



Early Intervention Master's and Licensure 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 EI/ECSE Master's/Licensure Program. This handbook is intended to assist you by providing information necessary for successful completion of the master's and licensure program in EI/ECSE. 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 (UO). For clarification or further information, please consult with your academic advisor.

Policies and procedures outlined in this handbook are subject to change. Students should confirm program plans with their advisor. The EI/ECSE Program (EIP) website, eip.uoregon.edu, is updated on a regular basis. Information regarding UO policies, procedures, deadlines, and forms required by the College of Education (COE) can be found on the UO's COE website, education.uoregon.edu.

INTRODUCTION

Since 1979, the personnel preparation component of the UO's EIP has offered high 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. The UO's EIP is in the Department of Special Education and Clinical Sciences (SPECS) in the COE, and is housed in the Center on Human Development, a University Center for Excellence in Developmental Disabilities. The EIP provides an interdisciplinary field of specialization focusing on infants, toddlers, and preschool-aged children with or at risk for disabilities, 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. Graduates 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.

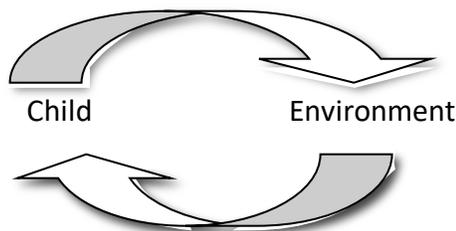
The EIP is composed of four separate but interconnected components: 1) personnel preparation offered at the master's and doctoral levels; 2) program development focused on the creation of state-of-the-art intervention programs for infants and young children and their families; 3) research funded by a variety of grants that explores new strategies and develops new tools for assessment and intervention;

and 4) dissemination activities designed to share information, research findings, and new approaches with professional and paraprofessional audiences.

Philosophy of the EI Personnel Preparation Program

The five major philosophical perspectives that guide our personnel training program 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; Shonkoff, 2015). 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.



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 (Shonkoff, 2010).

Family Involvement Perspective. As the transactional perspective suggests, family involvement is fundamental to the success of early intervention (EI) efforts. Family-centered practices, treating families with respect, active participation, and interventionists' responsiveness are core principles in EI and early childhood special education (ECSE; Dunst & Espe-Sherwindt, 2016). The greater the family's involvement, the greater the probability that the child's potential will be realized. The federal mandate of the Individuals with Disabilities Education Act (IDEA; 2004) 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, EI personnel must take into account families' larger social context (Seligman & Darling, 2007) and understand the family system. 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 (i.e., Aber, Jones, & Cohen, 2000; Bornstein & Tamil-LeMonda, 2004; Crockenberg & Leerkes, 2000; Holmes, Reich, & Pasternak, 1984; McLinden, 1990; Roberts & 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, friends, or organizations (e.g., church, social agencies). 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. This approach is designed to permit the interventionist to focus on actively arranging environmental contingencies to produce change in the child. 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; Johnson, Rahn, & Bricker, 2015). 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 naturally and logically occurring antecedents and consequences to develop functional and generative skills (Johnson, Rahn, & Bricker, 2015).

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 and preferred activities often eliminates motivational problems. When embedding targeted 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 high quality services are to be developed (Bricker & Widerstrom, 1996; Harbin, McWilliam, & Gallagher, 2000). High 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 and 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 with or at risk for disabilities and their families.

Faculty of the Early Intervention Program

The EIP has five core faculty members. Doctoral students participate in research projects, assist faculty in teaching courses, and supervise students. Core teaching faculty include:



Jantina Clifford, Ph.D. (University of Oregon, 2006). Dr. Clifford is an academic advisor, senior lecturer, and program coordinator for the Early Intervention Master's/Licensure program. She currently teaches two of the program's core courses including *Foundations in EC/EI* and *Assessment and Evaluation in EI*. Dr. Clifford is also a senior research associate and is involved in several research studies focused on the development of assessment measures and curriculum for young children with special needs. In addition to her work at the UO, Dr. Clifford provides technical assistance and outreach on several assessment tools including the *Ages & Stages Questionnaires*, *Ages & Stages Questionnaires: Social-Emotional*, the *Social-Emotional Assessment/Evaluation Measure*, and the *Assessment, Evaluation, and Programming System*. Dr. Clifford served as an early childhood educator prior to pursuing an academic career in EI/ECSE.



Lillian Durán, 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 UO. Dr. Durán teaches *Early Literacy for Diverse Learners*. 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.



