# Table of Contents

Introduction to the Early Intervention Program Master’s Program Handbook……4

Philosophy of the Early Intervention Personnel Preparation Program ..................5

Faculty of the Early Intervention Program..........................................................8

Overview of the Master’s Degree and Licensure Program .................................9
  Core Competency Areas .................................................................................9
  Optional Competency Areas.........................................................................10

Requirements of the Master’s Degree & Licensure Program............................11
  Student Responsibilities .............................................................................11
  Coursework Requirements ........................................................................11
  Grade Requirements ..................................................................................12
  Competencies and Objectives for Coursework .............................................13
  Course Descriptions ..................................................................................15

Early Intervention Program Course Schedule ...............................................19

Guidelines for Meeting Requirements for the Master’s Program ....................20

Master’s/Licensure Program Plan ....................................................................21

Field Experience.............................................................................................23

Overview of Field-based Activities ................................................................23
  Description of Field Experience Placements .................................................24

Student Responsibilities for Field Experiences ................................................27
  Attendance ..................................................................................................27
  Professional Behavior ................................................................................28

Field Experience Requirements .................................................................29
  Field Experience Hours .............................................................................29

Competencies and Objectives of Field Experience ........................................30

Supervision of Students in Field Experiences ...............................................34
  Team Model .............................................................................................34
  Supervisors ..............................................................................................34
  Peer Coaches and Peer Coaching Model ..................................................35

Field Experience Forms ................................................................................36
  Activities and Responsibilities for Achieving Practicum Competencies ........37
  Quarterly Practicum Contract .................................................................43
The Early Intervention Program
Student Handbook

INTRODUCTION

The Early Intervention Program (EIP) at the University of Oregon is in the Department of Special Education and Clinical Sciences (SPECS) in the College of Education, and is housed in the Center on Human Development, a University Center for Excellence in Developmental Disabilities (UCEDD). The Early Intervention Program provides an interdisciplinary field of specialization focusing on infants, toddlers, preschool children, and young school-aged children who are at risk or disabled, 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. Since 1979, the personnel preparation component of the Early Intervention Program has offered 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. Students 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 Early Intervention Personnel Preparation Program

The five major philosophical perspectives that guide our personnel training 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). 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.

![Transactional Perspective Schematic](image)

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.

**Family Involvement Perspective.** As the transactional perspective suggests, family involvement is fundamental to the success of early intervention. The greater the family's involvement, the greater the probability that the child's potential will be realized. The federal mandate of IDEA 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, early intervention personnel must take into account families' larger social context. 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 (for example, Aber, Jones, & Cohen, 2000; Bornstein & Tamil-LeMonda, 2004; Crockenberg & Leerkes, 2000; Holmes, Reich, and Pasternak, 1984; McLinden, 1990; Roberts and 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, organizations (e.g., church, social agencies), or friends. 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. The approach is designed to permit the interventionist to focus on actively arranging environmental contingencies to produce change in the child and family. 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; Pretti-Frontczak & Bricker, 2004). 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 logically occurring antecedents and consequences to develop functional and generative skills (Bricker et al., 1998, p. 11).

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 activities often eliminates motivational problems. When embedding target 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 quality services are to be developed (Bricker & Widerstrom, 1996; Harbin, McWilliam, & Gallagher, 2000). 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; 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 who are at risk and disabled and their families.
Faculty of the Early Intervention Program

The Early Intervention Program has five primary teaching faculty and a variety of adjunct instructors, supervisors, and research personnel. Doctoral students participate in research projects, assist faculty in teaching courses, and supervise students. The teaching faculty include:

**Jane Squires, Ph.D.** (University of Oregon, 1988). Dr. Jane Squires is the Early Intervention Program Director; Director of the Center for Excellence in Developmental Disabilities; academic advisor; and professor with interests in parent assessment of infants and young children, curricula for early childhood/special education, screening and monitoring of at-risk children, and personnel preparation for rural areas. Dr. Squires directs the Master’s and doctoral programs, and conducts research on early identification of delays and social-emotional interventions.

**Erin Barton, Ph.D.** (Vanderbilt University, 2007). Dr. Barton is an assistant professor at the University of Oregon. She received her Ph.D degree from the Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN. She holds a B.S. in Human Development from the University of Illinois at Urbana-Champaign and a M.Ed. in Early Childhood Education from DePaul University in Chicago, IL. Previously, she worked as a teacher of young children with autism. Specific research interests focus on developing and evaluating teacher in-service and pre-service training, teaching play skills to children with autism, and serving young children with disabilities in inclusive settings.

**Jantina Clifford, Ph.D.** (University of Oregon, 2006). Dr. Clifford is an assistant professor at the University of Oregon. She has been an early Childhood Educator for 9 years. Her interests include instrument development, and developmental issues of internationally adopted children. She earned both her Master’s and Doctoral degrees from the Early Intervention Program at the University of Oregon. Dr. Clifford teaches graduate courses in Early Intervention/Early Childhood Special Education, and provides training throughout the nation on the use of the *Ages and Stages Questionnaires* (ASQ), a system to screen infants and children who are at risk for developmental delays, and the *Ages and Stages Social-Emotional Questionnaires* (ASQ:SE), a screening tool focused on social-emotional behaviors of children between the ages of 3 months and 5 ½ years.

**Liz Twombly, M.Ed.** (University of Oregon, 1991). Ms. Twombly’s areas of training, research and teaching include developmental and social-emotional screening of young children, and the inclusion of parents in all aspects of their young child’s education. Ms. Twombly also provides training throughout the nation on the use of the ASQ and the ASQ:SE.
Linda Albi, M.S. (University of Oregon, 1997). Ms. Albi is the Field Experience Coordinator and instructor of graduate level courses with interests in clinical supervision in EI/ECSE. Ms. Albi is also a practicum and student teaching supervisor, and Director of BOOST (Building on Opportunities for Summer Teaching), the EIP summer preschool classroom.

Overview of the Master's Degree and Licensure Program

The Early Intervention Program offers a Master's degree training program and a State of Oregon teaching license with an EI/ECSE endorsement. Students will receive an M.S. in Special Education with an emphasis in Early Intervention/Early Childhood Special Education. Master’s degree program objectives include preparing students to:

1. Provide quality early intervention services to infants, toddlers, and preschoolers with diverse backgrounds who are at risk and disabled;
2. Facilitate the inclusion of children in community programs and provide family-guided intervention,
3. Assess and evaluate child/family progress and program effectiveness within a variety of service delivery models with an emphasis on inclusive settings;
4. Operate effectively within an interagency, interdisciplinary team approach; and
5. Understand and use research outcomes to enhance educational services delivered to children who are at risk and disabled 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 are offered to students who want 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 early intervention 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 early intervention program for infants, toddlers, and preschool children.

7.0 **Evaluation of Intervention**
The early interventionist is able to evaluate a family-guided early intervention 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 early intervention.

10.0 **Program Administration**
The early interventionist is able to demonstrate effective management and leadership skills in the administration of an early intervention program.
Requirements of the Master's Degree & Licensure Program

Student Responsibilities

It is the student's responsibility to ensure that Early Intervention Program and College of Education requirements are satisfactorily completed. The design and rigor of the Early Intervention Program requires a major time commitment by full-time students. To qualify for financial support offered by program options, students must carry a minimum of nine hours per term including practicum or full-time student teaching and the appropriate Application of a Linked System and Methods courses. A single university credit is typically equivalent to three hours per week of study or outside class work; however one credit of practicum is equivalent to four hours per week. Full-time students must spend 42 to 50 hours per week in coursework and practica or completing full-time student teaching. We have found that students who work outside the program may experience significant hardship due to this time commitment.

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 and on-campus student mailboxes frequently, as faculty and staff use these methods for communicating important information to students. It is the responsibility of the student to retrieve information provided by the EIP program faculty and staff.

Students who have concerns related to personal travel, transportation, child care or work-related responsibilities that may interfere with program requirements should discuss their concerns with the appropriate faculty member 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 instructor.

Coursework Requirements

Full-time students enroll for a minimum of 9 credit hours each term, 3 of which must be practicum hours for the first two terms. Part-time students can enroll for as few as 3 credit hours per term.

Most required courses are offered only once per year and consequently it is important for students to carefully plan their program of studies. The EI Course Schedule on page 18 lists the term in which each course is offered and lists core requirements. Students may add additional electives to develop areas of specialization if their schedules permit.

The course and practica requirements for the Early Intervention/Early Childhood Special Education Master's Degree and Licensure Program are given in a on page 15 and the general guide lines
for completing a master's degree in the College of Education are summarized on the form on page 19. The Master's/Licensure Program Plan found on page 20 should be completed during the first term of study when students are planning their course sequence; its completion is required by the College of Education by the last term of study as part of the degree and licensure granting process.

**Grade Requirements**

Participation in both the Master’s degree and licensure components of the program is conditional upon acceptable performance in coursework and practica. Students must maintain a minimum of a 3.0 grade point average (GPA) in all graduate courses taken in the degree and licensure program. In addition, students must receive a grade of “A” or “B” in all Early Intervention Program (SPED) courses. Students who receive a grade of “C” or lower in an Early Intervention Program course must retake the class. Early Intervention Program courses which are graded “pass” or “no pass” require students 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 supervisor. 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 one grade of no pass, or receives an incomplete will not be placed in a subsequent practicum or student teaching site. A letter grade of “D” or “F” or an “N” (no pass) in a graduate course at the University of Oregon is not accepted for credit, but is computed as part of the GPA. The accumulation of more than 5 credits of “N” or “F” grades regardless of the GPA or a GPA below 3.0 at any time is considered unsatisfactory.

Students who are experiencing difficulty with the writing requirements in coursework are required to access the Academic Services Writing Lab, located in the lower level of PLC (346-3226). The lab is available to all university students, offering individual assistance to students in developing their writing skills.
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/ECSE Master's Degree/Licensure Program.

Coursework and field experiences have different objectives associated with each. Coursework competency objectives are identified each term on the syllabi for SPED courses. Objectives specific to coursework are listed below. Objectives specific to practicum can be found in the field experience section of the handbook.

