Typical and Atypical Development
The early interventionist is able to demonstrate knowledge across developmental domains of the sequence and age of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with pediatric disabilities.

3.0   Infant, Toddler, and Preschool Assessment
The early interventionist is able to select, administer, summarize results in writing, and interpret to parents/caregivers and professionals a comprehensive assessment of infants, toddlers, and preschool children.

4.0   Family Involvement
The early interventionist is able to select, administer, summarize results in writing, and interpret to professionals a family-guided assessment to identify the family's resources, priorities and concerns important to the development of their infant, toddler, or preschool child who is at risk or has a disability.

5.0   Design of Intervention
The early interventionist is able to design a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or have a disability, and their families.

6.0   Implementation of Intervention
The early interventionist is able to implement a family-guided early intervention program for infants, toddlers, and preschool children.

7.0   Evaluation of Intervention
The early interventionist is able to evaluate a family-guided early intervention program for infants, toddlers, and preschool children.

8.0   Interdisciplinary and Interagency Collaboration
The early interventionist is able to assume the professional roles and responsibilities of an interdisciplinary member, a service coordinator, a supervisor, a consultant, a community liaison, and an educator.

Optional Competency Areas

9.0   Research Application
The early interventionist is able to demonstrate knowledge of current research related to the profession of early intervention.

10.0   Program Administration
The early interventionist is able to demonstrate effective management and leadership skills in the administration of an early intervention program.

Requirements of the EI Master's Degree & Licensure Program

Student Responsibilities

It is the student's responsibility to ensure that Early Intervention Program and College of Education requirements are satisfactorily completed. The design and rigor of the Early Intervention Program requires a major time commitment by full-time students. A single university credit is typically equivalent to one hour in class and three hours per week of study or outside class work (e.g., a 3 credit course = 3 hours in class and 9 hours outside of class); however one credit of practicum is equivalent to four hours per week. Full-time students must spend 36 (9 credits) to 64 (16 credits) hours per week in coursework and field experience. We have found that students who work outside the program may experience significant hardship due to this intensive time commitment. Working outside the program is not recommended.

Students are expected to attend all classes and to be present on all scheduled practicum and student teaching days. In addition, students are expected to check their electronic mail daily and on-campus student mailboxes at least once a week, as faculty and staff use these methods for communicating important information. Please note that it is the responsibility of the student to retrieve information provided by the EIP program faculty and staff. Students are expected to follow the "Professional expectations in the EI program," a handout provided at orientation.

Students who have concerns related to transportation, child care or work-related responsibilities that may interfere with program requirements should discuss their concerns with their academic advisor as early as possible. For issues that may potentially interfere with practicum or student teaching responsibilities, contact the field experience coordinator; for issues that may interfere with attending courses, contact the course instructor.

Coursework Requirements

Full-time students enroll for a minimum of nine credit hours each term, three of which must be practicum hours for the first two terms. Part-time students can enroll for as few as three credit hours per term. Most required courses are offered only once per year and consequently it is important for students to carefully plan their program of studies. Students may add additional electives to develop areas of specialization if their schedules permit. The course and practica schedule for the Early Intervention/Early Childhood Special Education Master's Degree and Licensure Program is given on page 21. The Master's/Licensure Program Plan found in the SPED Master's Program handbook should be completed at the end of week 2 of winter term when students are planning their course sequence; its completion is

required by the College of Education by the last term of study as part of the degree and licensure granting process. Students remain in conditional status until the Program Plan is completed, approved by their academic advisor, and submitted to the Student Services Coordinator.

Grade Requirements

Both the Master's degree and licensure is conditional upon successful completion or acceptable performance in coursework and practica. Students must maintain a minimum of a 3.0 grade point average (GPA) across all graduate courses taken in the degree and licensure program; students must receive a grade of "A" or "B" in all Early Intervention core courses. Students who receive a grade of "C" or lower in an Early Intervention Program core course must retake the course. The Early Intervention courses that are graded "pass" or "no pass" (i.e., field experience courses) require students to obtain a minimum of a "B-" to receive a "pass."

Students who are experiencing difficulty in either coursework or practica are expected to immediately notify the course instructor or practicum coordinator and their academic advisor. During practicum and student teaching, any student who is asked to withdraw from his or her site by site or university personnel, voluntarily withdraws from their site, receives a grade of "no pass," or receives an incomplete will not be placed in a subsequent practicum or student teaching site.

Writing Resources

Students who are experiencing difficulty with the writing requirements in coursework are strongly encouraged to access the COE Tutoring Center and Writing Lab, located in the HEDCO Learning Commons (110 HEDCO) https://education.uoregon.edu/student-academic-services/tutoring-services. The lab is available at no cost to all university students, and offers individual assistance to students in developing their writing skills. Please note that appointments with writing tutors must be made at least one week in advance.

Competencies and Objectives for Coursework

Eight core competency areas guide the content for coursework and field experiences in the program. Satisfactory completion of all required objectives in the first eight competency areas is required for completion of the EI/ECSE Master's Degree/Licensure Program. Coursework and field experiences have different objectives associated with each. <u>Coursework competency objectives</u> are identified each term in the "Student Learning Outcomes" section of the syllabi for EI core courses. Objectives specific to coursework are listed below. Objectives specific to practicum can be found in the field experience section of the handbook.

Early Intervention Coursework Competencies

1.0	FOUNDATIONS IN EARLY INTERVENTION
Student is able to discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting their field.	
1.1	Demonstrates knowledge of the legal basis of early intervention[1], including PL 94-142 and PL 102-119, related litigation, and the impact of public policy on the delivery of services to children
1.2	Discusses state and local regulations affecting the delivery of services to young children with special needs
1.3	Identifies and discusses roles, responsibilities and goals of early intervention in the delivery of services to children and their families
1.4	Demonstrates knowledge of the professional standards of competency in early intervention
1.5	Demonstrates knowledge of federal, state, and local resources important to the advancement of the profession of early intervention and the improvement of services to young children and their families
2.0	**TYPICAL AND ATYPICAL DEVELOPMENT**
Student demonstrates knowledge across developmental domains of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with disabilities.	
2.1	Demonstrates knowledge of biological and environmental factors associated with prenatal development and birth
2.2	Demonstrates knowledge of the range of typical child development including the sequences, characteristics, and interrelationships in development across domains
2.3	Identifies medical conditions, biological and environmental factors that place a child at risk for atypical development
2.4	Recognizes the etiology and characteristics of common developmental disabilities in children, including cognitive, behavior disorders, vision and hearing impairments, speech and language impairments, orthopedic and health impairments, autism, and multiple disabilities
2.5	Recognizes the potential developmental impact of specific disabilities, delays, or risk factors on developmental domains
2.6	Interprets available child and family histories and reports concerning young children

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[1]Early Intervention is inclusive of all programs for children birth through eight years of age.

3.0   INFANT, TODDLER, AND PRESCHOOL ASSESSMENT Student is able to select, administer, summarize results in writing, and interpret to parents, caregivers, and professionals a comprehensive assessment of infants, toddlers, and preschool children who are at risk or disabled.

3.1	Demonstrates best practice in the selection of norm-referenced, criterion referenced, and curriculum based assessment instruments for screening, diagnosis, program planning, and child progress and program evaluation purposes.
3.2	Identifies, compares, selects valid, reliable, and culturally sensitive assessment instruments appropriate to age, population, disability, and setting
3.3	Demonstrates best practice in the administration of norm-referenced, criterion referenced, and curriculum based assessment instruments for screening, diagnosis, program planning, and child progress and program evaluation purposes.

4.0   FAMILY INVOLVEMENT Student is able to select, administer, summarize results in writing and interpret a family-guided assessment to identify the family's resources, priorities and concerns important to the development of their infant, toddler, or preschool children who are at risk or disabled.

4.1	Demonstrates knowledge of the importance of family systems theory and its application to early intervention
4.2	Within the ecological model recognizes the effect of a child who is at risk or disabled on the family unit
4.3	Identifies and discusses cultural, socio-economic, ethical, historical factors and personal values affecting the development of the family and the child
4.4	Gains familiarity with, and demonstrates best practice in the selection of family-based assessment instruments to identify the families' resources, priorities, and concerns

5.0   DESIGN OF INTERVENTION Student is able to design a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled and their families.

5.1	Prioritizes early intervention needs based on child's history, developmental age, family resources and preferences, and the recommendations of the interdisciplinary team.
5.2	Demonstrates sound professional decision making in determining an appropriate early intervention service model
5.3	In collaboration with the family and the other members of the interdisciplinary team develops an Individualized Family Service Plan to meet the needs of the family and young child.

6.0   IMPLEMENTATION OF INTERVENTION Student is able to implement a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled.