Lois Pribble, Ph.D. (University of Oregon, 2013). Dr. Pribble is a Field Experience Coordinator and Lecturer for the Early Intervention Master's/Licensure program. She teaches *Methods of a Linked System I, II, and III* and oversees practicum and student teaching. Dr. Pribble 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. Before earning her doctorate in EI/ECSE, she worked as an ECSE classroom teacher, Child Find screener, and inclusion consultant.



Stephanie Shire, Ph.D. (University of California Los Angeles, 2013). Dr. Shire is an Assistant Professor in Early Intervention and Early Childhood Special Education. She currently teaches *Autism in EI* and *Curriculum in EC/EI*. Dr. Shire's research interests include the development and deployment of assessment and early intervention tools for children with autism spectrum disorder and other neurodevelopmental disorders. Her work has focused on

working closely with community partners to bring naturalistic developmental behavioral interventions to under-served and under resourced communities in North America and abroad. Dr. Shire is happy to bring students into her research focusing on developing community capacity to support children's learning including their social engagement, regulation, and communication skills.



Jane Squires, Ph.D. (University of Oregon, 1988). Dr. Squires is a Professor in Special Education/Early Intervention and doctoral 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 conducts research on early identification of delays, developmental screening, and social-

emotional interventions.

Overview of the Master's Degree and Licensure Program

The EIP offers a master's degree as well as a State of Oregon preliminary teaching license for ages birth-five with an endorsement in Special Education: Early Intervention. Requirements for the master's degree are similar to those for licensure, except for a few different coursework requirements including student teaching. All students who successfully complete the requirements for the master's degree will receive an M.S. in Special Education with an emphasis in Early Intervention.

Master's degree/Licensure program objectives include preparing students to:

- (1) Provide high quality EI 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 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 may be offered to advanced students who are qualified 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 EI 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 EI program for infants, toddlers, and preschool children.

7.0 Evaluation of Intervention

The early interventionist is able to evaluate a family-guided EI 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 EI/ECSE.

10.0 Program Administration

The early interventionist is able to demonstrate effective management and leadership skills in the administration of an EI/ECSE program.

Requirements of the EI Master's Degree & Licensure Program

Student Responsibilities

It is the student's responsibility to ensure that EIP, SPED, and COE requirements are satisfactorily completed. The design and rigor of the EI program requires a major time commitment by full-time students. A single graduate 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 can expect to 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, thus working outside the program is not recommended for students who wish to complete the program in one year.

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 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, family, or work-related responsibilities that may interfere with successful completion of 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 9 credit hours each term, Part-time students can enroll for as few as 3 credit hours per term. Many of the required courses are offered only once per year and consequently it is important for students to carefully plan their program plan. Students may add additional electives to develop areas of specialization if their schedule permits. A typical course and practica schedule for the Early Intervention Master's Degree and Licensure Program is given on page 18. The Master's/Licensure Program Plan found in the SPED Master's Program handbook should be completed at the end of fall term or the beginning of winter term after meeting with your academic advisor; its completion is required by the UO's Graduate School 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

Attainment of both the master's degree and preliminary teaching license/endorsement 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 EI core courses. Students who receive a grade of "C" or lower in an EIPcore course must retake the course. The EI

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.

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 Master's Degree/Licensure Program. Coursework and field experiences have different objectives associated with each. Coursework competency objectives 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 EI ¹ , including PL 94-142 and PL 99-456, 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 interventionists in the delivery of services to children with disabilities and their families
1.4	Demonstrates knowledge of the professional standards of competency in EI
1.5	Demonstrates knowledge of federal, state, and local resources important to the advancement of the profession of EI and the improvement of services to children with or at risk for disabilities 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

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

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
2.7	Demonstrates 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 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.
3.4	Collects, interprets and summarizes in writing information from available records of children in the program.
3.5	Demonstrates alternative methods of assessment including informant interview, behavior rating scales, parent-child interaction, observation of daily routines and play environment, or interdisciplinary assessment.
3.6	Interprets evaluation information based on assessment, observation and parent report, and writes summary.
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 EI
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
4.5	Administers a family-based assessment instrument to identify the family's priorities, resources, and concerns.
4.6	Completes an Ecomap to identify and develop internal and external resources, a social support network and advocacy skills.
5.0	DESIGN OF INTERVENTION Student is able to design a family-guided EI program for infants, toddlers, and preschool children who are at risk or disabled and their families.
5.1	Prioritizes EI 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 EI service model

5.3	Based on appropriate assessment information, 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.
5.4	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.
5.5	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	
Student is able to implement a family-guided EI 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 EI 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
7.2	Based on routine data collection, student makes recommendations to revise an IFSP/IEP.
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 EI 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 EI.	
<u>COURSEWORK OBJECTIVES</u>	
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, EI assessment, curriculum, and evaluation
9.3	Reads and integrates relevant research, relates conclusions to issues of best practice in EI, 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.	