<table>
<thead>
<tr>
<th>1.0</th>
<th>FOUNDATIONS IN EARLY INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Student is able to discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting their field.</td>
</tr>
<tr>
<td>1.1</td>
<td>Demonstrates knowledge of the legal basis of early intervention(^1), including PL 94-142 and PL 102-119, related litigation, and the impact of public policy on the delivery of services to children</td>
</tr>
<tr>
<td>1.2</td>
<td>Discusses state and local regulations affecting the delivery of services to young children with special needs</td>
</tr>
<tr>
<td>1.3</td>
<td>Identifies and discusses roles, responsibilities and goals of early intervention in the delivery of services to children and their families</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrates knowledge of the professional standards of competency in early intervention</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrates knowledge of federal, state, and local resources important to the advancement of the profession of early intervention and the improvement of services to young children and their families</td>
</tr>
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<thead>
<tr>
<th>2.0</th>
<th>TYPICAL AND ATYPICAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Student demonstrates knowledge across developmental domains of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with disabilities.</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrates knowledge of biological and environmental factors associated with prenatal development and birth</td>
</tr>
<tr>
<td>2.2</td>
<td>Demonstrates knowledge of the range of typical child development including the sequences, characteristics, and interrelationships in development across domains</td>
</tr>
<tr>
<td>2.3</td>
<td>Identifies medical conditions, biological and environmental factors that place a child at risk for atypical development</td>
</tr>
<tr>
<td>2.4</td>
<td>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, and multiple disabilities</td>
</tr>
<tr>
<td>2.5</td>
<td>Recognizes the potential developmental impact of specific disabilities, delays, or risk factors on developmental domains</td>
</tr>
<tr>
<td>2.6</td>
<td>Interprets available child and family histories and reports concerning young children</td>
</tr>
</tbody>
</table>

\(^1\)Early Intervention is inclusive of all programs for children birth through eight years of age.
### 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.

### 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 early intervention.
- **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.

### 5.0 DESIGN OF INTERVENTION
Student is able to design a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled and their families.

- **5.1** Prioritizes early intervention 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 early intervention service model.
- **5.3** In collaboration with the family and the other members of the interdisciplinary team develops an Individualized Family Service Plan to meet the needs of the family and young child.

### 6.0 IMPLEMENTATION OF INTERVENTION
Student is able to implement a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled.

- **6.1** Demonstrates knowledge of child development and learning theories.
- **6.2** Demonstrates knowledge of empirically-based intervention strategies (i.e., ABI, FBA, PBS, ABA, PECS).

### 7.0 EVALUATION OF INTERVENTION
Student is able to evaluate a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled.

- **7.1** Produces accurate and comprehensive documentation of child progress and family outcomes, including recommendations for referral, continued services, transition, or termination of services.

### 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 early intervention team members, including the family, physical and occupational therapist, speech-language specialist, psychologist, social worker, 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 early intervention.

COURSEWORK OBJECTIVES

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, early intervention assessment, curriculum, and evaluation

9.3 Reads and integrates relevant research, relates conclusions to issues of best practice in early intervention, and alters intervention approaches based on empirical findings

10.0 PROGRAM ADMINISTRATION
The early interventionist is able to demonstrate effective management and leadership skills in the administration of an early intervention program.

COURSEWORK OBJECTIVES

10.1 Demonstrates understanding of the educational, health, and social trends that have implications for early intervention programs

10.2 Identifies the need of the community for early intervention 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 early intervention program

Course Descriptions
EI/ECSE required (*) and optional courses are described below.

* SPED 680 Foundations in Early Childhood and Early Intervention - Historical perspectives and philosophical basis of early intervention; rationale for early intervention; 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 Family-Guided 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** - Theoretical concepts of assessment and program evaluation in early intervention; knowledge of assessment instruments, curricula and instructional strategies, 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** - Fundamentals of program planning for individuals and groups of children; review and evaluation of popular curricula used in early childhood education and in early childhood/special education programs. Philosophical focus on the link between philosophy, assessment, intervention, and evaluation.

* **SPED 687, SPED 688, SPED 689, and SPED 690 - Early Intervention Methods I, II, III, and IV** - Weekly practicum seminars which 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. Students are expected to enroll in these seminars for four sequential terms.

* **SPED 526  Behavior & Classroom Management** - Applied behavior analysis strategies with focus on behavioral assessment and evaluation procedures, behavior change strategies, maintenance and generalization techniques, and social skills training.

* **SPED 607 - Seminar: Application of a Linked System I & II** - Weekly seminars designed to provide specific content relevant to the application of a linked system approach and to provide students with opportunities to practice the content through activities implemented at students’ practicum sites. Assignments completed in the seminar will be used to meet students’ work sample requirements for licensure. Offered Fall and Winter terms.

* **SPED 607  Research Methods (or EDLD 646 Action Research)** - Basic introduction to the various approaches to research. Emphasis is on critical reading of published literature and on designing, conducting, and reporting research.

* **SPED 609 Early Intervention Practicum** - Field-based experience with young children who are at risk and/or disabled and their families. Students are required to have practicum placements that ensure contact with children who are typically developing, at risk, and who have special needs.
* **SPED 625 Final Supervised Field Experience (Full-Time Student Teaching)** - Students have responsibility for the full range of teaching duties for a ten-week period. Teachers 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 work samples to document student learning gains; 5) working with the cooperating teacher on a professional development or school improvement activity; 6) coordinating and conducting field trips, science fairs, or outdoor school; 7) supervising students in recess and lunch time; 8) researching and planning curriculum in consultation with the cooperating teacher; and 9) simultaneously teaching three or more classes for an extended period of time.

* **SPED 628 Law & Special Ed** - Review of legal and legislative decisions affecting public schools and other human resource services.

* **EDLD 637 Diversity in Education** - Review of current thoughts, practices, and theory of human diversity as they apply to professionals working in schools and human service agencies and to populations these professionals and settings serve.

* **EDLD 646 Educational Action Research (or Research Methods)** – Introduces the basic techniques used in quantitative data analysis, with the ultimate aim of producing better-educated consumers of educational research.

The following courses (below) are optional and meant to be taken if space is available on your schedule. This would be only if you have already taken one or more of the required courses.

**SPED 521 Special Education Reading Instruction** - Focuses on instructional procedures for designing and delivering reading instruction that meets the needs of low-performing students in special education and regular education settings.

**SPED 536 Advanced Behavior and Classroom Management** - Provides students with the skills to identify and assess problem behavior, design and implement behavioral interventions, design learning environments that prevent and remediate problem behaviors, and apply behavioral procedures on a school-wide basis.
**SPED 580 Providing Student Supports I** - Kinds of supports needed by all learners, with a particular emphasis on behavioral and emotional, physical, medical and communication supports. Concept of support refers to those conditions, tools, and other contextual features that must be present to learn well; course addresses the various types and degrees of supports needed by learners with and without disabilities.

**SPED 607 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, diagnostic procedures, current theoretical approaches to autism intervention, and current research on supporting young children with autism and their families in naturalistic 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 and inclusive settings.
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**Minimum number of credits needed to graduate: 55**

Additional Optional Courses (if you have already taken the required courses above)

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<td>4 credits (Jungjohann)</td>
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College of Education – University of Oregon
Guidelines for Meeting Requirements for the Master's Program

The following is a list of master's degree completion requirements that meet College of Education and Graduate School requirements. Please refer to these guidelines frequently throughout your program and meet with your advisor to plan your program. The area or program of the College of Education in which you have been admitted may require additional credits for completion of your degree. Please consult your advisor or program's Student Handbook.

__ Registration the term of admission to the Master's program (formal admission is required).

__ A planned program of study signed by your advisor and filed with Licensure/Student Records Coordinator, College of Education, by the end of the term before graduation. This includes any transferred or petitioned credits (College of Education requirement).

__ Up to 15 graduate credits can be transferred by request into a Master's Program to meet Graduate School requirements. Credits from another institution (transfer), or UO credit taken while enrolled as Post-Baccalaureate, Unclassified, or Pre-Master are reviewed only on request and with the approval of the advisor, the College of Education, and the Graduate School. Transfer credit requests must be accompanied by an official transcript must unless coursework is from UO.

__ All petitions, transfer of credit, or change of classification must be processed and approved prior to the term of completion.

__ Residence requirement is 30 hours taken at the UO for 45-hour or more programs.

__ "600" level course requirement is a minimum of 9 credits at the UO.

__ Graded course requirement is 24 credits at the UO.

__ Education course requirement is a minimum of 30 graduate credits IN YOUR MAJOR.

__ Adhere to program professional requirements and professional code of ethics.

__ Complete all degree work within 7 years.

__ Graduation:
  - Register for a minimum of 3 credits. If submitting a Thesis -- 3 credits of 503 Thesis -- submit approved Thesis to COE Office of Academic Support and Student Services. It will be forwarded to the Graduate School.
  - File an application for completion with College of Education Office of Academic Services and Student Support by the end of the first week of the term you intend to graduate. Turn in updated planned program of study to Licensure/Student Records Coordinator.
MASTER’S/LICENSURE PROGRAM PLAN

M.A.______ M.S.______

Name

Major

Address

Field of Specialization

Plan program of study on this form, then turn it in no later than February 13 to Annette Tognazzini in the EIP office. Graduate School degree requirements include that you take a minimum of the following: 45 credits, of which 24 are graded, 30 credits in your major, 30 credits at the U of O, and 9 credits of 600-level.

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Program approved by U of O Advisor ____________________________ Date __________

Summary of Graduate School degree requirements:

- Minimum of 45 credits
- 9 credits of “600” level
- 24 graded at U of O
- Completed work within 7 years
- 30/33 hours in major
- Filed all petitions and transfers in the term prior to graduation
Field Experience

A special emphasis of the EIP training program lays in the practica and final supervised 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 with a variety of disabilities, it is important that students have exposure to varied field experiences.

The EIP requires that full-time students register for Early Intervention Practicum (SPED 609) for three credits both fall and winter term. Students must continue to enroll in practicum spring term (3 credits) and summer term (3 credits) for the endorsement degree option. Students who are working on their combined master’s degree and licensure register for final supervised field experience (SPED 625) for 9 credits during spring term and practicum for 3 credits in summer term.

Overview of Field-Based Activities

**FALL TERM.** The initial practicum in Early Intervention is designed to familiarize students with the eight core competency areas that are emphasized throughout the program in both practica and coursework. Students together with their assigned university supervisors and cooperating professionals, identify the opportunities in their practicum settings that will allow students to practice activities that correspond with the core competency areas and objectives. Activities are selected that will build on the students' 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 from their supervisors, cooperating professionals and teams of peers throughout the term. In addition, students engage in self-reflection exercises by completing a weekly log of their practicum activities and evaluating their overall progress on competency areas at the middle and end of the term with their supervisor and cooperating professionals.

**WINTER TERM.** The second practicum in Early Intervention is an extension of the first, as the student remains in the same setting with children and families. 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 for licensure based on a focus child they select from their practicum site. By the second term, students should be familiar with the program they are placed in and are expected to demonstrate more initiative and independence. Students work with the same supervisor, cooperating professional, and team of peers.
Students continue to keep a weekly log and participate in mid and final evaluations with their supervisor and cooperating professional.