6.1	Demonstrates knowledge of child development and learning theories
6.2	Demonstrates knowledge of evidence-based intervention strategies (i.e., ABI, FBA, PBS, ABA, PECS)

7.0   EVALUATION OF INTERVENTION Student is able to evaluate a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled.

7.1	Produces accurate and comprehensive documentation of child progress and family outcomes, including recommendations for referral, continued services, transition, or termination of services

8.0	INTERDISCIPLINARY AND INTERAGENCY COLLABORATION
	Student is able to assume the roles and responsibilities of an interdisciplinary team member, a case manager, a supervisor, a consultant, and a community liaison.
8.1	Demonstrates the knowledge and ability to function as an interdisciplinary team member
8.2	Demonstrates the ability to interpret results of the assessment with the interdisciplinary team members and the family
8.3	Demonstrates an understanding of the role of interdisciplinary early intervention team members, including the family, physical and occupational therapist, speech-language specialist, psychologist, social worker, early childhood educator, and physician
8.4	Demonstrates knowledge of the dynamics of group interactions and determines strategies for team development
8.5	Identifies the administrative and interpersonal factors that influence the effectiveness of a team

Optional Coursework Competencies & Objectives

9.0	RESEARCH APPLICATION
	Student is able to demonstrate knowledge of current research related to the profession of early intervention.
COURSEWORK OBJECTIVES	
9.1	Demonstrates the ability to conduct a literature review using appropriate reference materials
9.2	Demonstrates knowledge of current research related to legal and ethical policy decision, typical and atypical development, developmental disabilities, family systems theory, early intervention assessment, curriculum, and evaluation
9.3	Reads and integrates relevant research, relates conclusions to issues of best practice in early intervention, and alters intervention approaches based on empirical findings
10.0	PROGRAM ADMINISTRATION
	The student is able to demonstrate effective management and leadership skills in the administration of an early intervention program.
COURSEWORK OBJECTIVES	
10.1	Demonstrates understanding of the educational, health, and social trends that have implications for early intervention programs
10.2	Identifies the need of the community for early intervention services, the population of at-risk and/or disabled infants, toddlers, and preschool children and their families to be served
10.3	Determines the philosophy and goals for an early intervention program

Early Intervention Master's Program Course Overview

Required (*) and optional courses are described below.

* SPED 680 Foundations in Early Childhood and Early Intervention – Historical perspectives and philosophical basis of early intervention; rationale for early intervention; link between assessment, intervention, and evaluation; early interactions between the developing child and the environment; normal developmental sequences and atypical development; effects of disabling and at-risk conditions.

* SPED 681 Family-Guided Early Intervention – Historical and current perspectives of family involvement; family systems and social system theories; intervention strategies and service delivery methods; communication skills; functional IFSP process; parents' perceptions; knowledge of special populations; group process techniques; self-evaluation strategies.

* SPED 682 Assessment and Evaluation – Theoretical concepts of assessment and program evaluation in early intervention; knowledge of assessment instruments, different types commonly administered in EI/ECSE, measurement basics; psychometric perspectives & technical adequacy, and program evaluation methodologies highlighted as well as applications to a variety of inclusive intervention settings.

* SPED 683 Curriculum in Early Childhood and Early Intervention – Theoretical foundations and historical evolution of relationships between ECE and EI/ECSE; review and evaluation of popular curricula used in early childhood education and emphasis on the process for effective evaluation practices in inclusive ECE programs.

* SPED 684 and SPED 685 Applications of a Linked System I and II – The mission of this two-course sequence is to provide a foundation for the understanding of the components of the linked system, how they influence one another, and how they are implemented within a best practice model for early intervention/early childhood special education. The focus in Applications I is on the preparation for intervention (i.e, assessment for current level of functioning, identification of goals and objectives) and evaluation (i.e., development of data collection tools for monitoring child progress). In Applications II, the focus shifts to the design, implementation, and evaluation of intervention. Successful completion of activities and assignments in both courses will lead to the completion of the first teaching sample required

by the SPED Early Intervention master's program and Oregon's licensing agency, the Teacher Standards and Practices Commission (TSPC).

* SPED 687, SPED 688, SPED 689, and SPED 690: Early Intervention Methods I, II, III, and IV – The EI Methods I-IV (four-term) sequence is designed to provide specific content information relevant to field experience and issues students will face as practicing professionals in EI/ECSE. Coursework competencies will address topics such as developmentally appropriate practice, universal design for learning, response to intervention, curriculum modifications and adaptations, naturalistic instruction, embedded learning opportunities, child focused instructional strategies, domain specific interventions (e.g., language and literacy interventions), curriculum development, and program evaluation. Activities will be linked to field experience sites, as students are given opportunities to practice strategies in early childhood and EI/ECSE settings in order to link theory with practice.

* SPED 526 Behavior & Classroom Management – Applied behavior analysis strategies with a focus on behavioral assessment and evaluation procedures, behavior change strategies, maintenance and generalization techniques, and social skills training.

* EDUC 611 Survey of Educational Research Methods – This course provides students with a survey of methods used in educational research, including qualitative, quantitative group and single subject research methods. The role of systematic approaches to research in education is considered, and an overview of multiple ways of conducting research is provided. Emphasis will be placed on developing students' competence in locating, evaluating and using published research to inform decision making in educational, clinical, and social settings.

* SPED 609 Early Intervention Practicum – Field-based experience with young children who are at risk and/or disabled and their families. Students are required to have practicum placements that ensure contact with children who are typically developing, at risk, and who have special needs. This includes weekly practicum seminars that assist in the acquisition of necessary knowledge and skills to be successful in assigned practicum and student teaching settings. Four objectives: 1) to provide specific content information relevant to the various practicum settings; 2) to provide opportunities to practice the content; 3) to provide input on topics that may not be covered in coursework or practicum settings; and 4) to provide

an opportunity for students to ask questions, share concerns, and provide relevant information about various practicum settings.

* SPED 625 Final Supervised Field Experience (Full-Time Student Teaching) – Students have responsibility for the full range of teaching duties for a ten-week period. Teacher Standards and Practices Commission (TSPC) defines "full responsibility" to mean that the student teacher is engaged for the entire school day in activities comparable to a regular classroom teacher. These experiences may include, but are not limited to, the following: 1) joint planning and team teaching with the cooperating teacher(s); 2) working with small groups and individual students to attain or exceed the state and district standards for grade and subject; 3) teaching the large group of students while the cooperating teacher works with small groups or individual students; 4) planning teaching and evaluating units of instruction to create teaching samples to document student learning gains; 5) working with the cooperating teacher on a professional development or school improvement activity; 6) coordinating and conducting field trips, science fairs, or outdoor school; 7) supervising students in recess and lunch time; 8) researching and planning curriculum in consultation with the cooperating teacher; and 9) simultaneously teaching three or more classes for an extended period of time.

* SPED 628 Law & Special Education – Review of legal and legislative decisions affecting public schools and other human resource services.

* SPED 510 Diversity in SPED – Review of current thoughts, practices, and theory of human diversity as they apply to professionals working in schools and human service agencies and to populations these professionals and settings serve.

* SPED 686 Autism in Early Intervention – The purpose of this seminar is to provide the knowledge and skills necessary to implement recommended, evidence-based practices with young children with autism (under 8 years of age). The seminar will provide information regarding the etiology of autism, diagnostic procedures, current theoretical approaches to autism intervention, and current research on supporting young children with autism and their families in naturalistic settings. An in-depth treatment of evidence-based practices in the assessment, intervention, progress monitoring, and collaboration with families of children with autism will be included. The focus of the seminar will be on interventions with research support for young children with autism in naturalistic and inclusive settings.

* SPED 511 Foundations of Disability I – This introductory course surveys the range of exceptionalities of individuals ages birth through 21. Particular focus is allocated to school-age students and their special education needs. Course content is organized in three areas: (a) foundation and context of education for individuals with disabilities, (b) characteristics, definitions, and educational considerations for individuals with disabilities, and (c) issues and trends in special education. Individual disabilities will be examined from within- and cross-categorical perspectives.

Elective Courses

SPED 540 Early Literacy for Diverse Learners – Focuses on designing and evaluating instruction in the areas of reading and writing for preschool- to early-elementary-aged students with disabilities.

SPED 536 Advanced Behavior and Classroom Management – Provides students with the skills to identify and assess problem behavior, design and implement behavioral interventions, design learning environments that prevent and remediate problem behaviors, and apply behavioral procedures on a school-wide basis.

The course below is optional and meant to be taken if space is available in your schedule. (i.e., if you have already taken one or more of the SPED/EI required courses)

SPED 543 Supporting Students with Low Incidence Disabilities – Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low-incidence disabilities.

Below is a sample **Early Intervention Master's Program course schedule**. All students are required to meet with their advisors prior to registering to develop their individualized program plan.

SPECIAL EDUCATION MASTER'S DEGREE PROGRAM PLAN				
Summer	**Fall**	**Winter**	**Spring**	**Summer**
o SPED 526 Behavior & Classroom Mgmt (4) o SPED 511 Foundations of Disability (3) o EDUC 611 Survey of Educational Research Methods (3)	o SPED 680 Foundations in EC/EI (3) o SPED 687 EI Methods I (1) o SPED 684 Applications Link Sys I (2) o SPED 609 EI Practicum (3)	o SPED 681 Family Guided EI (3) o SPED 682 Assessment and Eval (3) o SPED 628 Law & SPED (3) o SPED 688 EI Methods II (1) o SPED 686 Autism in EI (2) o SPED 685Application Link Sys II (1) o SPED 609 EI Practicum (3)	o SPED 683 Curriculum in EC/EI (3) o SPED 689 EI Methods III (2) o SPED 625 Final Field Exp (9) (or) o SPED 609 EI Practicum (3) [Master's only]	o SPED 690 EI Methods IV (1-2) o SPED 609 Pract/BOOST (3) o SPED 510 Diversity in SPED (3)
Optional courses				
	o SPED 536 Adv Beh Mgmt (3) o SPED 540 Early Literacy for Diverse Learners (4) o ASL 311 American Sign Language for Diverse Learners I (3)		o CDS 560 Dev Disord Comm (4)	o SPED 543 Supporting Students with Low Incidence Disabilities (4)

Field Experience

An important component of the EIP program are the field experience activities that provide the experiential counterpart to instructive coursework. In order to be adequately prepared to provide quality intervention to children of different ages and disabilities, it is important that students have exposure to varied field experiences. Students participate in at least three different field experiences. Starting Fall term and ending in the summer term, when the students design and implement their own preschool classroom for young children with special needs.

