



Early Intervention Field Experience Guidance

Updated May 8, 2023

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PURPOSE: This guidance should be used to inform the variety of early intervention field experiences, from shadowing/observation (including observation through video) to practicum, student-teaching, and professional experiences in occupational therapy (OT), physical therapy (PT), or speech-language pathology (SLP), etc. 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 or other professional 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-teaching and advanced professional experiences in OT, PT, or SLP, etc. should include some level 1 and 2 experiences in each of the seven categories as well as at least one level 3 or 4 experience in each category. Community college students will have only 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.

CATEGORIES: There are seven categories of experiences outlined in the table below: 1) Service Coordination, 2) IFSP Development, 3) Evaluation and Assessment, 4) Intervention Strategies, 5) Developmental Delays/Disabilities, 6) Infant and Toddler Development, and 7) Teaming with Other Professionals.

Level 1 - observation with reflection; for example, observing a meeting, observing entry into ACHIEVE, listening to an intake call, watching a video, etc. (Shadowing experience with reflection)

Level 2 - some active participation; opportunity to interact with family/child, provider; full guidance and coaching from the cooperating Early ACCESS provider (Practicum experience)

Level 3 - full active participation, some facilitation; follow guidance of cooperating Early ACCESS provider (Student-teaching and advanced professional experiences)

Level 4 - full facilitation; demonstrating coaching strategies in a visit or meeting; minimal guidance and coaching from cooperating Early ACCESS provider (Student-teaching and advanced professional experiences)

	Level 1	Level 2	Level 3	Level 4
1. Service Coordination				
• Making initial phone call				
• Joining initial visit with family/caregiver				
• Joining initial IFSP meeting				
• Joining periodic IFSP meeting				
• Joining annual IFSP meeting				
• Joining transition meeting (IFSP to IEP)				
• Other:				
	Level 1	Level 2	Level 3	Level 4
2. IFSP Development				
• Gathering family's routines, strengths, areas of concern, etc. (FACS 2 questions in ACHIEVE)				
• Identifying priorities				
• Writing outcomes				
• Updating progress notes				
• Updating log notes				
• Navigating the ACHIEVE system				
• Other:				

	Level 1	Level 2	Level 3	Level 4
3. Evaluation and Assessment				
<ul style="list-style-type: none"> Completing evaluation and initial assessment in service provider's scope of practice (e.g., teacher, SLP, OT, PT, etc.) to determine eligibility for Early ACCESS (including RIOT - review, interview, observe, test) 				
<ul style="list-style-type: none"> On-going assessment, progress monitoring (e.g., AEPS, gathering data and updates from family) 				
<ul style="list-style-type: none"> Documenting evaluation/assessment information in ACHIEVE 				
<ul style="list-style-type: none"> Sharing evaluation and assessment results with the family 				
<ul style="list-style-type: none"> Other: 				
	Level 1	Level 2	Level 3	Level 4
4. Intervention Strategies (see "Additional Resources" at the end of the guidance for more information on SSOOPRR and Family Guided Routines Based Intervention - FGRBI)				
Using a coaching interaction with families, provider and family will:				
<ul style="list-style-type: none"> Set the Stage (SS) - 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 Opportunities to Practice (OO) - observe the family implement intervention; gather interaction and routine information to inform coaching the family; create opportunities for family to practice new intervention strategies; give provider and family opportunity to refine and analyze new or existing skills 				
<ul style="list-style-type: none"> ● Problem Solve and Plan (PP) - 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 Review (RR) - 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 				
<ul style="list-style-type: none"> ● Other: 				

	Level 1	Level 2	Level 3	Level 4
5. Developmental Delays/Disabilities				
<ul style="list-style-type: none"> Understanding individualized services (e.g., accommodations, modifications to services, etc.) 				
<ul style="list-style-type: none"> Using assistive technology 				
<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) 				
<ul style="list-style-type: none"> Other: 				
	Level 1	Level 2	Level 3	Level 4
6. Infant and Toddler Development				
<ul style="list-style-type: none"> Recording 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"> Referencing the Iowa Early Learning Standards as a guide to determine developmentally appropriate skills in all developmental domains 				
<ul style="list-style-type: none"> Participating in infant and toddler playgroup/classroom using developmentally appropriate planned activities 				

<ul style="list-style-type: none"> • Planning individualized, developmentally appropriate activities to model and coach families to use 				
<ul style="list-style-type: none"> • Other: 				
	Level 1	Level 2	Level 3	Level 4
7. Teaming with Other Professionals				
<ul style="list-style-type: none"> • Completing a joint home visit where other providers (e.g., teacher, OT, PT, SLP, etc.) are also present (for example, progress monitoring/assessment, coaching from another discipline) 				
<ul style="list-style-type: none"> • Participating in a 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"> • Becoming familiar with other early childhood programs/professionals (medical providers/Child Health Specialty Clinics, WIC, Title V agency, DHS, child care providers, feeding clinics, orthotics, etc.) 				
<ul style="list-style-type: none"> • Attending professional development opportunities with cooperating or other Early ACCESS provider 				
<ul style="list-style-type: none"> • Other: 				

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 Early ACCESS provider.

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

Student	Date	Faculty	Date	Provider	Date
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Additional resources (optional):

- Early ACCESS Procedures - [i3 website](#)
- SSOOPRR Home Visiting [Tip Sheet](#) from the Family Guided Routines Based Intervention [website](#), a project within the Communication and Early Childhood Research and Practice Center at Florida State University
- [FGRBI Coaching Strategies](#) from the Family Guided Routines Based Intervention [website](#), a project within the Communication and Early Childhood Research and Practice Center at Florida State University
- [BriefCASE](#): Coaching Quick Reference Guide from The Early Childhood Coaching Handbook, Rush, D. D., and Shelden, M. L.
- 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. Retrieved from: https://www.veipd.org/main/pdf/perceptions_of_ei_preservice_knowledge_skills_research_5-14-13.pdf