



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)

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---------|---------|---------|---------|
| 1. Service Coordination | | | | |
| • Initial phone call | | | | |
| • Initial visit with family/caregiver (for example, routines-based interview) | | | | |
| • Initial IFSP meeting | | | | |
| • Periodic IFSP meeting | | | | |

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|--|---------|---------|---------|---------|
| • Annual IFSP meeting | | | | |
| • Transition meeting (IFSP to IEP) | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 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) | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 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) | | | | |

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|---|---------|---------|---------|---------|
| <ul style="list-style-type: none"> ● Evaluation/assessment sections on the IFSP | | | | |
| <ul style="list-style-type: none"> ● Sharing evaluation results with the family | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| <p>4. Intervention strategies for children/families (see “Additional Resources” at the end of the guidance for more information)</p> <p>Using a coaching interaction with families, provider and family will:</p> | | | | |
| <ul style="list-style-type: none"> ● 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 | | | | |
| <ul style="list-style-type: none"> ● 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 | | | | |
| <ul style="list-style-type: none"> ● 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 | | | | |
| <ul style="list-style-type: none"> ● Reflect and Provide Feedback - facilitate the family’s evaluation of strategies used in embedded intervention in routines; expand current level of understanding, assess | | | | |

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| 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 | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 5. Developmental delays/disabilities | | | | |
| <ul style="list-style-type: none"> Individualized services (accommodations, modifications to services) | | | | |
| <ul style="list-style-type: none"> Assistive technology use | | | | |
| <ul style="list-style-type: none"> Connecting families to professional resources that are disability specific (autism networks, Down syndrome networks, etc, ASK Resource center, IA Family Support Network) | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 6. Infant and toddler development | | | | |
| <ul style="list-style-type: none"> Record observations of infants and toddlers in natural settings (child care, home environments, playgrounds) using anecdotal notes focused on developmental domains | | | | |
| <ul style="list-style-type: none"> Participate in infant and toddler playgroup/classroom using developmentally appropriate planned activities | | | | |
| <ul style="list-style-type: none"> Plan individualized developmentally | | | | |

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|---|---------|---------|---------|---------|
| appropriate activities to model and coach families in use | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 7. Teaming with other professionals | | | | |
| <ul style="list-style-type: none"> • Completing a joint visit where other providers (OT, PT, SLP) are also present (for example, progress monitoring/assessment, coaching from another discipline) | | | | |
| <ul style="list-style-type: none"> • Attend team meeting with other EI providers (purpose of the meeting is to discuss and receive coaching from colleagues on shared cases) | | | | |
| <ul style="list-style-type: none"> • 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) | | | | |
| <ul style="list-style-type: none"> • 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](#)

[SSOOPRR 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

[The Coaching Quick Reference Guide](#) from The Early Childhood Coaching Handbook, Rush, D. D., and Shelden, M. L.

McWilliam, R. A. (2009). [Routines-based early intervention](#). Baltimore, MD: Brookes Publishing.

IFSP [Outcome Assessment Tool and Family-Level Outcome Assessment Tool](#). Ohio State University.

***Section headers in the above table adapted from: Childress, D. C., Hill, C. F., & Murdock, S. J. (2013). [Perceptions of Early Intervention Preservice Knowledge and Skills: Insights and Recommendations for Supporting Student Preparation](#).