Full-time students must register for Early Intervention Practicum (SPED 609) for three credits both fall and winter term. Master's degree only students must continue to enroll in practicum spring term (3 credits) and summer term (3 credits). Students who are working on their combined master's degree and licensure register for final supervised field experience (SPED 625) for 9 credits during spring term and SPED 625 for 3 credits in summer term.

The EIP requires that students who are planning to attain licensure and participate in final supervised field experience during spring term must have all fingerprinting and clearance forms completed by the first day of orientation so students doing practicum can be cleared to obtain a COE badge.

Overview of Field-Based Activities

FALL TERM. The initial practicum in Early Intervention is designed to familiarize students with the eight core competency areas that are emphasized throughout the program in both practica and coursework. Together with their assigned university supervisors and cooperating professionals (CPs), students identify the opportunities in their practicum settings that will allow them to practice activities that correspond to the core competency areas and objectives. Activities are selected that will build on the student's interests, experience, and knowledge, as well as build on and enhance the overall operation of the program for children and their families. Students receive feedback on demonstration of practicum competencies from their supervisors, CPs, and peers throughout the term. In addition, students engage in self-reflection exercises by completing a weekly reflection of their practicum activities and evaluating their overall progress on competency areas at the middle and end of the term with their supervisor and CP.

WINTER TERM. Winter term in Early Intervention is an extension of Fall term, as the student remains in the same setting with children and families. There are three reasons for this. First, it provides stability to children and families served by the site. Second, students continue to practice core

competency areas with a greater level of independence and responsibility. Third, the fall/winter combination provides sufficient time for students to complete their first teaching sample for licensure based on a focus child they select from their practicum site. By the second term, students should be familiar with the program they are placed in and are expected to demonstrate more initiative and independence. Students work with the same supervisor, CP, and team of peers. Students continue to keep a weekly log and participate in mid and final evaluations with their supervisor and cooperating professional. <u>Students must be recommended for spring term student teaching by their supervisor, field experience coordinator, and faculty</u>, based on feedback and evidence of practical performance.

SPRING TERM. The third term is the final supervised field experience. For those students seeking licensure, it is designed to permit the student to practice the skills necessary to assume the role of a full-time interventionist in an EI/ECSE or education setting. Students are required to participate in their field placement for full days Monday through Friday during this time and assume as many of the responsibilities of their CP as are feasible and negotiable with the CP. In most cases, students enter into a relationship with the CP, which is similar to "co-teaching" or being an active member of a team. During this experience, students are expected to demonstrate teaching objectives identified by the Teacher Standards and Practices Commission (TSPC) and to independently complete a second teaching sample that serves as documentation of their work towards those objectives. The cooperating professional, university supervisor, and student's peer team meet regularly during the term to discuss the student's progress, teaching samples, issues, and evaluations.

SUMMER TERM. The fourth field experience provides student teachers with an opportunity to demonstrate independence and mastery of teaching skills, and expand their learning in new directions as they plan and implement services for young children with special needs and typically developing peers in the student-run five week BOOST (on-campus or First Place) classroom. During spring term, students participate in a comprehensive, guided planning process which prepares them to assume various responsibilities in the summer preschool classroom. Students are given a framework for identifying and evaluating/documenting the skills, interests and competencies they will address during the term. Students are expected to develop a plan that promotes a collaborative relationship between their supervisor, other professionals at their site, and peers to accomplish their targeted activities.

Description of Field Experience Placements

A variety of field studies options are available to students which provide multiple and varied opportunities for students to practice and observe professionals demonstrating skills from the EIP

competency areas. Field experience placement sites include: home and community-based EI/ECSE programs for children and their families, public schools, community preschools, and Head Start programs. Within this range of settings, students have the opportunity to work with families with young children ages birth through eight who have identified disabilities and/or developmental delays or are considered "at risk." Most sites are classroom-based. The EIP typically uses the sites listed below for placements in practicum or final supervised field experience. On occasion, one of the sites listed below may not be used due to changes in program and staff. The field experience coordinator will inform students of available sites throughout the year. Student placements are determined by the field experience coordinator based on several factors including faculty recommendation, the student's prior experiences, availability of sites, and student preferences. Students are encouraged to participate in a variety of practicum/student teaching settings (e.g., Head Start, toddler classroom, BOOST) to ensure preparation for working with different populations and diverse intervention models. The following is a list of some of the sites used for field experience placements.

Early Childhood CARES – This agency serves children in Lane County who are between the ages of birth and five years and have an identified disability or developmental delay. For children who are birth to three, Early Childhood CARES provides a home-based program, a toddler classroom, and parent support group. Early Childhood CARES also provides consultation services to community-based programs that serve children ages 3-5 years who qualify for Early Childhood Special Education. Consultants from the program work with site staff to meet the needs of the child with special needs, based on their Individualized Family Service Plan.

Specialized Early Childhood CARES programs:

- o *A Child's Garden*: This classroom is specifically designed for children up to age 5 with an educational eligibility of autism and who need a very structured educational program.
- o *Circle of Friends*: This classroom is specifically designed for children who will benefit from a highly structured environment with many sensory experiences and support for motor needs.
- o *Parent-toddler Classroom*: This program offers weekly parent-child groups. Parents have an opportunity to learn skills and parenting information while children have the opportunity to learn in an enriched environment. In addition, home visits are provided to all children and their parents.
- o *Community Preschool*: Children with developmental delays receive education services in community preschools. Early childhood special educators assist preschool teachers to meet the child's unique learning needs. Parent consultation is also provided.
- o *Home Visiting and Consulting*: Parents receive regular home visits from an early intervention specialist. This program helps parents learn techniques and ideas to help their child learn new skills.

Early Education Program (EEP) – This non-profit preschool program offers educational services to children with and without developmental disabilities between the ages of 2 1/2 and 5 years, and support to their families. Classrooms operate in a variety of settings and locations in Lane County. The curriculum focuses on language, motor and social skills. A combination of teaching approaches is used in settings to best accommodate children's needs. These approaches include direct instruction, structured teaching, and activity-based intervention.

Willamette Family & Child Development Center – Provides early education experiences that enhance children's development and supports families in treatment, recovery and parenting roles. Children 6 weeks - 6 years participate in this program. It is CDC's belief that children learn best through play and exploration and through these experiences they thrive in all areas of their development.

Head Start of Lane County – Head Start is a federal program for preschool children (ages 3-5) from low-income families designed to excite children about learning and prepare them for kindergarten. Children who attend Head Start participate in a variety of educational activities which address mental, social, emotional, physical and individual strengths and needs. They also receive developmental, vision and hearing screenings, and free medical and dental care. The Head Start program of Lane County offers a combination of programs. Children and their families may participate in a half-day center-based program, all day childcare program, home-based services or combination home and center-based program. In addition, Head Start offers families a variety of support services and opportunities to be involved in their child's education. Head Start staff includes a mental health specialist, educational disabilities consultant, nutritionist, early childhood teachers, and family advocates/home visitors. Head Start also contracts with other agencies to receive assistance and services they provide such as speech therapy, physical therapy, and occupational therapy.

Public Schools – Currently, the Early Intervention Program offers limited practicum and student teaching placements at local elementary schools. Within these elementary schools, students have a variety of options to fulfill their student teaching hours while working with children who have a variety of disabilities and/or developmental delays.

Relief Nursery – Relief Nursery is a non-profit program proven to strengthen high-risk families and keep their vulnerable young children safe and healthy. Nationally recognized, the Relief Nursery stops the cycle of child abuse and neglect with its blend of therapeutic early childhood services and comprehensive family support, including alcohol & drug recovery support services. The mission of the Relief Nursery is to prevent the cycle of child abuse and neglect by early intervention that focuses on building successful and resilient children, strengthening parents and preserving families. They serve low-income multi-stressed families with young children between birth and six years of age, who are at-risk for child abuse and neglect. Relief Nursery programs are an effective model of child protection and family preservation services that build on the belief that most children are best served when they remain with their families.

Pearl Buck Center – The mission of Pearl Buck Center Incorporated is to create opportunities and provide support to individuals with developmental disabilities and others at risk, their children and families, to promote their independence and active participation in the community. Many in our community are born with developmental disabilities such as mental retardation, epilepsy, cerebral palsy, and autism; others are born to parents with these conditions. Each of these individuals has the ability to function in, be a part of, and contribute to society. Pearl Buck Center recognizes and nurtures the

abilities of each individual, rather than focusing on their disabilities. This benefits the individuals with disabilities, their children and the larger community we share.

Summer only
BOOST – (Building on Opportunities for Summer Teaching and Learning) is a unique two-term (spring and summer terms) experience that provides Master's students with an opportunity to design and run an activity-based intervention classroom for preschool children with special needs that operates during summer term. In addition to providing a valuable experience for students, the program provides much needed early childhood special education services for young children who might not otherwise receive intervention during summer months. Specific knowledge that Master's students gain during the experience includes program development, teaming, interagency collaboration, and advanced intervention strategies.

Student Responsibilities for Field Experiences

Attendance

Students are expected to attend their practicum and student teaching placements on their scheduled days for the entire term. The practicum site depends on their presence in order to provide quality services to children and families.

Students are <u>not</u> allowed to deviate from practicum and student teaching schedules after they are arranged by the field experience coordinator unless changes in schedule have been approved by the field experience coordinator in advance.