**SPRING TERM.** The third term is the final supervised field experience. It is designed to permit the student to practice the skills necessary to assume the role of a full-time interventionist in an EI/ECSE or special education setting. **Students are recommended for student teaching by their supervisor, field experience coordinator, and faculty.** Students are required to participate in their field placement for full days Monday through Friday during this time and assume as many of the responsibilities of their cooperating professional as are feasible and negotiable with the cooperating professional. In most cases, students enter into a relationship with the cooperating professional, which is similar to “co-teaching” or being an active member of a team. During this experience, students are expected to demonstrate particular objectives identified by the Teachers Standards and Practices Commission (TSPC) and to independently complete a second teaching sample that serves as documentation of their work towards those objectives. The cooperating professional, university supervisor, and student’s peer team meet regularly during the term to discuss the student's progress, teaching samples, issues, and evaluations.

**SUMMER TERM.** The fourth practicum provides many students with an opportunity to expand their learning in new directions as they plan and implement services for young children with special needs and typically developing peers in the student-run BOOST classroom. During spring term, students participate in a comprehensive, guided planning process which prepares them to assume various responsibilities in the classroom. Students are given a framework for identifying the skills, interests and competencies they will address during the term. Students are expected to develop a plan that promotes a collaborative relationship between their supervisor, other professionals at their site, and peers to accomplish their targeted activities. Students will be required to document their accomplishments during the term and participate in a variety of exercises which foster reflective thinking.

**CONDUCTING RESEARCH.** Occasionally, a student will have the opportunity to conduct a research project under the supervision of a faculty member in the EIP. Research projects are only to be conducted with the formal written approval from an EIP faculty member.

**Description of Field Experience Placements**

A variety of practicum/final supervised field experience 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. Practicum/final supervised field experience sites
include: home and community-based EI/ECSE programs and research-based programs for children and their families, public schools (typical and alternative), community preschools, and Head Start programs in local and rural settings. Within this range of settings, students have the opportunity to work with families with young children ages birth through eight who have disabilities and/or developmental delays or are considered “at risk.” Most sites are classroom-based. 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 required to practice their skills in a variety of practicum/student teaching settings (e.g., Head Start, toddler classroom, BOOST) to ensure preparation for working with different populations and diverse intervention models. The following is a list of some of the sites used for practicum/student teaching.

**Early Education Program** - 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. The classrooms operate between 9:00 a.m. - 4:00 p.m. Children participate in either a morning or afternoon session.

**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.

**EC CARES** - This agency serves children in Lane County who are between the ages of birth and five years and have a disability or developmental delay. For children who are birth to three, EC CARES provides a home-based program, a toddler classroom, and parent support group. EC CARES also provides 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.
Specialized EC 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.

- **Circle of Friends**: This classroom is specifically designed for children who will benefit from a highly structured environment with many sensory experiences and support for motor needs.

- **Parent-toddler Classroom**: This program offers weekly parent-child groups. Parents have an opportunity to learn skills and parenting information while children have the opportunity to learn in an enriched environment. In addition, home visits are provided to all children and their parents.

- **Community Preschool**: 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.

- **Home Visiting and Consulting**: Parents receive regular home visits from an early intervention specialist. This program helps parents learn techniques and ideas to help their child learn new skills.

**Public Schools** - Currently, the Early Intervention Program offers limited practicum and student teaching placements at local elementary schools. Within these elementary schools, students have a variety of options to fulfill their student teaching hours while working with children who have a variety of disabilities and/or developmental delays.

**Young Parent Program** - This is a child development center housed within 4-J’s Opportunity Center Alternative High School. The center serves children ages 6 weeks to 3 years who are considered “at risk” due to the age of their parents and/or other environmental factors which contribute to their parents' ability to care for their child(ren). Parents attend daily classes related to parenting and attend parent/child activities in the center.

**Relief Nursery** - Relief Nursery is a non-profit program proven to strengthen high-risk families and keep their vulnerable young children safe and healthy. Nationally recognized, the Relief Nursery stops the cycle of child abuse and neglect with its blend of therapeutic early childhood services and comprehensive family support, including alcohol & drug recovery support services. The mission of the Relief Nursery is to prevent the cycle of child abuse and neglect by early intervention that focuses on building successful and resilient children, strengthening parents and preserving families. They serve low-income multi-stressed families with young children between birth and six years of age, who are at-risk for child abuse and neglect. Relief Nursery programs are an effective model of child protection and family preservation services that build on the belief that most children are best served when they remain with their families.

**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.

**First Place Family Center**- The First Place Family Center offers emergency assistance to families with children who are homeless or at risk of becoming homeless. Services help meet families' immediate needs as well as help to promote self-sufficiency. Case managers help families identify their immediate needs and personal support systems. The next step is to develop an individually tailored action plan, designed to move families toward stability. Components may include job searching, GED classes, locating affordable housing, drug and alcohol treatment, etc. Each family receives on-going case management and advocacy as they secure housing, locate and maintain employment and take steps necessary to address issues that may have contributed to their homelessness.

**Vivian Olum Child Development Center**- A comprehensive, year-round, child-care program serving children eight weeks through eleven years of age, the Vivian Olum Child Development Center is a community where children are nourished, parents are welcomed, and care givers feel valued. In addition the Center provides the opportunity for UO students in education and early childhood development to gain firsthand experience and for faculty members to conduct ground-breaking research. The Olum Center care-giving philosophy is based on the belief that children learn and develop best when adults listen and respond constructively to their interests and choices. Children's self-direction is strongly encouraged with teachers closely observing and facilitating interactions with materials and peers. Each child's individual needs and goals are considered within the broader framework of the Center's educational tenets which include: a definition of children as competent people, helping to develop children's awareness of the rights and needs of others, and facilitating children's innate motivation to solve problems and understand their physical and social world.

**BOOST** – (Building on Opportunities for Summer Teaching and Learning) is a unique two-term experience that provides Master’s students with an opportunity to design and run an activity-based intervention classroom for preschool children with special needs that operates during summer term. In addition to providing a valuable experience for students, the program provides much needed early childhood special education services for young children who might not otherwise receive intervention during summer months. Specific knowledge that Master’s students gain during the experience includes program development, teaming, interagency collaboration, and advanced intervention strategies.

**Student Responsibilities for Field Experiences**

**Attendance**

- Students are expected by the site to attend their practicum and student teaching placements on their scheduled days for the entire term. The 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 call their cooperating professionals and supervisors to let them know they will not be at the site, so the cooperating professional 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, school grading, weather, etc., students must make up lost hours. University holidays are not counted and do not need to be made up (e.g., Thanksgiving, Memorial Day holidays).

• Students are permitted one 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 cooperating professional 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 are absent more than two times 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 rectify the problem. Both 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

• Students are expected to act in a professional manner as defined by the DEC Code of Ethics found on page 75 and by the University of Oregon Student Conduct Code which can be found on page 82. 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. 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. The consent form used in the program will be provided by instructor.

• Results of standardized assessments as well as the content of files are shared with parents upon request. If an agency or the court request standardized test data, it is to be released with the following qualifiers: 1) the test was conducted for purposes of evaluation or research and was not conducted for diagnostic or placement purposes, 2) the individual who administers the test will sign the form indicating their professional credentials.
Students must purchase a College of Education Identification (ID) badge at the beginning of the year to wear while at their practicum and/or student teaching field placement. The I.D. badge includes your name and a picture. The cost of the card is $5.00 and is purchased at the UO card shop in the EMU. 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 programs schedule an in-house orientation 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.

Students are also required to maintain the strictest confidentiality about client information that they may learn during practicum. Access to records should be limited to those necessary to complete the tasks and experiences identified in your practicum agreement. The discussion, transmission, or narration in any form of information about clients or their families is unprofessional and not allowed unless specifically required by some part of practicum responsibilities.

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 cooperating professional.

Field Experience Requirements

Field Experience Hours

- Students must complete their practicum hours during a ten-week period fall, winter and spring terms, and during an eight-week period summer term.
- When enrolling for 3 credits of practicum, students must schedule a total of 12 hours per week of practicum activities for a total of 120 hours across 10 weeks.
  - This must include a minimum of 9 hours per week of direct contact with children and/or families in their field placement, and a maximum of 3 hours per week of other activities which include meetings
with their university supervisor, meetings with cooperating professionals, peer coaching activities, writing weekly logs, team meetings, and planning and preparation.

- Students must complete six Early Intervention practicum credits before enrolling for final supervised experience credits.

- When completing the 9 required credits of final supervised field experience, students must schedule 36 hours per week of teaching activities for 10 weeks, for a total of 360 hours.

- During summer term, students enroll for 1-4 credits of practicum and must complete 16 hours of practicum activities per week.

**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. After successful completion of two terms of practicum, students may contract for objectives in competency areas 9.0 and 10.0 with the approval of their practicum supervisor and a member of the Early Intervention faculty. Interested students can submit a letter to the faculty stating which competency area and objectives they want to address and showing a plan for working on activities that are associated with the competencies during the term. A complete list of practicum objectives can be found below.

  During student teaching, a different set of professional standards are used to guide students' practice and evaluate their progress. These standards are listed in the Professional Growth Assessment document, which will be handed out during Student Teaching in spring term.
## Competencies & Objectives for Field Experience

### 1.0 FOUNDATIONS IN EARLY INTERVENTION

| 1.1 | Demonstrates professional behavior by adhering to the legal and ethical standards as specified in the laws governing early intervention/early childhood special education and DEC and NAEYC codes of conduct. |
| 1.2 | Reflects on their practices through self-assessment and evaluation. Critiques and analyzes 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 typically developing 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. |
| 2.4 | Applies 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

| 3.1 | Collects, interprets and summarizes in writing information from available records of children in the program. |
| 3.2 | Administers criterion referenced (e.g., curriculum-based assessment instruments) for program planning and child progress. |
| 3.3 | Demonstrates alternative methods of assessment including informant interview, behavior rating scales, parent-child interaction, observation of daily routines and play environment, or interdisciplinary assessment. |
| 3.4 | Individualizes and adapts the assessment procedures to meet the special needs of the child, the family, and the members of the child’s time. |
| 3.5 | Involves the family as a member of the child’s team in the assessment of their child. |
| 3.6 | Interprets evaluation information based on assessment, observation and parent report, and writes summary. |
| 3.7 | Shares and discusses programmatic assessment results with the family and members of the interdisciplinary team. |

### 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. |
| 4.3 | Collaborates with family and administers a family-based assessment instrument to identify their priorities, resources, and concerns. |
4.4 Assists the family and/or team members in identifying and developing internal and external resources, a social support network and advocacy skills (e.g., uses Eco-map).