<u>COURSEWORK OBJECTIVES</u>	
10.1	Demonstrates understanding of the educational, health, and social trends that have implications for EI programs
10.2	Identifies the need of the community for EI 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 EI program

Early Intervention Master’s/Licensure Program Courses:

SPED 609 Early Intervention Practicum – Field-based experience with young children at risk for, or who have, a disability and their families. Practicum also includes weekly team meetings and/or 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—only required for licensure) – Students have responsibility for the full range of teaching duties for an eleven-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) researching and planning curriculum in consultation with the cooperating teacher.

SPED 610 EI/ECSE Methods I, II, & III – The EI/ECSE Methods course sequence is designed to provide specific content on evidence-based practices within EI/ECSE. Coursework competencies will address topics such as developmentally appropriate practice, universal design for learning, the linked-system approach, response to intervention, curriculum modifications and adaptations, naturalistic intervention, embedded learning opportunities, activity based intervention, domain specific interventions (e.g., language and literacy interventions, positive behavior interventions and support), curriculum development, and program evaluation. Students will also learn how to complete a curriculum-based assessment tool, create functional goals and objectives, develop an IFSP, and monitor child progress. Classroom activities and assignments are directly linked to field experience sites. Successful completion of activities and assignments in Methods I and Methods II will lead to the completion of the first teaching sample required by the SPED EI Master’s program.

SPED 680 Foundations in Early Childhood and Early Intervention – Historical perspectives and philosophical basis of EI; rationale for EI; 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 Diverse Families in 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 in Early Intervention – Theoretical concepts of assessment and program evaluation in EI; 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 and curricular products used in early childhood education as well as introduction to approaches and strategies for consultants and coaches working across these various settings. Adaptations to support the use of curricula developed with children with special needs to be explored.

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, core challenges experienced by young children with autism, current theoretical approaches to autism intervention, and current research on supporting young children with autism and their families in community 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, specialized, and inclusive settings.

Special Education Required Courses:

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 across-categorical perspectives.

SPED 540 Early Literacy for Diverse Learners (only required for licensure) – This course will focus on the early language and literacy development from birth to kindergarten that provides the foundation for reading success. Students will learn about the effective teaching cycle, curriculum based language and early literacy assessment, and evidence-based instruction which will provide important foundational knowledge for the rest of the literacy sequence. The course will also include content on teaching children with disabilities, developmental delays, and children who are dual language learners.

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

EDUC 611 Survey of Educational Research Methods (only required for master's degree)– This course provides students with a survey of methods used in educational research, including qualitative, survey, quantitative group, correlational, single case, and action research. The role of systematic approaches to research in education is considered, and an overview of multiple ways of conducting research in education 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. Guidelines for

evaluating educational research that use the various methodologies are provided. Students will evaluate and critique published research articles.

Sample Course Schedule for the UO's EI Master's Degree & Licensure Program

Summer 2019	Fall 2019	Winter 2020	Spring 2020
SPED Required Courses			
EDUC 611 Research Methods* (3 credits)	SPED 511 Foundations of Disability I (3 credits) (Online)	SPED 510 SPED Law (3 credits) (Online)	
SPED 526 Behavior & Classroom Management/ PBS (4 credits) (Online)	SPED 540 Early Literacy for Diverse Learners (4 credits)		
EIP Core Courses			
	SPED 680 Foundations in Early Childhood & EI (3 credits)	SPED 682 Assessment & Evaluation in EI/ECSE (3 credits)	SPED 683 Curriculum in ECE & EI (3 credits)
		SPED 681 Diverse Families in EI (3 credits)	
EIP Field-Related Courses			
	SPED 610 EI/ECSE Methods I (3 credits)	SPED 610 EI/ECSE Methods II (3 credits)	SPED 610 EI/ECSE Methods III (3 credits)
	SPED 609 EI Practicum (3 credits)	SPED 609 EI Practicum (3 credits)	SPED 625 Final Supervised Field Experience (9 credits)
7	16	15	15
Optional Courses			
		SPED 686 Autism in EI (2-3 credits)	
		SPED 510 Diversity in Special Education (3 credits)	

*Required for Master's, not Licensure

Field Experience

An important component of the EIP Licensure/Endorsement Program is 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. Licensure students participate in at least two different field experiences, and are placed in one practicum site during Fall/Winter and a different site during Spring term when they complete their student teaching. Master's only students are required to complete one supervised practicum experience Fall/Winter and may choose to complete another practicum experience in the Spring.