Students are allowed one sick day per term. Students do not need to make up practicum hours on this sick day, but should notify their CP and supervisors to let them know they will not be at the site, so the CP can make plans to cover the absence. Sick days beyond one per term must be made up.

When program sites are closed due to holidays, teacher training, weather, etc., students must make up lost hours unless the UO is also closed. University holidays are not counted and do not need to be made up (e.g., Thanksgiving, Memorial Day holidays).

Students are permitted one conference day per term. Students may attend a conference for one day and do not need to make up hours at their field placement for that day. However, they must notify their CP and the conference must be approved in advance by the student's supervisor or the field experience coordinator. See information on weekly log for instructions on documenting conference attendance.

Students who arrive late at their sites or have unexcused absences more than twice in one term will be given a written warning from their supervisor, who will also notify the field experience coordinator. If a student is late or absent a third time, the field experience coordinator will take remedial action by requiring the student to submit a plan of action to the supervisor to address the problem. Both the supervisor and field experience coordinator must agree to the plan of action and the student must follow it for the remainder of the term or the student will receive a "no pass" grade for the practicum or final supervised field experience credits that term.

The student is responsible for ensuring reliable transportation to and from practicum or student teaching sites.

Professional Behavior

Any student who does not conduct himself or herself in a professional manner will be informed by their university supervisor of the specific concerns. A plan of action to address the issue(s) that pertains to the student's unprofessional behavior will be developed, and both supervisor and field experience coordinator must agree to the terms of the plan of action. The student must follow the plan for the remainder of the term or the student will receive a "no pass" grade for the practicum or final supervised field experience credits that term.

Students must hold in strictest confidence all information obtained from programs about children and families at the site. The information is only to be used in relevant communicative exchanges with other duly authorized personnel.

Files on children and/or families are not to be taken from practicum premises. Access to records should be limited to those necessary to complete the tasks and experiences identified in your practicum agreement. Paperwork from any source relevant to child and family issues must have identifying information promptly removed. Most programs require students to sign a form indicating they will keep information confidential.

Students will not independently release to other agencies any information on children or families without written consent from parents or guardians. The consent form used in the program will be provided by the instructor.

Field Experience Requirements

Students must purchase a College of Education Identification (ID) badge at the beginning of the year to wear while at their practicum and/or student teaching field placement. The ID badge includes student's name and a picture. The card is purchased at the UO ID card shop in the EMU. All students must be currently enrolled in the Central Background Registry (see orientation packet).

During all practica and final supervised field experiences, students are expected to follow the administrative rules, regulations, and policies of the host agency. As part of a student's orientation, the practicum supervisor will remind students to read and check for understanding of this information. Some practicum sites schedule individual agency orientations to inform students of their rules, regulations and policies. However, it is the student's responsibility to be familiar with them.

Students are expected to dress and behave in a professional manner consistent with the setting, arrange for their own transportation, and assume responsibility for any personal illnesses they may experience during the time of their practicum experience, including making sure that they are in good health and have any immunizations or medical tests required by the site.

Due to liability concerns, students should never be left alone with children at their practicum/student teaching sites. A staff member from the site should remain with the children at all

times. If a student has concerns about this policy as it applies to their practicum site, they should speak with their university supervisor and/or their CP.

Field Experience Hours

Students must complete their field experience hours during a ten-week period fall, winter and spring terms, and during an eight-week period summer term.

When enrolling for 3 credits of practicum, students must schedule a total of 12 hours per week of practicum activities for a total of 120 hours across 10 weeks.

- This must include a minimum of 9 hours per week of direct contact with children and/or families in their field placement, and a maximum of 3 hours per week of other activities which include meetings with their university supervisor, meetings with cooperating professionals, peer coaching activities, writing weekly logs, team meetings, and planning and preparation.

Students must complete six Early Intervention practicum credits before enrolling for SPED 625, final supervised field experience credits.

When completing the 9 required credits of final supervised field experience, students must schedule 36 hours per week of teaching activities for 10 weeks, for a total of 360 hours.

During summer term, students enroll for 3 credits of SPED 625 and must complete 12 hours of field experience activities per week.

Competencies and Objectives of Field Experience

Specific practicum objectives have been designed to help students develop the knowledge and skills contained in the eight core competency areas. Students contract to complete all competency areas 1.0 - 8.0 and their required objectives during fall, winter and summer terms by signing the Quarterly Practicum Contract. Students practice all objectives each quarter with a goal of attaining a higher level of mastery and ability to apply knowledge and skills across varied field placements. Objectives are met based on opportunities available in the selected field placement, and on the student's education and experience, background, level of knowledge and skill, and professional goals. The practicum supervisor, in collaboration with the cooperating professional and student, determines specific performance criteria for completion of the objectives. Students must achieve a "pass" in their practicum and student teaching competencies to satisfactorily complete their program. After successful completion of two terms of practicum, students may contract for objectives in competency areas 9.0 (research application) and 10.0 (program administration) with the approval of their practicum supervisor and a member of the Early Intervention faculty. Interested students can submit a letter to the faculty stating which competency area and objectives they want to address and showing a plan for working on activities that are associated with the competencies during the term. A complete list of practicum objectives can be found below.

During student teaching, a different set of professional standards are used to guide students' practice and evaluate their progress. These standards are listed in the Professional Growth Assessment document, which will be distributed during Student Teaching in spring term.

EI Program Practicum Competencies

1.0 FOUNDATIONS IN EARLY INTERVENTION	
1.1	Demonstrates professional behavior by adhering to the legal and ethical standards as specified in the laws governing early intervention/early childhood special education and DEC and NAEYC codes of conduct.
1.2	Reflects on their practices through self-assessment and evaluation. Critiques and analyzes the effects of their choices and actions on others (children, family members and other professionals) as a basis for program planning, implementing change in self, and continuing professional development.
2.0 TYPICAL AND ATYPICAL DEVELOPMENT	
2.1	Encourages social interactions between typically developing children and children with disabilities in early education settings.
2.2	Adapts strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, and special abilities.
2.3	Demonstrates an understanding of integrating knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities with children, who are at-risk, have a disability or developmental delay, or special abilities.
2.4	Applies knowledge of handling and positioning, including adaptive equipment, orthotic and prosthetic devices, and feeding requirements of young children.
3.0 INFANT, TODDLER, AND PRESCHOOL ASSESSMENT	
3.1	Collects, interprets and summarizes in writing information from available records of children in the program.
3.2	Administers criterion referenced (e.g., curriculum-based assessment instruments) for program planning and child progress.
3.3	Demonstrates alternative methods of assessment including informant interview, behavior rating scales, parent-child interaction, observation of daily routines and play environment, or interdisciplinary assessment.
3.4	Individualizes and adapts the assessment procedures to meet the special needs of the child, the family, and the members of the child's team.
3.5	Involves the family as a member of the child's team in the assessment of their child.
3.6	Interprets evaluation information based on assessment, observation and parent report, and writes summary.
3.7	Shares and discusses programmatic assessment results with the family and members of the interdisciplinary team.
4.0 FAMILY INVOLVEMENT	
4.1	Demonstrates personal and professional characteristics which are respectful of the family and promote a successful family-professional partnership.
4.2	Demonstrates professional written and verbal communication skills that enhance interaction with family members.

4.3	Collaborates with family and administers a family-based assessment instrument to identify their priorities, resources, and concerns.
4.4	Assists the family and/or team members in identifying and developing internal and external resources, a social support network and advocacy skills (e.g., uses Eco-map).

5.0	**DESIGN OF INTERVENTION**
5.1	Based on appropriate assessment information, student writes measurable and observable goals with corresponding long and short-term behavioral objectives, which include recommendations of the child's team and priorities of the family.
5.2	Participates in the coordination and/or implementation of IFSP/IEP meetings for children in the program.
5.3	In collaboration with the family and other team members, develops an IFSP/IEP to meet the needs of the family and young child.
5.4	In collaboration with the family and other team members, develops a comprehensive intervention plan for addressing individual children's goals and objectives.

6.0	**IMPLEMENTATION OF INTERVENTION**
6.1	Works within the context of the family system to implement IFSP or IEP goals/objectives that facilitates the development of the young child.
6.2	Demonstrates skill in selecting and implementing appropriate curricula that facilitate development, learning and independence of children with disabilities, considered "at-risk" or with special abilities.
6.3	Demonstrates an understanding of methods and strategies for providing individual, small and large group intervention through a variety of formats (i.e., play, environmental routines, parent-mediated activities, and systematic instruction situations relevant for young children).
6.4	Uses individual, group guidance, and problem solving techniques to promote the following: 1) positive and supportive child/adult relationships, 2) positive conflict resolution outcomes between children, and 3) personal self-control, self-motivation and self-esteem in children.
6.5	Demonstrates appropriate and effective interactions with children through verbal and non-verbal communication. Shows verbal and non-verbal responsivity to children's initiations by establishing joint reference and/or maintaining and elaborating on exchanges with child.

7.0	**EVALUATION OF INTERVENTION**
7.1	Demonstrates the knowledge and ability to monitor progress of children through objective means.
7.2	Demonstrates the knowledge and ability to monitor family outcomes.
7.3	Based on routine data collection, student makes recommendations to revise the IFSP/IEP in consultation with the family and child's team.

8.0	**INTERDISCIPLINARY AND INTERAGENCY COLLABORATION**
8.1	Demonstrates appropriate and effective interpersonal communication skills.
8.2	Demonstrates professional roles in early intervention settings by following the practicum and early intervention program policies and practices.
8.3	Practices team collaboration in the early intervention/early childhood special education setting by sharing and meeting work schedule demands, tasks, and responsibilities.
8.4	Demonstrates professionalism.