5.0 DESIGN OF INTERVENTION

5.1 Based on appropriate assessment information, student 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.

5.2 Participates in the coordination and/or implementation of IFSP/IEP meetings for children in the program.

5.3 In collaboration with the family and other team members, develops an IFSP/IEP to meet the needs of the family and young child.

5.4 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

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.

7.2 Demonstrates the knowledge and ability to monitor family outcomes.

7.3 Based on routine collection data, student makes recommendations to revise the IFSP/IEP in consultation with the family and child’s team.

8.0 INTERDISCIPLINARY AND INTERAGENCY COLLABORATION

8.1 Demonstrates appropriate and effective interpersonal communication skills.

8.2 Demonstrates professional roles in early intervention settings by following the practicum and early intervention program policies and practices.

8.3 Practices team collaboration in the early intervention/early childhood special education setting by sharing and meeting work schedule demands, tasks, and responsibilities.

8.4 Is consistently dependable, conscientious and punctual.
<table>
<thead>
<tr>
<th>8.5</th>
<th>Provides constructive feedback to peers by following the supervision guidelines, contributes as a team member to student group(s) and professionally utilizes feedback provided by peers, cooperating professional, and supervisor.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.0 RESEARCH APPLICATION</strong></td>
<td></td>
</tr>
<tr>
<td>9.1</td>
<td>Demonstrates ability to conduct a literature review using appropriate reference materials.</td>
</tr>
<tr>
<td>9.2</td>
<td>Demonstrates knowledge of current research related to legal and ethical policy decisions, typical and atypical development, developmental disabilities, family systems theory, and early intervention assessment, curriculum, and evaluation.</td>
</tr>
<tr>
<td>9.3</td>
<td>Reads and integrates relevant research, relates conclusions to issues of best practice in early intervention, and alters intervention approaches based on empirical findings.</td>
</tr>
<tr>
<td>9.4</td>
<td>Applies knowledge of research in the decision, implementation, and evaluation of family-guided early intervention programs.</td>
</tr>
<tr>
<td>9.5</td>
<td>Seeks the assistance of experienced professionals in interpreting published research and developing clinical research projects when appropriate.</td>
</tr>
<tr>
<td><strong>10.0 PROGRAM ADMINISTRATION</strong></td>
<td></td>
</tr>
<tr>
<td>10.1</td>
<td>Understands the educational, health, and social trends that have implications for early intervention programs.</td>
</tr>
<tr>
<td>10.2</td>
<td>Understands eligibility criteria for children at-risk or with disabilities and their families based on federal, state, and local regulations.</td>
</tr>
<tr>
<td>10.3</td>
<td>Determines the philosophy and goals for an early intervention program.</td>
</tr>
<tr>
<td>10.4</td>
<td>Establishes assessment, intervention and evaluation policies and procedures for a family-guided early intervention program.</td>
</tr>
<tr>
<td>10.5</td>
<td>Defines roles and responsibilities of early intervention and related personnel based on knowledge of the contributions of other professionals involved in the delivery of early intervention services.</td>
</tr>
<tr>
<td>10.6</td>
<td>Directs family-guided early intervention program operations, including the delegation of appropriate responsibilities.</td>
</tr>
<tr>
<td>10.7</td>
<td>Develops policies and procedures for documenting early intervention services to children and their families in accordance with the Code of Ethics of the Council for Exceptional Children, funding agency policies, and federal, state, and local regulations.</td>
</tr>
<tr>
<td>10.8</td>
<td>Monitors the quality of early intervention services to children with special needs and their families by designing and implementing child progress and family progress evaluations.</td>
</tr>
<tr>
<td>10.9</td>
<td>Participates in public relations activities to promote interagency collaboration and public awareness of early intervention.</td>
</tr>
</tbody>
</table>
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 organized into teams of three to five peers. 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 one- to two-hour team meetings in order to guide their student teams’ performance.

The teams engage in the following activities:

- Work to accomplish practicum goals and assignments
- Explore new concepts and ideas
- Develop consensus for decision making
- Engage in critical analysis that leads to self improvement
- Use open and honest communication built on trust, respect and confidentiality
- Develop systematic observation skills
- Provide supportive and constructive feedback to peers and supervisor

A team-oriented approach to supervision is designed with knowledge that students will become members of early intervention 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 timely 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 team 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. If students have issues of concern or conflict, they are required to follow Student Remediation Policy described on page 77 of this handbook.

**Peer Coaches and Peer Coaching Model**

In addition to feedback from the student’s assigned field supervisor and cooperating professional, a reciprocal peer-coaching model of supervision is employed. Peer coaching is a process in which students regularly observe one another and provide support and assistance to each other. Although a variety of peer coaching models exist based on different fundamental beliefs about how people learn and change, the EIP utilizes a cognitive reciprocal peer-coaching model.

The EIP reciprocal cognitive peer coaching model (a) assists students in developing a collegial relationship with their peers, and collaboratively as well as proactively improving their assessment, intervention, evaluation, and problem solving skills, (b) provides a process whereby students help each other improve skills through use of observation, analysis and constructive feedback, and (c) supports students in becoming critically self-reflective.

The EIP peer-coaching model is a non-evaluative process, based on the observations of peers followed by constructive feedback, and is aimed at improving the application of early intervention skills. This model may also include the use of videotaping followed by self analysis of teaching. Videotaped segments may be shared with peers during team meetings to provide additional feedback of the student’s intervention skills. Students learn and utilize the peer-coaching model in the Methods course in conjunction with their field placement. The instructor of the Methods courses will provide specific
assignments for students to practice peer coaching in their practicum placements and during class. This
will give students an understanding of how to use peer coaching in a variety of settings and with various
teams.

**Field-Experience Forms**

The early intervention program 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.

<table>
<thead>
<tr>
<th>Form</th>
<th>Function</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activities and Responsibilities for Achieving Practicum Competencies</strong></td>
<td>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.</td>
<td>Student handbook Page 35</td>
</tr>
<tr>
<td><strong>Quarterly Practicum Contract</strong></td>
<td>Outlines the requirements for practicum and identifies the competency areas and objectives that the student, supervisor, and cooperating professional evaluate at mid-term and final.</td>
<td>Student handbook Page 41</td>
</tr>
<tr>
<td><strong>Midterm/Final Evaluation of Practicum Competencies</strong></td>
<td>Used by students and supervisors to summarize student's progress toward meeting competencies at midterm and final.</td>
<td>EIP Hub on Blackboard</td>
</tr>
<tr>
<td><strong>EI/ECSE Cooperating Professional Feedback</strong></td>
<td>Designed for the Cooperating Professional to give students feedback about their demonstration of competencies and objectives on a regular basis throughout the term.</td>
<td>EIP Hub on Blackboard</td>
</tr>
<tr>
<td><strong>UO Professional Growth Assessment of Oregon Professional Standards for Beginning Teachers</strong></td>
<td>Designed by TSPC. Outlines the requirements for student teaching and identifies the professional standards that the student will be evaluated on during final supervised field experience.</td>
<td>Students will receive a copy during spring term</td>
</tr>
</tbody>
</table>
## Student Activities and Responsibilities for Achieving Practicum Competencies

The purpose of this form is to provide a planning tool for students, supervisors, and cooperating professionals as they determine the student’s roles and responsibilities during the practicum experience. At the student’s initial planning meeting, the team will determine which activities will be addressed during fall term. The team then uses the form at midterm and final evaluations to assess which activities have been completed and to discuss opportunities for the student to implement the remaining activities during the rest of the term. The form should be used in the same way during winter term.

<table>
<thead>
<tr>
<th>Competency Area &amp; Objectives</th>
<th>Practicum Activities/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations in Early Intervention</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1.1 Demonstrates professional behavior by adhering to the legal and ethical standards as specified in the laws governing early intervention/early childhood special education, DEC and NAEYC codes of conduct. | • Be aware of and follow the NAEYC and DEC Codes of Ethics.  
• Obtain consent from family and program staff to complete activities associated with work sample and practicum competencies. (LS - F)  
• Ask CP about the program’s procedures for reporting abuse. Protect children by reporting concerns of abuse and neglect through appropriate channels.  
• Attend an early intervention council meeting.  
• Maintain confidentiality.  
• Follow all requirements/guidelines of practicum site (e.g., attending site orientation, fingerprinting, TB test)  
• Become a member of CEC.  
• Attend a professional conference in early intervention/special education field. |
| 1.2 Reflects on their practices through self-assessment and evaluation. Critiques and analyzes 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. | • Complete weekly practicum logs with sufficient detail and completeness.  
• Discuss practicum issues and concerns with supervisor and peers during team meetings in a constructive and reflective manner.  
• Rate practicum competencies and summarize strengths and areas on midterm and final evaluations.  
• Seek feedback from peers, supervisor, and program staff.  
• Reflect on and evaluate intervention plan developed for focus child. (LS - W) |
| **Typical and Atypical Development** | |
| 2.1 Encourages social interactions between typical children and children with disabilities in early education settings. | • Utilize children’s initiations to promote social interactions between children.  
• Plan opportunities in activities that require social interactions between children (i.e., affection activities).  
• Select curricula and materials that build social skills between children.  
• Write/implement activity plans that include strategies to promote social interactions between children. (LS - W) |
| 2.2 Adapts strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, and | • Describe the environmental arrangements or strategies used with children.  
• Include all children in activities to the greatest extent possible; know how adaptations/modifications are made to meet the needs of all children. |
| 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. | • Problem solve with peers, supervisor and/or staff about strategies and environmental arrangements that are effective with children.  
• Ask consultants (e.g., P.T., O.T., SLP, and Behavior Specialist) about strategies to use with children during activities in program and implement suggested strategies.  
• Ask consultants for suggestions about activities to plan for children and implement activities.  
• Participate with other professionals and parents in an interdisciplinary effort in the management of children’s behavior. |
| 2.4 | Applies knowledge of handling and positioning, including adaptive equipment, orthotic and prosthetic devices, and feeding requirements of young children. | • Work with P.T. and O.T. in program.  
• Obtain information from family and staff about preferences or special conditions related to child’s disability.  
• Share resources about positioning and handling.  
• Attend feeding clinic (CDRC) |