The EIP requires that students must have all fingerprinting and clearance forms completed by the first day of Fall orientation in order to be cleared to obtain a COE badge. The COE badge must be worn during all field experiences.

Overview of Field-Based Activities

FALL and WINTER TERMS. The initial practicum in the EI master's/licensure program 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 teachers (CTs), 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, CTs, 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 CT.

Winter term is an extension of Fall term, as the student remains in the same setting. 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. By Winter term, students should be familiar with the program they are placed in and are expected to demonstrate more initiative and independence. Students continue working with the same supervisor, CT, and team of peers. At the end of Winter term, students may be recommended for student teaching (Spring term) by their supervisor, field experience coordinator, and faculty, based on their practical and academic performance during Fall and Winter terms.

Note: When enrolling for 3 credits of practicum, students are responsible for completing a total of 12 hours per week. Students are required to complete a minimum of 120 hours of practicum activities during Fall and Winter terms.

SPRING TERM. Students who are pursuing licensure typically complete the final supervised field experience (i.e., student teaching) during Spring term. For licensure students, this experience is intended to permit the student to practice the skills necessary to assume the role of a full-time interventionist in an EI/ECSE setting. Students are required to participate in their field placement Monday through Friday and assume as many of the responsibilities of their CT as are feasible. In most instances, students enter into a co-teaching relationship with the CT. 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 program competencies. The CT, university supervisor, and

student's peer team meet regularly during the term to discuss the student's progress, teaching samples, issues, and evaluations.

Note: When completing the 9 required credits of final supervised field experience, students are responsible for completing 36 hours per week of teaching activities for up to 11 weeks, for a minimum of 360 hours.

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, 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." Sites may be classroom-based, home-visiting, consultation, or a mixture of those options. 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, parent-toddler classroom, home visiting) 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, toddler groups, and parent support groups. Early Childhood CARES also provides specialized preschools and 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.

Examples of Early Childhood CARES programs:

- ***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.
- ***Home Visiting and Parent-Toddler Groups***: Parents receive regular home visits from an EI specialist to help them learn techniques and ideas to support their child in learning new skills. In addition, families participate in parent-toddler groups, typically starting in Winter term. During parent-toddler groups parents have an opportunity to learn skills and parenting information while children have the opportunity to learn in an enriched environment.
- ***Consultation to Community Preschools***: 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.

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.

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.

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.

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 not 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 CT and supervisors to let them know they will not be at the site, so the CT 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 training or 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 CT 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 (e.g., assessment information collected for the teaching sample). The consent form used in the program will be provided by the field experience coordinator.

Field Experience Requirements

Students must purchase a COE 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.

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 CT.

Insurance Coverage Responsibility for Field-Based Activities

As a student in a professional program, you will be working in the field with students, parents, and other professionals. You may encounter situations that could involve you in legal actions in which you might be held personally liable for damages or you may sustain an injury or damage to your personal property.

Although it is statistically unlikely that you will incur any injuries or cause any injuries to others while participating in a practicum or field experience, such occurrences are possible. For this reason, you need to understand certain fundamental points about your legal relationship with the university and the agency in which you are placed for these experiences.

It is important that you understand that, despite the fact that you may be paying tuition or are officially matriculated in a program, or are earning practicum/field experience credits from the university, you are not an employee, an official, or an agent of the university by reason of your practicum/field experience assignment and activities for an independent or contracting host school or agency. This means that you would not be indemnified for liability or provided a legal defense as to claims from third parties that you might injure. You would, of course, continue to enjoy the regular benefits and privileges of any matriculated student at the Student Health Center.

As a person rendering services with or without pay to or on behalf of a host school or agency, it is possible that you may be covered by the host school's or agency's workers compensation coverage and liability insurance. However, this is neither automatic nor always required by law. Therefore, you may wish to make arrangements to acquire health or accident insurance (for injuries to yourself) and/or to acquire liability insurance (to protect against claims by other persons whom you might injure). Obtaining such coverage is not a prerequisite of earning the practicum/field experience credit and is entirely a personal decision for you. Important factors in your decision would be your own personal adversity to risk, your personal economic situation, your assessment of how risky your participation might be (e.g., coaching contact sports or dealing with persons with disabilities would be more risky than filing papers or answering the telephone), and your assessment of your own behavior as a safe, careful, prudent and experienced person.