8.5	Provides constructive feedback to peers by following the supervision guidelines, contributes as a team member to student group(s) and professionally utilizes feedback provided by peers, cooperating professional, and supervisor.
9.0	**RESEARCH APPLICATION - OPTIONAL**
9.1	Demonstrates ability to conduct a literature review using appropriate reference materials.
9.2	Demonstrates knowledge of current research related to legal and ethical policy decisions, typical and atypical development, developmental disabilities, family systems theory, and early intervention assessment, curriculum, and evaluation.
9.3	Reads and integrates relevant research, relates conclusions to issues of best practice in early intervention, and alters intervention approaches based on empirical findings.
9.4	Applies knowledge of research in the decision, implementation, and evaluation of family-guided early intervention programs.
9.5	Seeks the assistance of experienced professionals in interpreting published research and developing clinical research projects when appropriate.
10.0	**PROGRAM ADMINISTRATION - OPTIONAL**
10.1	Understands the educational, health, and social trends that have implications for early intervention programs.
10.2	Understands eligibility criteria for children at-risk or with disabilities and their families based on federal, state, and local regulations.
10.3	Determines the philosophy and goals for an early intervention program.
10.4	Establishes assessment, intervention and evaluation policies and procedures for a family-guided early intervention program.
10.5	Defines roles and responsibilities of early intervention and related personnel based on knowledge of the contributions of other professionals involved in the delivery of early intervention services.
10.6	Directs family-guided early intervention program operations, including the delegation of appropriate responsibilities.
10.7	Develops policies and procedures for documenting early intervention services to children and their families in accordance with the Code of Ethics of the Council for Exceptional Children, funding agency policies, and federal, state, and local regulations.
10.8	Monitors the quality of early intervention services to children with special needs and their families by designing and implementing child progress and family progress evaluations.
10.9	Participates in public relations activities to promote interagency collaboration and public awareness of early intervention.

Supervision of Students in Field Experiences

Team Model

The EIP uses a team approach towards supervising student activities and assignments during practicum and final supervised field experience placements. At the beginning of fall term, students are organized into teams of three to five peers. The student teams will remain the same for fall and winter terms since students have the same practicum placement for the first two terms. Each team of students is assigned a supervisor from the EIP who is responsible for ensuring that students practice the skills defined by the EIP core competency areas and/or TSPC student teaching competency areas. Supervisors schedule weekly one and a half hour team meetings in order to guide their student teams' performance. The teams engage in the following activities:

- o Work to accomplish practicum goals and assignments
- o Explore new concepts and ideas
- o Develop consensus for decision making
- o Engage in critical analysis that leads to self improvement
- o Use open and honest communication built on trust, respect and confidentiality
- o Develop systematic observation skills
- o Provide supportive and constructive feedback to peers and supervisor

A team-oriented approach to supervision is designed with knowledge that students will become members of early intervention teams. The program recognizes that Master's level students want and need to be involved in their learning by being given responsibilities, training to develop new skills, opportunities to participate in decision making and leadership, access to timely information, and recognition of their contributions. For individuals to become effective participants on an interdisciplinary and/or interagency team, they must have practice and experience to develop these skills. By participating on a team in their field-based activities, students practice team-building skills and are afforded opportunities to direct their learning in ways that are meaningful to them.

Supervisors

Supervisors are experienced professionals who are responsible for systematically observing students' performance and providing constructive feedback throughout the term. At the beginning of each quarter, the student and supervisor discuss the Quarterly Practicum Contract, with competencies the student will target, how the competencies are to be met, and how the student's progress will be evaluated. In addition, the supervisor and student agree upon observation and meeting times.

Supervisors are responsible for working with the cooperating professional at the practicum or final supervised field experience site to ensure that the student's needs are met. Students also receive feedback from the cooperating professionals at their field experience site.

Supervisors observe students' performance at the field experience site during scheduled visits and provide written feedback. In addition, during the weekly team meetings supervisors and students discuss the feedback. The program permits considerable flexibility in the supervisor's approach to supervision. Supervisors are free to individualize approaches and strategies that they find effective with each student and team. Supervisors develop strategies that are appropriate to the site, the student, and the targeted competencies.

At the end of each term, students are asked to evaluate the supervisor's performance. General feedback is shared with supervisors to assist in improving their performance. Students should familiarize themselves with the information they have been provided on whom to contact for program and field placement questions/concerns.

Peer Coaches and Peer Coaching Model

In addition to feedback from the student's assigned field supervisor and cooperating professional, a reciprocal peer-coaching model of supervision is employed. Peer coaching is a process in which students regularly observe one another and provide support and assistance to each other. Although a variety of peer coaching models exist based on different fundamental beliefs about how people learn and change, the EIP utilizes a cognitive reciprocal peer-coaching model.

The EIP reciprocal cognitive peer coaching model (a) assists students in developing a collegial relationship with their peers, and collaboratively as well as proactively improving their assessment, intervention, evaluation, and problem solving skills, (b) provides a process whereby students help each other improve skills through use of observation, analysis and constructive feedback, and (c) supports students in becoming critically self-reflective.

The EIP peer-coaching model is a non-evaluative process, based on the observations of peers followed by constructive feedback, and is aimed at improving the application of early intervention skills. This model may also include the use of videotaping followed by self analysis of teaching. Videotaped segments may be shared with peers during team meetings to provide additional feedback of the student's intervention skills. Students learn and utilize the peer-coaching model in the Methods course in conjunction with their field placement. The instructor of the Methods courses will provide specific

assignments for students to practice peer coaching in their practicum placements and during class. This will give students an understanding of how to use peer coaching in a variety of settings and with various teams.

Field-Experience Forms

The early intervention program supervisors employ a variety of tools to give structure to the practicum and student teaching experience. The primary forms used in the program are described in the table below. Other tools are also available to supervisors and may be used in conjunction with these forms, which are distributed at the beginning of each term by the Field Experience Coordinator.

Form	Function
Student Activities and Responsibilities for Achieving Practicum Competencies	Used by students, supervisors, and cooperating professionals to plan how students will address the practicum competencies during each term. Examples of ways in which students are expected to address competencies are provided.
Quarterly Practicum Contract	Outlines the requirements for practicum and identifies the competency areas and objectives that the student, supervisor, and cooperating professional evaluate at mid-term and final.
Midterm/Final Evaluation of Practicum Competencies	Used by students and supervisors to summarize student's progress toward meeting competencies at midterm and final.
EI/ECSE Cooperating Professional Feedback	Designed for the Cooperating Professional to give students feedback about their demonstration of competencies and objectives on a regular basis throughout the term.
UO Professional Growth Assessment (PGA) of Oregon Professional Standards for Beginning Teachers	Designed by TSPC. Outlines the requirements for student teaching and identifies the professional standards that the student will be evaluated on during final supervised field experience.

Endorsement/Teaching License

Responsibilities and Requirements

As a student in the EIP you will be provided with information about the endorsement/teaching license throughout your academic experience. All classes, including practica, have been organized to help the student complete both degree and endorsement requirements. In addition, meetings will be scheduled throughout the year to provide information informally and answer questions. Both your supervisor and the field experience coordinator can provide you with additional information as needed.

Information on the Endorsement/Teaching License

In January 1995, Oregon's Teacher Standards & Practices Commission (TSPC) approved the EIP at the University of Oregon to provide students with the option of earning a teaching license with an endorsement in Special Education: Early Intervention. Students completing all degree and endorsement requirements can apply for a preliminary teaching license with an endorsement in Special Education: Early Intervention. This license allows you to work as an EI/ECSE specialist in any public school site, including Education Service Districts (ESDs) in Oregon with children birth to eight years of age. You will be required to obtain a Continuing Teaching License after working three years in a public school site.

Reciprocity

The Oregon teacher's license is only valid in Oregon, but many states including California, Alaska, Washington, and Utah have reciprocity agreements with Oregon's TSPC, and therefore this license may be transferable.

Program Options

Stand-Alone. Most students in the EI program will be working toward the **Stand-Alone** endorsement. The Stand-Alone endorsement provides a preliminary teaching license and an endorsement in Special Education: Early Intervention. Once the student obtains a preliminary license, other endorsements may be added to this license. Additional courses and testing would be required for these endorsements. See sample Early Intervention/Special Education Master's degree/licensure program course schedule on page 21.

Add-On. If you already have a current Oregon Teacher's license, you will be applying for an **Add-On** endorsement. Please talk to your advisor or supervisor as soon as possible if you already have a teaching license; some of your coursework and endorsement requirements will vary.

CONTINUING ADD-ON ENDORSEMENT OPTION
Early Intervention/Special Education Coursework (for current Oregon licensed teachers)

Required Master's courses below			
Fall	**Winter**	**Spring**	**Summer**
SPED 680 Foundations in EC/EI (3) SPED 687 EI Methods I (1-2) SPED 684 Applications Link Sys I (2) SPED 609 EI Practicum (3) Total credits: 9	SPED 681 Family Guided EI (3) SPED 682 Assessment and Eval (3) SPED 688 EI Methods II (1) SPED 685 Applications Link Sys II (1) SPED 609 EI Practicum (3) Total credits: 11	SPED 683 Curriculum in EC/EI (3) SPED 609 EI Practicum (3) Total credits: 6	
o **Completion of 1 Teaching Sample with Passing Score**			
o **Passing score on PRAXIS II test Special Education: Preschool/Early Childhood test code 5691**			

Requirements of the Early Intervention Program to Complete the Preliminary License and Special Education: Early Intervention Endorsement

The EIP requirements for completing the Special Education: Early Intervention endorsement for both options are as follows:

Complete coursework requirements. Coursework varies depending upon program options. Consult with your advisor to plan program before beginning coursework.