### Infant, Toddler, and Preschool Assessment

| 3.1 | Collects, interprets and summarizes in writing information from available records of children in the program. | • Review focus child’s file with permission of staff and child’s family.  
• Use information from file to develop a description of child and family. (LS - F) |
| 3.2 | Administers criterion referenced (i.e., curriculum-based assessment instruments) for program planning and child progress. | • Complete administration of AEPS. (LS - F)  
• Administer AEPS and other assessments for other children as needed in coordination with program staff |
| 3.3 | Demonstrates alternative methods of assessment including informant interview, behavior rating scales, parent-child interaction, observation of daily routines and play environment, or interdisciplinary assessment. | • Gather information from family or other team members regarding children in program.  
• Obtain another assessment tool from program, courses or supervisor to practice using with target child and other children.  
• Compare and contrast tools used to gather information about child. Discuss in team meetings with supervisor and peers. |
| 3.4 | Individualizes and adapts the assessment procedures to meet the special needs of the child, the family and the members of the child’s team. | • Work with supervisor and staff/team/family to modify items and administration procedures of assessment (e.g., interview family by phone, delete items from assessment as needed, translate protocol into family’s primary language.) |
| 3.5 | Involves the family as a member of the child’s team in the assessment of their child. | • Ask family to participate by completing the AEPS Family Report and/or interview family to obtain assessment information. (LS - F)  
• Sensitive to family’s preference/values in the assessment process |
| 3.6 | Interprets evaluation information based on assessment, observation and parent report, and writes summary. | • Write current level of functioning based on completion of AEPS and Family Report. (LS - F) |
| 3.7 | Shares and discusses programmatic assessment results with the family and members of the interdisciplinary team. | • Communicate with team and family the results of AEPS and Family Report. |
| 3.8 | Follows recommended practice guidelines for administering a screening tool. | • Assist with screening children. • Attend training to screen children appropriately. |

### Family Involvement

| 4.1 | Demonstrates personal and professional characteristics, which are respectful of the family and promote a successful family-professional partnership. | • Seek opportunities to develop relationships with parents that are based on mutual respect for their roles in achieving benefits for their child(ren). • Recognize and respect cultural diversity. |
| 4.2 | Demonstrates professional written and verbal communication skills that enhance interaction with family members. | • Write notes home to parents and/or or send other written communication to family. • Attend parent meetings and/or home visits and introduce self to parent. • Use primary language with families when appropriate. • Avoid jargon and over use of technical terms with families. • Respect families’ right to privacy and confidentiality. • Use other modes of communication when needed by family (e.g., interpreter, TTY, e-mail). |
| 4.3 | Collaborates with family and administers a family-based assessment instrument to identify their priorities, resources, and concerns. | • In collaboration with program staff, use information from the Family Report or other tool to gather this type of information from families. (LS - F) • Use information to write family outcomes on IFSP. (LS - F) |
| 4.4 | Assists the family and/or team members in identifying and developing internal and external resources, a social support network, and advocacy skills. | • Develop an Eco-map which visually identifies a network of a family’s own and community resources. • Assist program staff in building support networks for families; provide families with information on community services. |

### Design of Intervention

<p>| 5.1 | Based on appropriate assessment information, student 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. | • Review children’s goals at site • Write 3 – 5 goals and corresponding objectives for focus child. (LS - F) • Seek opportunities to practice writing goals by rewriting goals/objectives contained in an IFSP/IEP that meets recommended criteria. • Use goals and objectives as a basis for designing intervention and activity plans • Recognize that families from different cultures may have different expectations of their child (toileting, dressing feeding) |
| 5.2 | Participates in the coordination and/or implementation of IFSP/IEP meetings for children in the program. | • Attend at least one IFSP/IEP meeting with team. • Become aware of, and/or inform parents of, the educational rights of their children. |
| 5.3 | In collaboration with the family and other team members, develops an IFSP/IEP to meet | • Develop and write an IFSP/IEP with team. (LS - F) • Read articles/books on developing IFSP’s. (LS - F) |</p>
<table>
<thead>
<tr>
<th>5.4</th>
<th>In collaboration with the family and other team members, develops a comprehensive intervention plan for addressing individual children’s goals and objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Develop a goal/objective matrix. (LS - W)</td>
</tr>
<tr>
<td>•</td>
<td>Write individual intervention guide and embedding schedule for focus child’s goals/objectives. (LS - W)</td>
</tr>
<tr>
<td>•</td>
<td>Obtain information from family and team to develop individual or group activity schedule for embedding child's goals in routine/natural environments. (LS - W)</td>
</tr>
<tr>
<td>•</td>
<td>Write 10 activity plans that describe strategies and methods you will use with individual children to facilitate their learning. (LS - W)</td>
</tr>
</tbody>
</table>

### Implementation of Intervention

<table>
<thead>
<tr>
<th>6.1</th>
<th>Works within the context of the family system to implement IFSP or IEP goals/objectives that facilitate the development of the young child.</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Become aware of individual children’s goals, general classroom goals and family goals for their child.</td>
</tr>
<tr>
<td>•</td>
<td>Work with parents to develop strategies to implement children’s goals at home.</td>
</tr>
<tr>
<td>•</td>
<td>Focus intervention on goals that are important to the family.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.2</th>
<th>Demonstrates skill in selecting and implementing appropriate curricula that facilitate development, learning, and independence of children with disabilities, considered “at-risk”, and with special abilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Become aware of program curricula and process for obtaining needed materials at site.</td>
</tr>
<tr>
<td>•</td>
<td>Assist with implementing a variety of activities (planned, routine, child initiated)</td>
</tr>
<tr>
<td>•</td>
<td>Use curricula to guide teaching throughout the classroom schedule (e.g. transitions, arrival, departure)</td>
</tr>
<tr>
<td>•</td>
<td>Gain knowledge of curricula that are developmentally appropriate. (e.g. early literacy, numeracy, cultural &amp; linguistic competencies)</td>
</tr>
<tr>
<td>•</td>
<td>Gain knowledge of current EI/ECSE research in best practices.</td>
</tr>
<tr>
<td>•</td>
<td>Include information about program’s use of curricula in site description. (LS - F)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.3</th>
<th>Demonstrates an understanding of methods and strategies for providing individual, small and large group intervention through a variety of formats (e.g., play, environmental routines, parent-mediated activities, systematic instruction situations relevant for young children).</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Supervisor and CP observe student implement strategies/methods in program with children and provide feedback to student.</td>
</tr>
<tr>
<td>•</td>
<td>Implement ABI, seeking opportunities to embed children’s goals during classroom time and home visits.</td>
</tr>
<tr>
<td>•</td>
<td>Implement activity plans and reflect on implementation in practicum log. (LS - W)</td>
</tr>
<tr>
<td>•</td>
<td>Arrange and set up materials for activities in advance.</td>
</tr>
<tr>
<td>•</td>
<td>Adapt activities to solve instructional problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Applies principals, strategies, tools from Behavior Management as appropriate and in collaboration with team and family.</td>
</tr>
<tr>
<td>•</td>
<td>Apply behavior plans/strategies in site as recommended by behavior specialist/CP.</td>
</tr>
<tr>
<td>•</td>
<td>Monitor classroom climate and child behavior; take appropriate action to resolve conflicts.</td>
</tr>
<tr>
<td>•</td>
<td>Manages transitions decisively, effectively and without disruption to the classroom.</td>
</tr>
<tr>
<td>6.5</td>
<td>Demonstrates appropriate and effective interactions with children through verbal and non-verbal communication. Shows verbal and non-verbal responsiveness to children’s initiations by establishing joint reference and/or maintaining and elaborating on exchanges with child.</td>
</tr>
</tbody>
</table>

# Evaluation of Intervention

| 7.1 | Demonstrates the knowledge and ability to monitor progress of children through objective means. | Aware of program’s data collection system.  
Record data on children’s individual goals/objectives with program forms from courses or self-designed forms; collect 10 different data points on target child’s goals/objectives. (LS - W)  
Demonstrate a focused, systematic, and unbiased approach to observing children.  
Perform both formal and informal observations of children; share information with team.  
Assess focus child using AEPS after completing intervention (LS – W) |
| 7.2 | Demonstrates the knowledge and ability to monitor family outcomes. | Attend home visits or parent meetings and observe methods staff use to monitor family outcomes.  
Reads articles/books regarding family outcomes. |
| 7.3 | Based on routine collection data, student makes recommendations to revise the IFSP/IEP in consultation with the family and child’s team. | Provide accurate data to team/family for the purpose of decision making related to an IFSP/IEP. |

# Interdisciplinary and Interagency Collaboration

| 8.1 | Demonstrates appropriate and effective interpersonal communication skills. | Familiarize yourself with the program’s philosophy, goals, culture, traditions and beliefs in order to interact with CP, staff and families accordingly.  
Develop effective communication with CP, program staff, team, family, and supervisor  
Recognize and respect the strengths, uniqueness and potential of children, staff, CP, supervisor and families. |
| 8.2 | Demonstrates professional roles in early intervention settings by following the practicum and early intervention program policies and practices. | Act in a manner that is ethical and respectful of laws governing EI/ECSE.  
Write a description of the program including philosophy, mission, and population served. (LS - F)  
Adhere to all policies and procedures outlined by practicum site and Early Intervention program relative to practicum.  
Seek assistance as needed by program staff, peers, and supervisor.  
Use appropriate procedures for bringing about change. |
| 8.3 | Practices team collaboration in the early intervention/early childhood special education setting by sharing and meeting work schedule demands, tasks, and responsibilities. | Accept and perform varied tasks in program.  
Initiate assistance as you observe and determine it is needed.  
Share resources and information with CP, peers, and program staff.  
Recognize professional achievement in CP, peers, and program staff. |
<table>
<thead>
<tr>
<th>8.4</th>
<th>Is consistently dependable, conscientious, and punctual.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete all paperwork required for practicum and turn in by scheduled due date.</td>
</tr>
<tr>
<td></td>
<td>Develop and maintain relationship with others built on trust and cooperation.</td>
</tr>
<tr>
<td></td>
<td>Appropriately utilize the training, experience, and expertise of CP, peers, staff, and supervisor.</td>
</tr>
<tr>
<td></td>
<td>Follow through on activities/responsibilities that you are asked and required to perform.</td>
</tr>
<tr>
<td></td>
<td>Be prepared with responsibilities assigned by program staff, supervisor, instructors, and student team (e.g., activity plans and materials, assessment protocol, data collection forms).</td>
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<tr>
<td></td>
<td>Arrive on time, allowing time to setup, meet with CP or debrief as needed.</td>
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<tr>
<td></td>
<td>Maintain a consistent schedule of hours at practicum site.</td>
</tr>
<tr>
<td></td>
<td>Notify CP and supervisor of absences immediately and in advance when possible.</td>
</tr>
<tr>
<td></td>
<td>Dress appropriately for working with young children &amp; professionals</td>
</tr>
</tbody>
</table>

| 8.5  | Provides constructive feedback to peers by following the supervision guidelines contributes as a team member to student group(s) and professionally utilizes feedback provided by peers, cooperating professional, and supervisor. |
|      | Attend all student group meetings with peers and supervisor. |
|      | Complete all peer coaching assignments within stated timelines. |
|      | Use feedback from peer, CP, and supervisor to improve practicum activities. |
A. Early Intervention Program Competencies and Objectives:
The core Early Intervention Program competency areas and objectives numbered 1.0 - 8.0 serve as the criteria for a student’s participation in Early Intervention field-based activities. During Full-time Student Teaching, a similar but different set of competency areas and objectives designed by TSPC (Teacher's Standards and Practices Commission) serve as the criteria for meeting the responsibilities of a student teacher. These competencies have a stronger orientation towards classroom settings. When applicable, the student, supervisor, and cooperating professional together, may modify competency criteria to match the opportunities available in the setting. The modified criteria will be written and included on a page titled, “modified objectives” and attached to the Quarterly Practicum contract.