Should you choose to obtain such coverage for yourself, you can typically do so through a private insurance carrier, or you can contact a professional organization that offers professional liability coverage. Low cost student insurance can be obtained, for example, through the Council for Exceptional Children (<https://www.cec.sped.org/Membership/Member-Savings/CEC-Member-Insurance-Programs>). The Oregon Education Association also provides student members with liability insurance protection (503-684-3300). Questions concerning insurance coverage can also be directed to UO Office of Business Affairs (541-346-3165).

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. A complete list of practicum objectives can be found below.

EI Program Practicum Competencies

1.0 FOUNDATIONS IN EARLY INTERVENTION
1.1 Demonstrates professional behavior by adhering to the legal and ethical standards specified in the laws governing Early Intervention/Special Education and DEC and NAEYC codes of ethical conduct.
1.2 Reflects on their practices through self-assessment and evaluation of 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 typical 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.
3.0 INFANT, TODDLER, AND PRESCHOOL ASSESSMENT
3.1 Administers criterion referenced assessment (e.g., curriculum-based assessment instruments) for program planning and child progress.
3.2 Individualizes and adapts the assessment procedures to meet the special needs of the child, the family, and the members of the child’s team.
3.3 Involves the family as a member of the child’s team in the assessment of their child.
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.
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.
8.0 INTERDISCIPLINARY AND INTERAGENCY COLLABORATION

8.1	Demonstrates appropriate and effective interpersonal communication skills.
8.2	Demonstrates professional roles in EI/ECSE settings by following the practicum and EI program policies and practices.
8.3	Practices team collaboration in the EI/ECSE setting by sharing and meeting work schedule demands, tasks, and responsibilities.
8.4	Is consistently dependable, punctual, and conscientious.
8.5	Contributes as a team member to student group(s) and professionally utilizes feedback provided by peers, cooperating professional and supervisor.

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 placed in student teams. 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 team meetings in order to support and guide students' performance. The teams engage in the following activities:

- Discuss how to accomplish practicum-related assignments
- Explore new concepts and ideas
- Engage in critical analysis that leads to self-improvement .
- Provide supportive and constructive feedback to peers and supervisor using a peer-coaching model

A team-oriented approach to supervision is designed with knowledge that students will become members of EI/CSE 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 up-to-date 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.

Field-Experience Forms

The EIP 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/ Full time Student Teaching Contracts	Outlines the grading procedures for practicum/student teaching and is reviewed and signed by the student, supervisor, and cooperating professional at the beginning of each field experience.
Midterm/Final Evaluation of Practicum Competencies	Used by students and supervisors to summarize student's progress toward meeting competencies at midterm and final.

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 UO's EIP to provide students with the option of earning a teaching license with an endorsement in Special Education: Early Intervention (SPED:EI). Students completing all degree and endorsement requirements can apply for a preliminary teaching license with an endorsement in SPED:EI. This license permits graduates to be employed as an EI/ECSE specialist in any public school site, including Education Service Districts in Oregon with children birth to five years of age. Licensed teachers are required to obtain a Continuing Teaching License after three years.

Reciprocity

The Oregon teacher's license is only valid in Oregon, but many states have reciprocity agreements with Oregon's TSPC and therefore the Oregon teaching license may be transferable. Please note that there may be additional requirements (e.g., testing, courses) that are required in order to transfer the Oregon teaching license to another state.

Endorsement Options

Stand-alone Endorsement. 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 SPED:EI. Once preliminary licensure is obtained, other endorsements may be added to the teaching license. Additional courses and testing are required for these endorsements. See sample SPED:EI Master's degree/licensure program course schedule on page 18.

Add-on Endorsement. Students that already have a valid Oregon teaching license may pursue an Add-on endorsement. Requirements for the add-on endorsement are listed in the table below.

CONTINUING ADD-ON ENDORSEMENT OPTION Coursework and Testing Requirements (for students with a current Oregon teaching license)

Fall	Winter	Spring
<ul style="list-style-type: none"> <input type="checkbox"/> SPED 680 Foundations in EC/EI (3) <input type="checkbox"/> SPED 610 EI/ECSE Methods I (3) <input type="checkbox"/> SPED 609 EI Practicum (2) <input type="checkbox"/> Early Literacy (4) 	<ul style="list-style-type: none"> <input type="checkbox"/> SPED 681 Family-Guided EI (3) <input type="checkbox"/> SPED 682 Assessment and Eval'n in EI (3) <input type="checkbox"/> SPED 610 EI/ECSE Methods II (3) <input type="checkbox"/> SPED 609 EI Practicum (2) 	<ul style="list-style-type: none"> <input type="checkbox"/> SPED 683 Curriculum in EC/EI (3)
Total credits: 12	Total credits: 11	Total credits: 3
<ul style="list-style-type: none"> <input type="checkbox"/> Completion of 1 Teaching Sample with Passing Score <input type="checkbox"/> 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 SPED:EI 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.
- 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 before starting practicum.