Complete the TSPC background check process. Complete this process prior to fall term if admitted to Master's licensure program. For other program options, complete this process before the beginning of the first term of the final supervised field experience. Information provided in admissions packets, sent prior to starting program.

Complete University Liability Information form. Acquire appropriate insurance if your practicum or final supervised field experience site is off campus. Information provided in admissions packets, sent prior to starting program.

Testing. The ORELA Protecting Student and Civil Rights in the Educational Environment examination is a customized educator licensure test designed to measure a candidate's knowledge and skills in relation to Oregon learning standards. This must be taken during winter term and before starting spring term student teaching.
http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_TestPage.html

Complete practicum requirements. The Early Intervention Program requires that students complete two Early Intervention Practica (SPED 609) for a minimum of 6 credit hours.

Request Final Supervised Field Experience site. Complete the Assignment Request form for a Final Supervised Field Experience site after you have reviewed and observed sites of interest. The forms are provided by the field experience coordinator at the end of winter term.

Register for Final Supervised Field Experience credit hours (SPED 625). You must register for 9 credit hours total of Final Supervised Field Experience. You must register for 3 credits of Final Supervised Field Experience during summer term.

Complete teaching sample requirement. Complete 2 teaching samples for the **Stand Alone** endorsement **OR** 1 teaching sample for the **Add-On** endorsement. You are required by TSPC to complete the teaching sample(s) during your practica and final supervised field experience. Typically your first teaching sample will be completed in fall and winter terms and the second in spring term.

Complete Final Supervised Field Experience Feedback form at the completion of your student teaching. The College of Education requires a copy of the Final Supervised Field Experience feedback form. Upon completion of final supervised field experience, you will be asked to complete this form and give it to your supervisor.

Professional Knowledge Testing. Obtain passing scores on the Praxis II Series Preschool/Early Childhood Test. The Special Education: Early Childhood test measures whether entry-level early childhood special educators have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. This test is taken at the end of spring term, or beginning of summer term (see more information on the following page).

Notify University of Oregon regarding upcoming licensure eligibility. By the first week of the term you plan to complete licensure coursework, notify the Licensure/Student Records Coordinator (141 HEDCO Education Building, coelicensure@uoregon.edu) regarding your upcoming eligibility. Your student file will be forwarded to the Licensure/Student Records Coordinator, who will cross-check your transcripts and other documentation (course waivers, etc.) against your approved program plan.

Apply to TSPC for licensure. (See following pages)

Applying to TSPC for an Oregon Preliminary License / Special Education: Early Intervention Endorsement

After the program requirements for the endorsement are completed, students who want to be licensed in Oregon must apply to TSPC for the Preliminary License / Special Education: Early Intervention Endorsement.

Special Education: Early Intervention Endorsement

The University of Oregon will serve as the recommending institution when you apply for preliminary licensure, when you add new endorsements completed at the University, and for as long as you wish to be licensed as a teacher. Most states require an institutional recommendation, so remember that the process is the same whether you are a new teacher or an experienced teacher relocating. The State of Oregon, TSPC requires that the Preparation for Teaching Report be completed by the recommending institution verifying completion of a teacher education program or the addition of endorsement(s) to an existing license in the state of Oregon.

After completion of program requirements, the student must apply to TSPC for licensure. The application to TSPC consists of the following steps:

1. Complete application for licensure through TSPC's e-licensing system (further instructions will be provided at the spring licensure information session).

2. Submit to TSPC the passing scores on the ORELA Protecting Student and Civil Rights in the Educational Environment examination and Praxis II Series Special Education Preschool/Early Childhood 5691 Test.

	Code	Passing Score
ORELA Civil Rights Test The Protecting Student and Civil Rights in the Educational Environment exam is a customized educator licensure test designed to measure a candidate's knowledge and skills in relation to Oregon learning standards. See: http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_TestPage.html		240
PRAXIS II: Preschool/Early Childhood (Special Education: Early Intervention endorsement test for licensure)	5691	159

3. Order official transcripts for your bachelor's degree and Special Education: Early Intervention coursework. Order only after final grades have been recorded. Transcripts must bear the embossed seal of the institution and the signature of the Registrar and must verify completion of the required degree(s).

If you have questions, contact TSPC at (503) 378-3586 or the University of Oregon Licensure Office at coelicensure@uoregon.edu.

PROVIDING EVIDENCE OF INITIAL TEACHING COMPETENCY:
THE TEACHING SAMPLE

What is the Teaching Sample?

Providing evidence of your knowledge and skills as a teacher is an important requirement for the EI program as well as Special Education: Early Intervention endorsement. Throughout the program you will be providing evidence that documents your ability to plan, administer and interpret assessments, design and implement curriculums, evaluate the effectiveness of interventions and document teaching experiences that will result in child/family goal attainment. Oregon's licensing agency, the Teacher Standards and Practices Commission (TSPC) requires that you successfully prepare two teaching samples showing initial teaching competency before receiving your preliminary teaching license and endorsement. The teaching samples are intended to reflect the process of teaching that you use in your field experience. Teaching samples are linked to your field experience and successful completion is required before passing practicum/student teaching courses.

What is the Timeline for Completing Teaching Samples?

Teaching samples are required for: 1) students enrolled in the Master's only EI program (complete 1 teaching sample), 2) students enrolled in the initial EI/ECSE licensure program (complete 2 teaching samples), 3) students enrolled in the EI/ECSE licensure program who are seeking an add-on endorsement (complete 1 teaching sample) and 4) students previously enrolled in the program who are now seeking a preliminary license and endorsement or an add-on endorsement (complete 1 teaching sample). The timeline for providing the teaching samples for each type of student is specified on the following pages.

Master's only EI

Students enrolled in the EI/ECSE Master's only program must successfully complete one teaching sample prior to graduation. The teaching sample will be completed during fall and winter terms and will be facilitated through coursework in SPED 684 Application of a Linked System I and SPED 685 Application of a Linked System II. The successful completion of assignments in these courses along with your practicum experience and weekly logs completed (and revised when necessary) during fall and winter terms will help you complete your teaching sample. The teaching sample is due week 10 of winter term.

Preliminary License and Stand-Alone Special Education: Early Intervention Endorsement

Students enrolled in the EI/ECSE preliminary licensure program must successfully complete two teaching samples prior to graduation. The first sample will be completed during fall and winter terms. Students will need to successfully complete their first teaching sample before starting student teaching. The second teaching sample will be completed during full-time student teaching in Spring term and is due week 10 of the term. Students who do not finish either teaching sample by the established due date will be given an incomplete for the associated course (SPED 609 & SPED 625). Students are not permitted to graduate with an incomplete on their transcript and will thus need to complete the requirement prior to graduation.

Add-On Special Education: Early Intervention Endorsement

Students pursuing an add-on Special Education: Early Intervention Endorsement must successfully complete one teaching sample. The teaching sample will be completed during fall and

winter terms and will be facilitated through coursework in SPED 684 Application of a Linked System I and SPED 685 Application of a Linked System II. The successful completion of assignments in these courses along with your practicum experience and weekly logs completed (and revised when necessary) during fall and winter terms will help you complete your first teaching sample. The first teaching sample is due week 10 of winter term. Students who do not finish their teaching sample by the established due date will be given an incomplete for the course. Students are not permitted to graduate with an incomplete on their transcript and will thus need to complete the requirement prior to graduation.

Students Previously Enrolled in Program Seeking a Preliminary License/Endorsement or Add-On Endorsement

Students who are not currently admitted to the program must register for 3 credits of reading (SPED 605) in order to complete one teaching sample. Completing the teaching sample will be a requirement for passing this course. Students who do not finish the teaching sample by the established due date will be given an incomplete for the course. Students taking this reading course should anticipate completing the teaching sample with minimal assistance from Early Intervention faculty.

Students who would like additional support in completing the requirement should register for SPED 684 Applications of a Linked System I in fall term and for SPED 685 Applications of a Linked System II in winter term.

Students who are not currently admitted to the program will <u>not</u> be placed by the EI program in community sites for practicum credit. Students who are not enrolled in practicum must independently identify programs and families with whom they can work to complete the teaching sample (whether as part of their current job or as a volunteer). When volunteering in a community program, students must select a classroom that is not a placement used by the Early Intervention Program as it can be difficult for two students to complete requirements within one classroom.

Criteria for Completing the Teaching Sample

The teaching sample must reflect a linked system approach to intervention. In general, this involves conducting an assessment, developing an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP), planning intervention/curriculum, and monitoring child and family goals in a coordinated manner. The teaching sample will need to cover from 2 to 5 weeks of instruction and must document child/family goal attainment over the time period of instruction. The sample should

be collected as you proceed through the intervention process. Use the *Teaching Sample Scoring Guide* (handed out in Applications course, SPED 684) to assist you in completing your teaching samples.

To maintain the confidentiality of the family, all identifying information (first and last names of child and family, address, etc.) must be blacked out; the child's first initial may remain visible on documents included in the set of evidence.

Evaluation of the Teaching Sample

The components of your first teaching sample will be reviewed and feedback given throughout fall and winter terms by your practicum supervisor, the instructor(s) of the Applications of a Linked System course, and a final grade given by the practicum course instructor (SPED 609).