B. Grading Procedure:
All Practicum and Full-time Student Teaching experiences are rated on a “pass” / “no pass” basis at the end of each term. The student’s assigned supervisor determines the final grade of a “pass” or “no pass”. The supervisor uses the rating scale below to evaluate and summarize student progress at the middle and end of the term. The supervisor discusses and considers feedback from both the student and the student’s cooperating professional when rating a student's performance. Students self-evaluate their performance by rating each competency area and objective prior to meeting with their supervisor and cooperating professional for middle and final evaluations. Cooperating Professionals provide an overall rating for each of the eight competency areas at middle and final evaluations.

The rating scale includes:

Proficiency in Using Knowledge and Skill. Student meets the established criteria for the objective by demonstrating independence and proficiency. Student seeks out opportunities to practice/demonstrate competency area and objectives. Minimal or no change in performance is recommended at this time. Student is encouraged to continue using resources (e.g., supervisor, cooperating professional, and peers) as needed to maintain this level of performance.

Initial Proficiency in Using Knowledge and Skill. Student meets the established criteria for the objective and competency area by demonstrating an emerging proficiency in the competency area/objective. Student identifies various and/or multiple opportunities to practice/demonstrate criteria associated with objectives at site. Student’s performance is consistent with their present level of experience and training. Additional learning experience/practice will likely promote student’s independence and lead to increased consistency for meeting the established criteria of each objective.

Developing Capacity in Knowledge and Skill. Student meets only part of the established criteria for the objective. Student demonstrates evidence of effort and ability to develop professional abilities. Student is aware and may recognize examples and non-examples but has limited experience. Student may recognize good examples, but is not consistently able to demonstrate the same capacity when given the opportunity. Student’s performance may indicate difficulties applying information from various sources (e.g., Methods and other Early Intervention courses, cooperating professional, peers) that relate to the competency area/objectives in their practicum placement.

Missing Capacity in Knowledge and Skill. Student has little apparent awareness of either information or skills and achieves uneven results with child’s learning. Student requires extensive assistance in order to meet all or part of the established criteria for competency area and objective. A plan of action is necessary for student to improve performance and become more independent. Supervisor and student must meet and develop a plan of action within one week of evaluation. Plan of action requires approval of Field Experience Coordinator.
No Opportunity or Experience. Student has had little or no opportunity to use knowledge, demonstrate skills or observe either one in the context of good teaching. Site does not offer student an opportunity or experience to practice/demonstrate competency areas and objectives. Supervisor is aware of situation and has modified or identified alternative objective(s) for student to address at site.

During fall term, a final grade of “pass” is given when all competency areas and objectives are rated as "developing capacity," "initial proficiency," or "proficiency" by their supervisor at the final evaluation of the term. During winter and summer terms, a final grade of “pass” is given when all competency areas and objectives are rated as "initial proficiency" or "proficiency" by their supervisor at the final evaluation of the term. During some terms, a student may receive a “not observed” rating on a competency area or objective(s) at final evaluations because opportunities were not made available to student at their site. In these situations, a supervisor must note the reason for the “not observed rating and inform the Field Experience Coordinator two weeks prior to the final evaluation.

During fall term, a final grade of “no pass” is given when a student receives a “missing capacity rating” by their supervisor at the final evaluation of the term on any competency area or objective. During winter and summer terms, a final grade of “no pass” is given when a student receives a “missing capacity rating” or "developing capacity" rating by their supervisor at the final evaluation of the term on any competency area or objective. The “no pass” grade requires a student retake the practicum. In addition, the student’s supervisor in collaboration with the Field Experience Coordinator will develop an Action Plan for the student to follow during the term these practicum credits are repeated. Action Plans may also be developed when: 1) a supervisor feels it is necessary to assist a student in a particular area during the term or for the next consecutive term and 2) when a student’s performance at mid-term meets the criteria of “no pass”. The conditions of the Action Plan must be met in order for students to receive a final grade of “pass” at the end of the term.

C. Elected/Contracted Competencies
The Early Intervention Program offers students two optional competency areas (Research Application and Program Administration) to select objectives to practice, develop and learn at their sites. Further, students who wish to expand their skill level in any of the competency areas 1 - 8 may add objectives from those listed as “optional”. All elected/optional competencies must be chosen by the student with their approved supervisor at the beginning of each term. The student, supervisor, and cooperating professional determine and agree on the student’s specific responsibilities/criteria for practicing these competencies in their professional practice and/or student teaching setting. Elected competencies are always selected in addition to demonstrating/practicing the required 1-8 standard competencies each term.

D. Agreement
This Quarterly Contract has been reviewed with the student, Cooperating Professional and University supervisor. All parties have agreed to the required and selected competencies and corresponding objectives. Modified criteria have been discussed where needed. All parties understand their role, responsibilities, and participation in the grading process.

Student Signature ___________________________ Date ____________

Supervisor Signature ___________________________ Date ____________

Cooperating Professional Signature ___________________________ Date ____________
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, the State Teachers Standards & Practices Commission (TSPC) approved the EIP at the University of Oregon to provide students with the option of earning a teaching license with an endorsement in EI/ECSE. Students completing all degree and endorsement requirements can apply for an initial teaching license with a standard endorsement in Early Intervention/Special Education. This license allows you to work as an EI/ECSE specialist in any public school site, including Education Service Districts (ESD) in Oregon with children birth to eight years of age. You will be required to obtain a Continuing Teaching License after working three years in a public school site.

Reciprocity

The Oregon EI/ECSE license is only valid in Oregon, but several states including California, Alaska, Washington, and Utah have reciprocity agreements with Oregon's TSPC, and therefore this license may be transferable.

Program Options

Stand-Alone. Most students in the EI program will be working toward the Stand-Alone endorsement. The Stand-Alone endorsement provides an initial teaching license and an endorsement in EI/ECSE. Once the student obtains an initial license, other endorsements may be added to this license, such as a severe or mildly handicapped endorsement. Additional courses and testing would be required for these endorsements.

Add-On. If you already have a current Oregon Teacher's license, you will be applying for an Add-On endorsement. Please talk to your advisor or supervisor as soon as possible if you already have a teaching license; some of your coursework and endorsement requirements will vary.
Basic TSPC Requirements

- **Final Supervised Field Experience**: 9 credit hours of full-time student teaching.
- **Passing scores on required teaching exams**: The CBEST or PPST taken before entering student teaching. The Praxis II Series Early Childhood Special Education Specialty Test taken during the term of student teaching.
- **Teaching Samples** (2 for Stand-Alone option or 1 for Add-On option).
- **Recommendation by faculty and supervisor** of placement in full-time student teaching experience.
- **Completed application for endorsement sent to TSPC** after the program is completed.

Requirements of the Early Intervention Program to Complete the Early Intervention/Special Education Endorsement

The EIP requirements for completing the EI/ECSE endorsement for both options are described in detail on the following pages.

### Early Intervention/Special Education License Program

#### 2008-2009 Licensure and Master’s Coursework

4 term program beginning fall term
Minimum credits needed to graduate: 55

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 637 Diversity in Education (3)</td>
<td>SPED 681 Family Guided EI (3)</td>
<td>SPED 683 Curriculum in EC/El (3)</td>
<td>SPED 512 Foundations Dis II (3)</td>
</tr>
<tr>
<td>SPED 680 Foundations in EC/El (3)</td>
<td>SPED 682 Assessment and Eval (3)</td>
<td>EDLD 646 Action Res (4) (if not doing student teaching)</td>
<td>SPED 607 Research Methods (3)</td>
</tr>
<tr>
<td>SPED 526 Behavior Class Mgmt (4)</td>
<td>SPED 628 Law &amp; SPED 3 (3)</td>
<td>SPED 689 EI Methods III (1-2)</td>
<td>(or) Action Research</td>
</tr>
<tr>
<td>SPED 687 EI Methods I (1)</td>
<td>SPED 688 EI Methods II (1-2)</td>
<td>SPED 625 Final Field Exp (9) (or)</td>
<td>SPED 690 EI Methods IV (1-2)</td>
</tr>
<tr>
<td>SPED 607 Application Link Sys I (2)</td>
<td>SPED 607 Application Link Sys II (2)</td>
<td>SPED 609 EI Practicum (3)</td>
<td>SPED 609 Pract/BOOST (1-4)</td>
</tr>
<tr>
<td>SPED 609 EI Practicum (3)</td>
<td>SPED 609 EI Practicum (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total credits: 16
Total credits: 15-16
Total credits: 12-14
Total credits: 12-16

- **Completion of 2 Teaching Samples with Passing Score**

Additional optional courses if any required courses above have been taken previously

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>SPED 607 Autism in EI (1-2)</td>
<td>SPED 580 Student Supp (3)</td>
<td>SPED 610 Diff Instruction (3)</td>
</tr>
<tr>
<td>SPED 521 SPED Read Ins. (4)</td>
<td>SPED 536 Adv Beh Mgmt (3)</td>
<td></td>
</tr>
</tbody>
</table>

EIP Master’s Program 2008-2009
© Early Intervention Program, University of Oregon
### INITIAL and CONTINUING ADD-ON ENDORSEMENT OPTION

