

Competencies and Objectives for Coursework
University of Oregon
Early Intervention Program

<p>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.</p>
1.1 Demonstrates knowledge of the legal basis of early intervention, 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
<p>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.</p>
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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<p>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.</p>
<p>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.</p>
<p>3.2 Identifies, compares, selects valid, reliable, and culturally sensitive assessment instruments appropriate to age, population, disability, and setting</p>
<p>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.</p>
<p>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.</p>
<p>4.1 Demonstrates knowledge of the importance of family systems theory and its application to early intervention</p>
<p>4.2 Within the ecological model recognizes the effect of a child who is at risk or disabled on the family unit</p>
<p>4.3 Identifies and discusses cultural, socio-economic, ethical, historical factors and personal values affecting the development of the family and the child</p>
<p>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</p>
<p>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.</p>
<p>5.1 Prioritizes early intervention needs based on child's history, developmental age, family resources and preferences, and the recommendations of the interdisciplinary team.</p>
<p>5.2 Demonstrates sound professional decision making in determining an appropriate early intervention service model</p>
<p>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.</p>

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<p>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.</p>
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)
<p>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.</p>
7.1 Produces accurate and comprehensive documentation of child progress and family outcomes, including recommendations for referral, continued services, transition, or termination of services
<p>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.</p>
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