During spring term, you will complete your second teaching sample independently. Your teaching sample will be reviewed by your supervisor for feedback/edits and the final evaluation will be given by the field experience course instructor. They will use the same *Scoring Guide* as well as the scoring key, to provide a numerical score and written feedback.

COMPREHENSIVE ORAL EXAMINATION

Description

All students enrolled in the Early Intervention (EI) Master's degree program are required to pass an oral examination in order to demonstrate evidence of mastery of coursework material. Satisfactory completion of the oral examination is necessary to receive a Master's degree from the EI program. The oral examination is designed as the program's capstone activity and requires that students organize, synthesize and present program content in a manner that indicates a thorough knowledge and understanding of core course content.

Students complete the oral examination during their last planned term in the EI program. The topics and queries for the Early Intervention oral examination are located on pages 43-45. Students who are prepared to address each of these topic areas are likely to be sufficiently prepared to answer questions they receive during the exam. Each student is assigned an oral exam committee composed of two faculty members. Each student is asked to address three (two content/application area questions and one exit) questions in a period of 45 minutes. The committee evaluates the student's performance. Students who do not pass will be required to engage in a remedial process to write a paper that demonstrates mastery of topic and answer another randomly selected question.

Procedures

The program does not offer any special coursework in preparing students for the oral exam. Previous students who have worked together in small or large groups report that these are effective ways to prepare for the exam.

The oral examinations are typically scheduled during summer term (or during a student's last term of study). The Field Experience Coordinator arranges the student's examination schedule at the beginning of summer term.

Students are asked to address 2 areas/questions successively. Students are given 5 minutes to prepare and 10-15 minutes to respond.

Students may not bring notes into the exam, but blank paper will be provided for students to prepare their answers.

Students may use the board to present their response. In the past, some students have chosen to write an outline to their response on the board prior to presenting their response.

As the student presents his or her response, the committee may ask questions to encourage a dialogue between student and committee for purposes of reaching clarity and certainty of the student's knowledge related to examination questions.

Students will be given the option to have their exam audio taped so that a record of the exam is available should the student disagree with the committee's decision.

After 45 minutes, the student is asked to leave the room and the committee members complete the evaluation form. Upon returning to the room, the student will receive their result (pass/no pass) and any other feedback from their committee members.

Students will be instructed to adhere to a strict code of confidentiality regarding the feedback and exam questions. Students may not discuss their oral examination with peers until all students have taken the exam.

Feedback on the student's performance will be given following the oral examination when possible. If a committee is unable to make a decision, they will let the student know when he/she will be notified. Students will receive a "pass" or "no pass" for each question. Students who receive a "pass" will also be given feedback regarding their performance. The feedback will be specific to the dimensions on which the committee evaluated the student's responses. The dimensions include: 1) Content - Did the response cover essential information, issues? 2) Organization - Was the presentation logically sequenced and easy to follow and understand? 3) Synthesis - Did the student integrate information into a coherent presentation? and 4) Presentation - Did the student appear assured and articulate; were answers convincing?

Students who receive a "no pass" will reschedule a second oral examination and must answer a second question. Students who receive a "no pass" on any question on the second oral examination must develop an action plan to address their deficit areas. The EI faculty must approve the action plan. It is possible that the student's graduation will be delayed.

Topics and Queries for Early Intervention Oral Examination

The topics and queries listed below are provided as a guide for students to use as they prepare for the Master's Oral Examination. <u>Please note: This is just a sample set of questions and may be updated by the end of spring term.</u>

Area One- Legal aspects of Early Intervention

> Describe the history of IDEA as it related to EI/ECSE.

> Describe the eligibility criteria for EI/ECSE.

> List the IFSP/IEP legal requirements/timelines.

Area Two- History of Early Intervention

> Discuss the evolution and theory of the relationship of early childhood education and EI/ECSE field.

> Describe the practices in special education which effected the development of practices in early intervention.

Area Three- Assessment and Evaluation in Early Intervention

> Describe the various types and purposes of assessment/evaluation.

> Describe the assessment/evaluation cycle and process in EI/ECSE and give examples.

> Discuss potential issues surrounding assessment/evaluation.

> Discuss strategies for fair and unbiased assessment of culturally and linguistically diverse children.

> Discuss how to effectively include families in the assessment process and how to provide assessment results in an accessible format.

Area Four- Intervention/Teaching

> Describe the important components of IFSP's and IEP's.

> Discuss the philosophy of ABI, theorists, and theories associated with ABI.

List and describe the elements of ABI, organizational structure of ABI.

Describe the components of high quality goals & objectives.

Identify & discuss the components of naturalistic instruction.

Compare and contrast ABI with other teaching strategies (e.g., direct instruction, discrete trial, pivotal response training).

Describe an embedded learning opportunity (ELO), including all components of the learning trial.

Discuss and identify components of Response to Intervention (RTI) models (e.g. Building Blocks).

Explain Positive Behavior Intervention & Supports (PBIS) and the process for implementing PBIS.

Describe and identify different types of curriculum modifications and adaptations.

Area Five- Families

Describe the history of family involvement in early intervention.

List and describe guidelines for effective home visits.

Discuss strategies for respecting the diversity in the values, experience and background of families that may participate in early intervention programs.

Describe a program that fosters effective family involvement.

Area Six- Teaming

Describe and give examples of interagency collaboration.

Describe the types of teams & features of an effective team.

List and describe strategies for addressing conflicts within teams.

Area Seven- Theory & approaches in EI/ECE

List and describe the theorists and theories that make up the unified theory of practice in EI/ECSE.

Discuss similarities and differences between DAP and ABI.

Describe the linked system approach including the components and philosophical underpinnings.

Area Eight- Inclusion

Describe the transition process for moving children from EI to ECSE and ECSE to kindergarten.

Describe the major issues surrounding the integration of young children with disabilities into community-based programs.

Describe strategies for successful inclusion in community-based programs.

List and describe various curricula / curricular approaches in ECE and strategies for consulting with staff in each to promote the successful inclusion of children with disabilities.

Discuss the rationale for inclusion and the role of peer competence in social inclusion.

Explain and discuss universal design for learning (UDL).

Identify and explain eight strategies of consultation.

Area Nine- Populations

Discuss major classification systems used to identify children with disabilities.

Discuss major types of disability and risk factors.

Discuss strategies for successfully accommodating diversity across children and families.

Discuss similarities and differences between monolingual and multilingual development and how they affect assessment and intervention decisions.

Area Ten- Evaluation

Describe the components of an early intervention program using best practices. (i.e. instructional plans, naturalistic teaching strategies, early literacy, cultural & linguistic competencies).

Discuss the components of and rationale for program evaluation.

Identify different tools used for program evaluation.

Identify the state and federal program requirements for evaluating family & child outcomes in EI/ECSE.

Early Intervention Program Evaluation

The EIP is committed to ongoing evaluation in order to maintain high quality personnel preparation programs for students and to provide high quality intervention services for young children who are at risk or disabled and their families. Students are asked for input at several points during the year, and after completion of the program. The evaluation plan for the training program is contained in the table below.

Student Evaluation Measures, Purpose, and Administration Schedule

Measure	Purpose	Administration Schedule
Initial Survey	Collects demographic information and information regarding previous professional employment, affiliation and activities	Orientation, beginning of first term
Course Evaluation	Evaluates courses	End of each term
Evaluation of Instructor	Evaluates instructor	End of each term
Supervisor Evaluation	Evaluates supervisor	End of each term
Field Placement Evaluation	Evaluates practicum and full-time student teaching placements	End of each term
Overall Program Evaluation	Evaluates overall program	End of last term
Practicum Competency Self-rating scale	Students rate the level of support which accurately describes their skills for each competency objective, and defines the various levels of support for each competency.	End of each term
Follow-up Evaluation	Collects retrospective ratings of program components and adequacy of the program in preparing graduates for varied roles in present positions	One year after graduation

**Helpful
Information**

Common Acronyms

2016-2017 Calendar

Joining
Professional
Organizations

References

Career
Planning

2016-2017
Organizational
Chart

How to Contact Programs
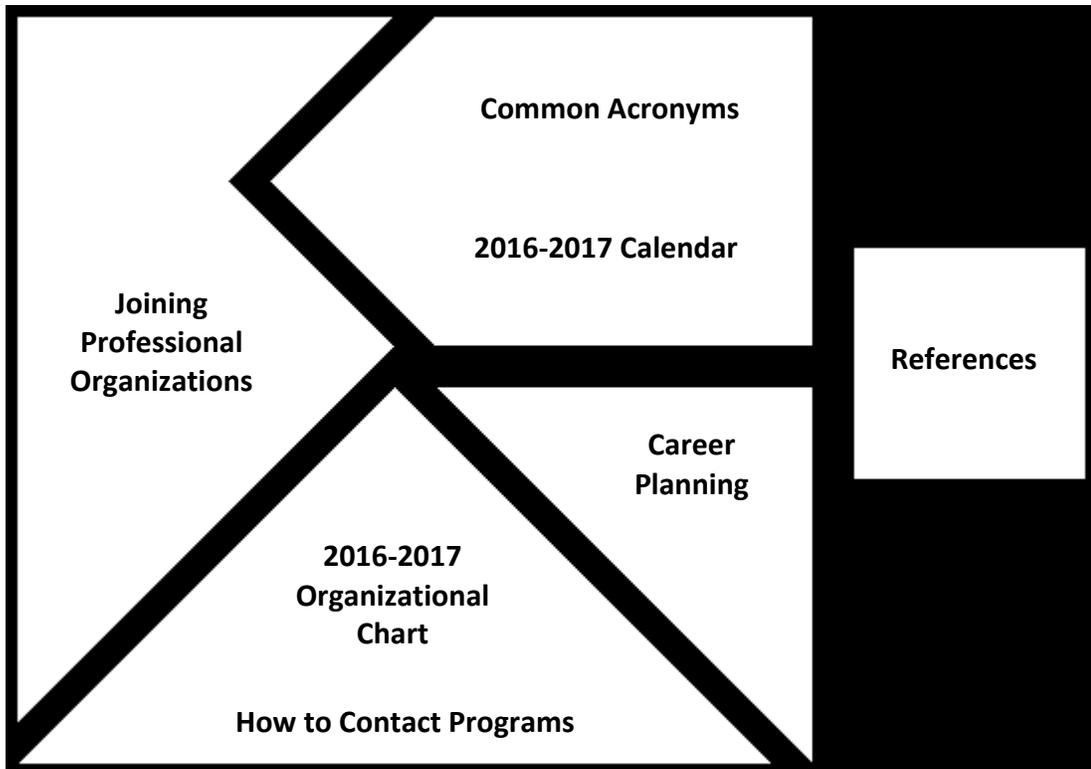
Common Acronyms Used in the Early Intervention Program