http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_TestPage.html

- ❑ **Complete practicum requirements.** The EIP requires that students complete two EI Practica (SPED 609) for a minimum of 6 credit hours.
- ❑ **Register for Final Supervised Field Experience credit hours (SPED 625).** You must register for 9 credit hours total of Final Supervised Field Experience.
- ❑ **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. .
- ❑ **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 UO 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 UO 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 can 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 (SPED:EI endorsement test for licensure)	5691	159

3. Order official transcripts for your bachelor's degree and licensure 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 UO COE 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 SPED:EI endorsement. Throughout the program you will be providing evidence that documents your ability to plan, administer and interpret assessments, design and implement curricula, 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 licensure program (complete 2 teaching

samples), 3) students enrolled in the 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 Master's only program must successfully complete one teaching sample prior to graduation. The teaching sample can be completed during fall and winter terms and will be facilitated through coursework in SPED 610 EI/ECSE Methods I and SPED 610 EI/ECSE Methods II. The successful completion of assignments in these courses along with your practicum experience 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. 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 receive a passing grade on 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 610 EI/ECSE Methods I and SPED 610 EI/ECSE Methods II. The successful completion of assignments in these courses along with your practicum experience 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 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 1-3 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 EI faculty. Students who would like additional support in completing the requirement should register for SPED 610 EI/ECSE Methods I and SPED 610 EI/ECSE Methods II.

Students who are not currently admitted to the program will not be placed by the EI program in community sites for practicum credit and 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 EIP 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), 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 will be completed as the student proceeds through the intervention process. The *Teaching Sample Scoring Guide* (distributed in SPED 610 EI/ECSE Methods I) is used to guide students in completing their teaching samples.

Evaluation of the Teaching Sample

The components of the first teaching sample will be reviewed and feedback given throughout fall and winter terms by the student's practicum supervisor and the instructor of the EI/ECSE Methods courses. A final grade for the teaching sample will be given by the practicum course instructor (SPED 609).

During the student teaching term, students will complete their second teaching sample independently. The teaching sample will be reviewed and graded by the field experience course instructor, and a final course grade will be given. The field experience course instructor will use the same *Teaching Sample Scoring Guide* that was used for the first teaching sample to provide a numerical score and written feedback.

COMPREHENSIVE ORAL EXAMINATION

Description

All students enrolled in the EI Master's/Licensure program are required to pass an oral examination in order to demonstrate evidence of mastery of program content. The oral examination requires that students organize, synthesize, and present information in a manner that indicates a thorough knowledge and understanding of core content covered in the program.

Students complete the oral examination at the end of EI/ECSE Methods III. The topics for the Early Intervention oral examination are located following "Procedures". 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. During the oral examination period, each student is asked to answer two questions related to content/application. Student responses to the questions are evaluated on the following considerations: 1) Content - Did the response cover essential information? 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?

Procedures

- 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 white board in the room 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 the student 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.

Students who receive a “no pass” will reschedule a second oral examination and must provide an essay answer to the question(s) that was not passed. 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.

Topics for Early Intervention Oral Examination

The topics listed below are provided as a guide for students to use as they prepare for the Oral Examination. Please note: The following topics may be updated or revised during the term prior to the oral examination. Students will be notified if such a revision occurs.

Area One- Legal Aspects of EI

- Describe the history of IDEA and how it relates to EI/ECSE.
- Describe eligibility criteria for EI/ECSE.
- Identify and explain IFSP/IEP legal requirements and timelines.

Area Two- History of EI

- 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 EI.

Area Three- Assessment and Evaluation in EI

- 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, Pyramid Model).
- ❑ 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 EI/ECSE.
- ❑ Discuss strategies for respecting the diversity in the values, experience and background of families that may participate in EI/ECSE programs.
- ❑ Describe a program that fosters effective family involvement.
- ❑ Discuss an effective model for coaching families.

Area Six- Teaming & Collaboration

- ❑ Describe and give examples of interagency collaboration.
- ❑ Describe the types of teams & features of an effective team.
- ❑ List the stages of teaming.
- ❑ List and describe strategies for addressing conflicts within teams.

Area Seven- Theory & Approaches in EI/ECE/ECSE

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

- Discuss similarities and differences between Developmentally Appropriate Practice (DAP) and Activity Based Intervention (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 the stages of consultation.
- Describe an effective coaching model & strategies for coaching ECE practitioners.