**Early Intervention/Special Education Coursework (for current Oregon licensed teachers)**

<table>
<thead>
<tr>
<th>Required Master’s courses below</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SPED 680 Foundations in EC/EI (3)</td>
<td>• SPED 681 Family Guided EI (3)</td>
<td>• SPED 682 Assessment and Eval (3)</td>
<td>• SPED 683 Curriculum in EC/EI (3)</td>
<td></td>
</tr>
<tr>
<td>• SPED 687 EI Methods I (1)</td>
<td>• SPED 688 EI Methods II (1-2)</td>
<td></td>
<td>• SPED 609 EI Practicum (3)</td>
<td></td>
</tr>
<tr>
<td>• SPED 607 Application Link Sys I (2)</td>
<td>• SPED 607 Application Link Sys II (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SPED 609 EI Practicum (3)</td>
<td>• SPED 609 EI Practicum (3)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total credits: 9</td>
<td>Total credits: 12</td>
<td></td>
<td>Total credits: 6</td>
<td></td>
</tr>
</tbody>
</table>

- Completion of 1 Teaching Sample with Passing Score

### PRE-PROGRAM SKILLS TEST (required by both endorsement options)

<table>
<thead>
<tr>
<th>Choose one of the following for admission:</th>
<th>Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS I: Academic Skills Assessment (pencil/paper)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>10730</td>
<td>175</td>
</tr>
<tr>
<td>Reading</td>
<td>10710</td>
<td>174</td>
</tr>
<tr>
<td>Writing</td>
<td>20720</td>
<td>171</td>
</tr>
<tr>
<td>(OR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRAXIS I: Academic Skills Assessment (computer-based)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>320</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>321</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>317</td>
<td></td>
</tr>
<tr>
<td>(OR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Basic Skills Test (CBEST)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>41</td>
<td></td>
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<tr>
<td>(Total 123)</td>
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<td></td>
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<tr>
<td>(OR)</td>
<td></td>
<td></td>
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<tr>
<td>Washington State Educator Skills Test (WEST-B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>240</td>
<td></td>
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<tr>
<td>Writing</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>(AND during student teaching term)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRAXIS II: Preschool/Early Childhood</td>
<td>10690</td>
<td>530</td>
</tr>
<tr>
<td>(Early Intervention/Special Education endorsement test for licensure)</td>
<td></td>
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</tr>
</tbody>
</table>
Requirements for the Endorsements

- **Complete coursework requirements.** Coursework varies depending upon program options. Consult your advisor to plan program before beginning coursework.

- **Complete the PA-1 form (Full-time Student Teaching Report) and the fingerprint card (pay the fee).** Complete forms prior to fall term if admitted to Master’s licensure program and submit to the field experience coordinator. For other program options, complete forms before the beginning of the first term of the final supervised field experience. Fingerprinting must be completed prior to placement in your site.

- **Complete University Liability Information form.** Acquire appropriate insurance if your practicum or final supervised field experience site is off campus.

- **Testing.** Obtain passing scores on the CBEST or PPST before the term of final supervised field experience. An alternative to the PPST that is administered by the Praxis Series is the Computer-Based Tests (CBT). The CBT can be taken at anytime by appointment at the following locations: University of Oregon (346-2772) or Sylvan Learning Center (485-4589). For completion of the Basic Skills requirement, any combination of CBEST, PPST or CBT can be used, provided a passing score is achieved in each of the test areas.

- **Complete practicum requirements.** The Early Intervention Program requires that students complete two Early Intervention Practica (SPED 609) for a minimum of 6 credit hours and pass the CBEST or PPST before beginning the term of final supervised field experience.

- **Request Final Supervised Field Experience site.** Complete the Assignment Request form for a Final Supervised Field Experience site after you have reviewed and observed sites of interest. The forms are provided by the field experience coordinator at the end of winter term.

- **Register for Final Supervised Field Experience credit hours (SPED 625).** You must register for 9 credit hours total of Final Supervised Field Experience. TSPC requires students to complete 360 hours total of student teaching.

- **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.
• **Complete Final Supervised Field Experience Feedback form** at the completion of your student teaching. The College of Education requires a copy of the Final Supervised Field Experience feedback form. Upon completion of final supervised field experience, you will be asked to complete this form and give it to your supervisor.

• **Testing:** Obtain passing scores on the Praxis II Series Early Childhood Special Education Specialty Test (during or after the Final Supervised Field Experience).

• **Apply to University of Oregon for licensure:** By the first week of the term you plan to graduate or receive your license, apply for licensure through the Graduate School or College of Education Licensure/Student Records Coordinator. Notify the Licensure/Student Records Coordinator (College of Education Room 113, 346-3528) that you are completing the licensure requirements. The Licensure Coordinator will process your application and notify you if any requirements have not been met.

• **Apply to TSPC for licensure.** (See following pages)

**Applying to TSPC for an Oregon Endorsement**

After the program requirements for the endorsement are completed, students who want to be licensed in Oregon must apply to TSPC for the Initial EI/ECSE Endorsement. The process for applying for the Stand-Alone and Add-On options are slightly different and are described below.

**Stand-Alone Endorsement**

The University of Oregon will serve as the recommending institution when you apply for initial 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, Teacher Standards and Practices Commission (TSPC) requires that the Preparation for Teaching Report (form C-2) 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 must apply to TSPC for licensure. The application to TSPC consists of the following:
1. Original copy of passing scores on the California Basic Educational Skills Test (CBEST) or Pre-Professional Skills Test (PPST aka PRAXIS I). TSPC requires an original score report from the Educational Testing Service (ETS). Photocopies are not acceptable.

2. Passing scores on the Praxis II Series Special Education Preschool Early Childhood 10690 Test (currently passing score is 530). Have scores sent to TSPC.

3. Completed Oregon Application Form (C-1). Supply all information requested on Application Form C-1. You must answer the questions pertaining to dismissal, revocation, and conviction, and attach supporting documents as instructed on Application Form C-1, if necessary. Application Form C-1 must be signed and dated within the 90-day period prior to submission to TSPC.

4. Two official transcripts of all coursework relevant to the EI/ECSE endorsement. Order transcripts 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). Two sets of official transcripts are required; one for TSPC and one for the Licensure Office of the University of Oregon College of Education.

5. Two fingerprint cards and Instructions for Handling Fingerprint Cards form. All applicants seeking their first Oregon license must submit a fingerprinting card and Instructions for Handling Fingerprint Cards form in an 8 1/2 x 10 sealed envelope and $62.00 fee.

6. Application fee. The current fee is listed in your orientation packet and is non-refundable. TSPC requires that an applicant submit a complete application. An incomplete application will be returned. If you have questions, contact TSPC at (503) 378-3586 or the University of Oregon Licensure Office, 120 Education at (541) 346-3528.

Add-On Endorsement

The University of Oregon will serve as the recommending institution when you apply for initial 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, Teacher Standards and Practices Commission (TSPC) requires that the Preparation for Teaching Report (Form C-2) 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.

1. **Passing scores on the appropriate Praxis Series Special Education Preschool Early Childhood 10690 test** (passing score is currently 530). TSPC requires an original score report from the Educational Testing Service (ETS). Photocopies are not acceptable.

2. **Complete an Oregon Application Form (C-1).** Supply all information requested on the Application Form C-1. You must answer the questions pertaining to dismissal, revocation, and conviction, and attach supporting documents as instructed on the Application Form C-1, if necessary. The Application Form C-1 must be signed and dated within the 90-day period prior to submission to TSPC.

3. **Complete one Teaching Sample.** One teaching sample must be developed in an Early Intervention or Early Childhood Special Education setting. The required contents of the teaching sample are provided by the Early Intervention Program.

4. **Submit 2 official transcripts of all coursework relevant to the EI/ECSE endorsement.** Order transcripts 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). Two sets of official transcripts are required; one for TSPC and one for the Licensure Office of the University of Oregon College of Education.

5. **Submit an application fee.** The current fee is listed on the TSPC website: http://www.oregon.gov/TSPC/index.shtml and is non-refundable.

   TSPC requires that an applicant submit a complete application. An incomplete application will be returned. If your license has expired, TSPC may have additional requirements related to the reinstatement of your license. Please contact TSPC directly for their specific requirements.

   If you have questions, contact TSPC at (503) 378-3586 or the University of Oregon Licensure Office, 120 Education at (541) 346-3528.
Providing Evidence of Initial Teaching Competency: The Teaching Sample

What are the Requirements for the Teaching Sample?

Providing evidence of your knowledge and skills as a teacher is an important requirement for the EI/ECSE endorsement. Throughout the program you will be providing evidence that documents your ability to plan assessments, and design curriculum and teaching experiences that will result in child/family goal attainment. Oregon’s licensing agency, the Teachers Standards and Practices Commission (TSPC) requires that you successfully prepare teaching samples showing initial teaching competency before receiving your initial teaching license and endorsement. The teaching samples will reflect the process of teaching that you use in your field experiences and also when you are working in the field of EI/ECSE. Consequently, if you learn to teach well, you will be able to produce evidence for TSPC with little extra effort.

What is the Timeline for Providing My Teaching Samples?

Evidence of teaching competency is required for: 1) students enrolled in the initial EI/ECSE licensure program, 2) students enrolled in the EI/ECSE licensure program who are seeking an add-on endorsement, and 3) students previously enrolled in the program who are now seeking an initial license and endorsement or an add-on endorsement. The timeline for providing the teaching samples for each type of student is specified below:

Initial Stand-Alone EI/ECSE License.

Students enrolled in the EI/ECSE initial licensure program must successfully complete two teaching samples prior to graduation. The first sample will be completed during Fall and Winter terms and is a requirement for SPED 607 Application of a Linked System I and Application of a Linked System II. The successful completion of assignments in these courses along with your practicum experience and weekly logs completed during Fall and Winter terms will meet the requirements for the first teaching sample. The second teaching sample will be completed during full-time student teaching in Spring term and is due the third week of Summer term. Students who do not finish either teaching sample by the established due date will be given an incomplete for the associated course. 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 EI/ECSE Endorsement.

Students pursuing an Add-on EI/ECSE Endorsement must successfully complete one teaching sample focused on a young child. This will be completed during Fall and Winter terms and is a requirement for SPED 607 Application of a Linked System I and Application of a Linked System II. Students who do not finish their teaching sample by the established due date will be given an incomplete for the course. Students are not permitted to graduate with an incomplete on their transcript and will thus need to complete the requirement prior to graduation.

Students Previously Enrolled in Program Seeking an Initial License/Endorsement or Add-On Endorsement

Students who are not currently admitted to the program must register for 3 credits of reading (SPED 605) in order to fulfill the evidence of initial teaching competency requirement for licensure. Completing the teaching samples will be a requirement for passing this course. Students who do not finish the teaching samples by the established due date will be given an incomplete for the course and will be required to re-register for SPED 605 in a subsequent term. Students taking this reading course should anticipate completing the requirements with minimal assistance from Early Intervention faculty.