ABI	Activity-Based Intervention - A naturalistic intervention approach used in many U of O EI practicum sites.
AEPS	Assessment, Evaluation, and Programming System - An assessment and curriculum developed at the U of Oregon.
APA	American Psychological Association. The publication manual of the American Psychological Association, fifth edition. Contains the guidelines that you are to follow when writing papers. Can be purchased at the bookstore.
ASHA	American Speech Hearing Association
ASQ	Ages & Stages Questionnaires
ASQ:SE	Ages & Stages Questionnaires: Social-Emotional
BOOST	Building on Opportunities for Summer Teaching and Learning
CAPTA	Child Abuse Prevention and Treatment Act
CBA	Curriculum-based Assessment
CDRC	Child Development and Rehabilitation Center, a satellite office of Oregon Health Science University in Portland. The center conducts interdisciplinary assessments for children in Lane County. Portland also has a CDRC clinic.
CDS	Communication Disorders and Sciences
CHD	Center on Human Development
CRN	Course Reference Number (see current term's schedule of classes)
CSB	Clinical Services Building (location of Early Intervention Program)
CLS	Clinical Services Building (old version of this acronym but still used in some publications)
DAP	Developmentally Appropriate Practice – Early childhood educational approach delineated by the NAEYC.
DEC, CEC	Council for Exceptional Children of the Division for Early Childhood publishes several relevant journals and supplies liability insurance for students for a fee. Students receive reduced membership fees, which includes the journal and events/conferences information
DHS	Department of Human Services
DS	Direction Services
EBP	Evidence Based Practice
EEP	Early Education Program – program for young children with disabilities in Lane County.
EHS	Early Head Start
EIP	Early Intervention Program
ECSE	Early Childhood Special Education
EC CARES	Early Childhood CARES
EMU	Erb Memorial Union - the student union building on 13th and University
ESD	Education Service District
ESY	Extended School Year

FEAT	Family Early Advocacy & Treatment
ICC	Interagency Coordination Council (state and local levels)
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IT	Integrated Teaching
IVDB	Institute on Violence and Destructive Behavior
LAG	Local Advisory Group – Meets once a month in Eugene to guide Early Intervention services in the county. Students may attend. Meetings occur at Eugene Hearing and Speech Center.
NAEYC	National Association for the Education of Young Children
OAEYC	Oregon Association for the Education of Young Children
OARS	Oregon Administrative Rules and Statutes
ORELA	Oregon Educator Licensing Assessments
OT	Occupational Therapist
PBIS	Positive Behavior Intervention and Support
PL	Public Law
PT	Physical therapist
RTI	Response to Intervention
SEAM	Social Emotional Assessment Measure
SLHC	Speech-Language Hearing Center Clinic
SLP	Speech-Language Pathologist
UCEDD	University Center for Excellence in Developmental Disabilities

Career Planning

Several steps may be taken to assist students with career planning. In general, students who graduate

from the EIP find these steps useful in their search for employment.

During Winter term, students should begin preparing a draft of a resume and visit the Career Center located at 244 Hendricks Hall. The Career Center provides students with many free services including: resume editing, interview skill workshops, job search strategies, and placement files. The phone number for the Career Center is 346-3235.

At the beginning of Spring term, the Portland Convention Center hosts the Oregon Educators Fair. When attending the fair it is important that students inform prospective employers about the coursework and practica experience they have had up to this point and what remains to be taken. Often, employers want to know which assessment students are trained to administer and which EI/ECSE Curricula students are knowledgeable about. It is crucial that students know when and what they will learn about curricular programs during the Curriculum course, which is offered Spring term. School district representatives from Oregon, Washington, California, Alaska, and some other states attend the fair. The representatives discuss their programs and often request resumes and interviews on site. Many students who gain employment in Oregon make initial contacts at the Oregon Educators Fair.

Throughout the year, students have access to the Early Intervention Program faculty who often receive position announcements. Electronic job announcements will be forwarded to students as received by faculty.

Students who are members of the Council for Exceptional Children will also have access to employment services offered to their members. One such service is a list of postings of early intervention positions at the CEC web site.

Finally, students should discuss and share with peers career plans and information. Often, peers have information that can assist one another with their career plan.

After graduation, students are invited and encouraged to join the EIP's Facebook site: EIP Ducks, which is a special group only open to graduates of EIP, and allows faculty to share new resources and job announcements.

Joining a Professional Organization

Division for Early Childhood (DEC) *For early intervention and/or early childhood special education professionals working with young children birth to eight with special needs*	National Association for the Education of Young Children (NAEYC) *For early childhood professionals working with young children birth to eight*

Member Benefits
 	
Professional development
Children's Action Network
A network of support
20% discount on DEC products
Discount on conference and trainings
Subscription to 4 quarterly journals:
   Journal of Early Intervention (4)
   Young Exceptional Children (4)
Local connections: Oregon DEC
	Member Benefits
	
	Professional development
	A network of support
	20% off all NAEYC books and resources
	Discounts on conferences
	Subscription to 1 journal:
	Young Children (6 issues per year)
	Local connections: Oregon AEYC
	  http://www.oregonaeyc.org/

How to Join
 	
1. Visit DEC website
   http://www.dec-sped.org/
 	
2. Click on Become a Member
 	
Fill out membership application for Council for Exceptional Children (CEC). Indicate that you want to become of member of the DEC subdivision.
	How to Join
	
	1. Visit NAEYC website
	   http://www.naeyc.org/
	
	2. Click on the "Membership" tab. New members join online.
	
	Fill out membership application for the Oregon affiliate. Find the affiliate dues information for your area (ex. Lane County).

Program and Practicum Contacts		
Program name	*Contact*	*Phone*

Early Intervention Program
139 Clinical Services Building (CSB)
5253 University of Oregon
Eugene, OR 97403-5255
	Mailing: Early Intervention Program
	Street: 901 E. 18th Avenue, Suite 139
	         Eugene, OR 97403-5253
	Program support: Jamar Bean
	                  Emily Cornell
		346-0807
		
		346-9148
		346-1638

Special Education & Clinical Sciences Department 340 HEDCO	Jamar Bean, Student Services Coordinator jamarb@uoregon.edu Emily Cornell, Student Services Coordinator ecornell@uoregon.edu	346-9148 346-1638
College of Education Licensure Office 141 HEDCO	Richelle Krotts, Licensure Analyst & COE Student Records Coordinator coelicensure@uoregon.edu	346-3528
Center on Human Development (CHD) 209 Lokey COE	Leslie Martinez, Business Mgr. lesliem@uoregon.edu	346-3576
Child Development & Rehabilitation Center (CDRC) 105 CSB	Reception desk	346-3575
Communication Disorders & Sciences (CDS) Speech & Hearing Clinic: HEDCO	Academic Program: Liz O'Harra Clinic director: Lalla Pudewell	346-2480 346-0922
Institute for Violence & Destructive Behavior (IVDB) Clinical Services Building – 3rd Floor	Leslie Martinez, Business Mgr. lesliem@uoregon.edu	346-3576
UO Police Department 2141 E. 15th Avenue (East Station)	**Non-emergency** **Emergency:**	346-2919 **911**
Head Start U of O Classroom – 157 CSB	Classroom: Stormi Cannon, Director Main Office: 221 B Street, Spfd, OR	346-2646 747-2425
Early Childhood CARES 299 E. 18th Avenue, Eugene, OR 97403	Main Office Intake and Records	346-3568 346-2578
Whom to Contact for Program and Field Placement Questions and Concerns	**GO TO**	
Your field-based placement	Linda Albi, Field Experience Coordinator lalbi@uoregon.edu; 346-0813	
Scheduling days and times of field-based activities and responsibilities	Your Supervisor or Cooperating Professional	
Roles and responsibilities required of field-based placement	Your Supervisor and Cooperating Professional	
The intervention procedures or policies within your field-based placement	Your Supervisor and Cooperating Professional	
Early Intervention Program course requirements	Your Academic Advisor: Jantina Clifford (jantinac@uoregon.edu) or Linda Albi (lalbi@uoregon.edu)	
Teaching sample requirements for licensure	Your EI Handbook and/or Field Experience Coordinator, Applications instructor or supervisor can assist you with this information.	
Financial aid	Academic Advisor COE Scholarship Program Administrator UO Office of Financial Aid and Scholarships	
Field of early intervention in general	Any faculty, staff, and/or current doctoral student	

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