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 EI 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.

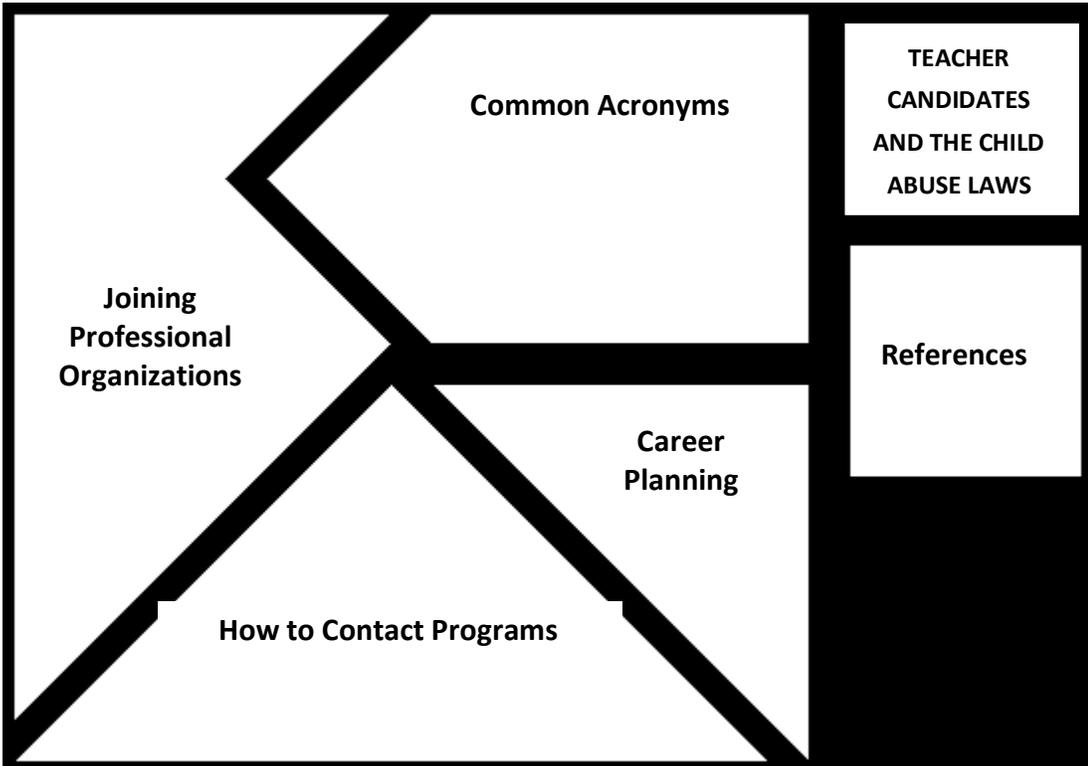
Early Intervention Program Evaluation

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
<i>Initial Survey</i>	Collects demographic information and information regarding previous professional employment, affiliation and activities	Orientation, beginning of first term
<i>Course Evaluation (online)</i>	Evaluates courses	End of each term
<i>Evaluation of Instructor (Online)</i>	Evaluates instructor	End of each term
<i>Supervisor Evaluation (TK20)</i>	Evaluates supervisor	End of each term
<i>Field Placement Evaluation (TK20)</i>	Evaluates practicum and full-time student teaching placements	End of each term
<i>Overall Program Evaluation</i>	Evaluates overall program	End of last term
<i>Follow-up Evaluation</i>	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 Used in the Early Intervention Program

ABI	Activity-Based Intervention - A naturalistic intervention approach used in many UO EI practicum sites.
AEPS	Assessment, Evaluation, and Programming System - An assessment and curriculum developed at the UO.
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 EIP)
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
ICC	Interagency Coordination Council (state and local levels)

IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
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
SLP	Speech-Language Pathologist
TSPC	Teachers Standards and Practices Commission
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 220 Hendricks Hall. The Career Center provides students with many free services including: resume editing, workshops covering job search strategies, self-assessment, and job search strategies.. The phone number for the Career Center is (541) 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 EIP 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 EI/ECSE 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) <i>For EI/ECSE professionals working with young children birth to eight with special needs</i>	National Association for the Education of Young Children (NAEYC) <i>For early childhood professionals working with young children birth to eight</i>
<p><u>Member Benefits</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional development <input type="checkbox"/> Children's Action Network <input type="checkbox"/> A network of support <input type="checkbox"/> 20% discount on DEC products <input type="checkbox"/> Discount on conference and trainings <input type="checkbox"/> Subscription to 4 quarterly journals: <i>Journal of EI/ECSE (4)</i> <i>Young Exceptional Children (4)</i> <input type="checkbox"/> Local connections: Oregon DEC 	<p><u>Member Benefits</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional development <input type="checkbox"/> A network of support <input type="checkbox"/> 20% off all NAEYC books and resources <input type="checkbox"/> Discounts on conferences <input type="checkbox"/> Subscription to 1 journal: <i>Young Children (6 issues per year)</i> <input type="checkbox"/> Local connections: Oregon AEYC http://www.oregonaeyc.org/
<p><u>How to Join</u></p> <ol style="list-style-type: none"> 1. Visit DEC website http://www.dec-sped.org/ 2. Click on Become a Member <p>Fill out membership application for Council for Exceptional Children (CEC). Indicate that you want to become of member of the DEC subdivision.</p>	<p><u>How to Join</u></p> <ol style="list-style-type: none"> 1. Visit NAEYC website http://www.naeyc.org/ 2. Click on Get Involved > Become a Member. New members join online. <p>Fill out membership application for the Oregon affiliate. Find the affiliate dues information for your area (ex. Lane County).</p>

Program and Practicum Contacts		
<i>Program name</i>	<i>Contact</i>	<i>Phone</i>
EI/ECSE Program 139 Clinical Services Building (CSB) 5253 University of Oregon Eugene, OR 97403-5255	<u>Mailing:</u> EI/ECSE Program <u>Street:</u> 901 E. 18th Avenue, Suite 139 Eugene, OR 97403-5253 Program support: sped@uoregon.edu	(541) 346-0807
Special Education & Clinical Sciences Department 340 HEDCO	Student Services Coordinator sped@uoregon.edu	
College of Education Licensure Office 141 HEDCO	Richelle Krotts, Licensure Analyst & COE Student Records Coordinator coelicensure@uoregon.edu	(541) 346-3528
<i>For Program and Field Placement Questions</i>		
GO TO		
Your field-based placement	Lois Pribble, Field Experience Coordinator lois@uoregon.edu , (541) 346-2840	
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	
EIPcourse requirements	Your Academic Advisor: Jantina Clifford (jantinac@uoregon.edu), (541) 346-2599	
Teaching sample requirements for licensure	Your EI Handbook and/or Field Experience Coordinator, Methods instructor or supervisor can assist you with this information.	

TEACHER CANDIDATES AND THE CHILD ABUSE LAWS

All citizens have a responsibility to protect those who cannot protect themselves. Members of the general public may report suspected abuse and/or neglect if they choose.

Oregon state law, however, mandates that workers in certain professions (e.g. teachers, police, physicians, attorney etc.) must make reports if they have reasonable cause to suspect abuse or neglect. These people are called *mandatory reporters* and they are a crucial link in the system to protect Oregon's most vulnerable citizens.

NOTE: AS A LICENSED TEACHER YOU WILL BE A MANDATORY REPORTER.

Be aware that a teacher candidate is not considered a full professional or an employee of a school district, so is not considered a mandatory reporter. As a *teacher candidate (practicing teacher)*, however you should report suspected child abuse immediately to your cooperating teacher and your field supervisor. You do not need to have "hard" evidence because you are reporting suspicions; state them as suspicions, not as facts.

The UO's policy on abuse reporting is:

Volunteers, contractors, interns or students who are not employees are **not** mandatory reporters.

However, it is the University's expectation that volunteers, contractors, students and interns will report issues of suspected child abuse to their UO supervisors.

Teacher candidates are required to attend a Recognizing and Reporting Child Abuse and Neglect (RRCAN) training during the Fall term of the Master's program. During the training, the handbook *What you can do about child abuse (by the Oregon Department of Human Services)* will provide you with the necessary information on recognizing and reporting child abuse as a mandatory reporter. A certification of completion will be given at the end of the training, which should be kept for future employment as a licensed teacher.

How to report as a *Teacher Candidate*:

1. Inform your Cooperating Teacher & your University Supervisor:
 - a. The name of the child,
 - b. Any information that you believe might be helpful in establishing the cause of the injuries or showing the willful neglect and the identity of the person or persons responsible, and
 - c. The facts which led you to believe that the child has suffered injury or willful neglect.

2. If possible, be present when the Cooperating Teacher or Program Director calls the Oregon Department of Human Services (DHS) to report suspected child abuse and/or neglect.

3. Meet with your UO Supervisor and the Practicum Coordinator to debrief and get any additional support.

Immunity from liability: Anyone reporting any incident of child abuse or neglect, is immune from any liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose.

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