Early Intervention Field Experience Guidance

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EI Field Experience Guidance

PURPOSE: This guidance should be used to inform the variety of early intervention field experiences, from shadowing/observation (including observation through video) to practicum and student-teaching. The bulleted items within each of the seven categories are examples; the list is not exhaustive nor should it be expected that all students will experience all items. Students completing their student-teaching experience should experience a variety of level 1 and 2 opportunities as well as level 3 or 4 opportunities in each category (levels described below).

WHO: This document should be completed by the cooperating Early ACCESS provider, student, and/or the higher education supervisor/faculty member. It can serve as the basis for joint conversation among the provider, student and supervisor/faculty member as well as serve as a reflection tool for the student. This document is not intended to be used to evaluate the student.

LEVELS: Select the level that most accurately depicts the depth of the student’s experience with the item in the far left column. Student-teachers should have level 1 and 2 marked in each of the seven categories as well as at least one level 3 or 4 in each category. Community college students will have level 1 and 2 experiences. This is a working document, at any point that the student observes an item, record the date in the box.

Level 1 - passive participation; for example, observing a meeting, knowledge of forms, listening to an intake call, watching a video, etc. (Shadowing experience)
Level 2 - some active participation; opportunity to interact with family/child, provider; full guidance and coaching from the cooperating teacher (Practicum experience)
Level 3 - full active participation, some facilitation; follow guidance of cooperating teacher (Student-teaching experience)
Level 4 - full facilitation; demonstrating coaching strategies in a visit or meeting; minimal guidance and coaching from cooperating teacher (Student-teaching experience)

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<th>Level 1</th>
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<tbody>
<tr>
<td>1. Service Coordination</td>
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<td>● Initial phone call</td>
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<tr>
<td>● Initial visit with family/caregiver (for example, routines-based interview)</td>
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<tr>
<td>● Initial IFSP meeting</td>
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<td>● Periodic IFSP meeting</td>
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<tr>
<td>Annual IFSP meeting</td>
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<tr>
<td>Transition meeting (IFSP to IEP)</td>
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### 2. IFSP Development

- Completing the routines-based interview (gathering routines, strengths, areas of concern, etc)
- Identifying priorities and concerns of the family
- Writing outcomes
- Updating progress notes
- Updating log notes
- Navigating the web IFSP system
- IFSP forms (blank and completed)

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### 3. Evaluation and assessment

- Post-referral screening
- Evaluation to determine eligibility for Early ACCESS (for example, DAYC 2)
- On-going assessment, progress monitoring (for example, AEPS)
4. Intervention strategies for children/families (see “Additional Resources” at the end of the guidance for more information)

Using a coaching interaction with families, provider and family will:

- **Plan** - review previous plan; exchange information and ideas with the family; ensure that the family has a voice in what is to come next; actively engage family in addressing the priorities; agree on what will be worked on

- **Observe and Practice** - observation supports family implemented intervention; provider gathers interaction and routine information to inform coaching the family; opportunities for family to practice is essential to their learning; give provider and family opportunity to refine and analyze new or existing skills

- **Problem solve** - exchange ideas and information to promote understanding and use of interventions with family; determine specific action steps to help prepare family for implementation of strategies; analyze existing strategies

- **Reflect and Provide Feedback** - facilitate the family’s evaluation of strategies used in embedded intervention in routines; expand current level of understanding, assess
experiences, address their performance/satisfaction, and identify next steps; “build on the past to plan for the future”; determine who will do what for next visit related to current priorities and outcomes

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<th>5. Developmental delays/disabilities</th>
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<td>- Individualized services (accommodations, modifications to services)</td>
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<td>- Assistive technology use</td>
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<td>- Connecting families to professional resources that are disability specific (autism networks, Down syndrome networks, etc, ASK Resource center, IA Family Support Network)</td>
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<th>6. Infant and toddler development</th>
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<td>- Record observations of infants and toddlers in natural settings (child care, home environments, playgrounds) using anecdotal notes focused on developmental domains</td>
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<tr>
<td>- Participate in infant and toddler playgroup/classroom using developmentally appropriate planned activities</td>
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<td>- Plan individualized developmentally</td>
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appropriate activities to model and coach families in use

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7. Teaming with other professionals

- Completing a joint visit where other providers (OT, PT, SLP) are also present (for example, progress monitoring/assessment, coaching from another discipline)

- Attend team meeting with other EI providers (purpose of the meeting is to discuss and receive coaching from colleagues on shared cases)

- Resource list of other EC programs/professionals, including formal and informal supports (working with medical providers/CHSC, WIC, Title V agency, DHS, child care providers, feeding clinics, orthotics, etc)

- Attend professional development opportunities with cooperating provider

Use the space below to document unique experiences not included above:
The signature lines below are to be completed at the end of the students’ entire experience to show that discussion and reflection was completed with a supervisor, faculty member, and/or provider.

By signing below, you indicate that the above experiences were discussed with the student, faculty supervisor, and/or cooperating provider.

_________________  __________  __________  __________  __________
Student  Date  Faculty  Date  Provider  Date

Additional resources (optional):

- Early ACCESS Procedures Manual
- SSOOPPRR home visits from the Distance Mentoring Model, a project within the Communication and Early Childhood Research and Practice Center at Florida State University
- Caregiver coaching (general and specific coaching strategies) from the Distance Mentoring Model, a project within the Communication and Early Childhood Research and Practice Center at Florida State University
- IFSP Outcome Assessment Tool and Family-Level Outcome Assessment Tool. Ohio State University.