Students who would like additional support in completing the requirement should register for SPED 607 Application of a Linked System I in Fall term and for SPED 607 Application of a Linked System II in Winter term. The assignments in these courses will be equivalent to completing one teaching sample (see above).

Students who are not currently admitted to the program will not be placed by the program in community sites for practicum credit. Students who are not enrolled in practicum 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 Early Intervention Program as it can be difficult for two students to complete requirements within one classroom.

Criteria for Completing the Teaching Sample

The teaching sample evidence must reflect a linked system approach to intervention. In general, this involves conducting an assessment, developing an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP), 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 should
be collected as you proceed through the intervention process. Use the *Teaching Sample Scoring Guide* on page 53 to assist you in completing your teaching samples. Please note that the guide included in this handbook is subject to change. You will be given an updated copy immediately should the form be revised.

It is recommended that the two teaching samples not be collected in the same site or with children of the same age or type of disability. For example, the first teaching sample could be completed at Head Start where you will work with at-risk preschool children. The second teaching sample could be completed at the Opportunity Center with teen parents and their babies. To maintain the confidentiality of the family, all identifying information (first and last names of child and family, address, etc.) must be blacked out; the child's first initial may remain visible on documents included in the set of evidence.

**Evaluation of the Teaching Sample**

The components of your first teaching sample will be evaluated by the instructor of the Application of a Linked System course through grading of assignments for that class, and by your supervisor through evaluation of your weekly practicum logs. These assignments will be evaluated based on the criteria in the *Scoring Guide*.

During spring term, you will complete your second teaching sample independently. This second teaching sample will be evaluated using a two-tier process. First, a peer will evaluate your evidence. The peer will use the *Scoring Guide* to provide you with feedback. Once the peer review is completed, you will make revisions and modifications as needed based on the peer’s feedback. Then, your teaching sample will be submitted to the field experience coordinator. Your sample will be evaluated by either the field experience coordinator and/or the Methods course instructor who will use the same *Scoring Guide* as well as the Scoring Key, to provide a numerical score and written feedback.
University of Oregon - Early Intervention Program
Scoring Guide for Evaluating Teaching Samples

Student Name: __________________ Date:_______________ Term:___________
Evaluator:______________ Field Placement: _______________Sample: 1 2

**Purpose of Scoring Guide:** The scoring guide is a tool used by the field experience coordinator, designated supervisors, and peers to evaluate a sample of teaching evidence submitted by a student as part of their requirements for obtaining a teaching license and EI/ECSE endorsement.

**Directions:** The scoring guide is divided into 9 sections. Each section is required for a completed sample of teaching evidence. Each section contains a specific checklist of items. Place a check mark next to completed items in each section. Place an (M) next to items which are missing in the section. Select and circle one of the ratings listed below to summarize the overall quality of each section. In the Comment section, include narrative feedback that recognizes the student’s accomplishments and/or provides suggestions for improvement. *Students may choose not to rate their peer’s performance and only offer narrative feedback in the comment section. The ratings are defined below:

1. **Missing Capacity** - section is incomplete and the quality of items is unacceptable.
2. **Developing Capacity** - section contains required items but the quality of the item(s) is inadequate and therefore in need of expansion and rewriting.
3. **Growing Competence** - section includes required items but the quality of the items requires a minimal amount of work to improve upon the section. Minor edits or revisions are required to pass.
4. **Initial Competence** - section includes required items and the quality of the items meets expected standards. Minor edits or revisions are recommended but not required to pass.
5. **Competent** - section includes required items and the quality of the items exceeds expected standards. Few or no edits are needed.

**Note to Evaluator:** Each section must receive a score of 4 in order for the student to receive a “pass” on the sample. Samples with sections not meeting passing criteria must be revised and resubmitted for evaluation.

I. **Consent Forms:** Do I have permission from appropriate sources to perform the requirements of the teaching sample with my focus child?

**Section Contains:**
- Introduction
  *(Includes what information is in section, why it is important, and how it is linked to other sections)*

Consent Form that indicates permission to gather materials in teaching sample

Reflection: Describe any challenges in the information gathering process

Score: 1 2 3 4 5

Comments:
II. Description of Site, Child and Family: Who is the child I’ve selected for this Work Sample? Who are the child’s family members? Which program is serving the child and family?

Section Contains:
Introduction
___ Why is it important to gather information about the child and family and program that serves them?
___ How will the information you collected assist you in designing and implementing an intervention plan for your focus child?
(Includes what information is in section, why it is important, and how it is linked to other sections)

Description of Site
Description of Child
Description of Family
Reflection

Quality Criteria:
Description of Site
___ Includes a description of program philosophy, mission and goals.
___ Provides a general description of children and families served by program.
___ Describes daily schedule of program activities
___ Visual representation of program space used by children and families (e.g. map or pictures of the classroom and/or home environment which are labeled).

Description of Child
___ Describes physical characteristics of child (e.g. weight, height, eye/hair color, ethnicity, stature)
___ Describes history of child’s involvement with EI or ECSE services including: 1) when and how the child became eligible for services (e.g. brief description of the assessments used to determine child’s eligibility), 2) how long child has been receiving services, (e.g. duration and type of services child and family has received, and 3) type of disability or “at-risk” condition that made child eligible for services.
___ Uses objective language to describe child
___ Includes factual information that is obtained from child’s file – does not include opinions that lack supporting evidence
___ Provides a general, yet personalized picture of child’s development based on child’s interests and Strengths.

Description of Family
___ Describes family constellation (father, mother, siblings, extended family members directly and immediately involved with child).
___ Describes relevant family practices/information if known such as: daily routines, weekend activities and sources of support.

Reflection (answer the following questions and add additional comments as appropriate)
___ Describe any challenges you encountered in the information gathering process.

Score:                         1                   2                    3                   4                    5

Comments:
III. Child and Family Assessment: What information about the child and family will be necessary to develop an IFSP/IEP with a multidisciplinary team?

Section Contains:
Introduction
(Includes what information is in section, why it is important, and how it is linked to other sections)

Child Assessment Protocol
Child Progress Record (for AEPS only)
Assessment of Child from Family (e.g., Family Report)
Child’s Present Level of Development
Family Interests/Needs Assessment
Reflection

Quality Criteria:
Child Assessment Protocol, Assessment of Child from Family, Child Progress Record (AEPS only)
___ Assessment is comprehensive (e.g., AEPS, Carolina, Hawaii Early Learning Profile).
___ Assessment is appropriate for child’s developmental level
___ Assessments were conducted prior to intervention
___ Assessment information was primarily obtained by observing the child during routine and planned activities at home and/or in EI/ECSE program. If not, text must accompany the assessment and explain why other methods of collecting information were required.
___ Assessment is complete (all items scored, anecdotal information when application, summary graphs completed)
___ Assessment includes information from parents or caregivers (e.g. AEPS family report, family interview)

Child’s Present Level of Development
___ Includes narrative summary of child’s present level of functioning in cognitive, social-communication, gross motor, fine motor, social and adaptive areas.
___ Written using family friendly language.
___ Reports objective information about the skills the child is currently using and skills that are emerging.
___ Includes examples of how and where the child uses the skills reported in the summary and child’s interests related to skills.
___ Includes pertinent information provided by parents and other team members about child’s use of skills in various activities and environments.

Family Interest/Needs Assessment
___ Assessment is comprehensive (e.g. A Family Report, Family Interest Survey, Family Needs Survey Bailey & Simmenonsen; Family Needs Scale, Dunst et al.; Family Strengths Inventory, Stinnett & DeFrain).

Reflection (answer the following questions and add additional comments as appropriate)
___ Were the assessment tools you selected appropriate for the child and family? Would you use different tools next time? If so, why?
___ Describe any challenges you encountered in the assessment process.
___ Describe how you assessed family interest/needs. Did this assist you in identifying family outcomes?

Score:   1   2   3   4   5

Comments:
IV. Child/Family Goals and Objectives: What skills does the child need to develop?

Section Contains:
Introduction
(Includes what information is in section, why it is important, and how it is linked to other sections)

Child Goals and Objectives
Family Outcomes
Reflection

Quality Criteria
Child Goals and Objectives
___ Contains 3 - 5 Long Range Goals in child’s area of need.
___ Contains 2 - 5 corresponding objectives for each long-term goal which are arranged in a sequential order leading to the goal. The order takes the form of logical steps, which lead, from most to least difficult and/or most to least support required for the child to accomplish the skill.
___ Goals are functional, sensitive to cultural diversity, developmentally appropriate, generalizable.
___ Goals and objectives include antecedent, behavior and criteria.
___ Goals and objectives are based on assessment results.
___ Family Report supports the selection of the goals and objectives.

Family Outcomes
___ Includes summary of family priorities and concerns.
___ Includes family resources that are available and resources needed.
___ Includes steps to address priorities and concerns.
___ Include timeline and person responsible.
___ Reflects information gathered on family assessment.
___ Written in family-friendly language.

Reflection (answer the following questions and add additional comments as appropriate)
___ Were the goals and objectives you selected appropriate for your focus child? Why or why not?
___ If you were to rewrite the goals/objectives for your focus child how would you modify them?
___ Describe any challenges you encountered in writing goals/objectives and family outcomes.

Score: 1 2 3 4 5

Comments:

V. IFSP/IEP or Program Education Plan: What services and educational program will best meet the strengths, needs, priorities and concerns of the child and family?

Section Contains:
Introduction
(Includes what information is in section, why it is important, and how it is linked to other sections)

Student completed IFSP or IEP or Program Education Plan
Child’s current IFSP or IEP or Program Education Plan
Reflection
Quality Criteria (for student completed plan):

___ Completely filled out including dates when eligibility was established, date of 6-month review, transition process, modifications required, etc.

___ Can do/needs to learn section reflects information in current level of functioning.

___ A goal is written for each “needs to learn” area. “Needs to Learn” reflects prioritized goals only and not all areas from assessment where skills are emerging or absent.

___ Family Outcomes are attached to IFSP.

Reflection (answer the following question and add additional comments as appropriate)

___ Describe how the IFSP you wrote is different from your focus child’s current IFSP. Explain why some of the components of your IFSP are different from those in the child’s current IFSP.

Score:                         1                   2                    3                   4                 5

Comments:
___ Includes plan for modifying instruction based on data collection (decision rules)

Activity Plans
___ Activity plans are of varying types (e.g. planned, routine, child-initiated, individual, small group, and large group).
___ Activity plans reflect target child’s interest and developmental abilities.
___ Target child’s goals and/or objectives from IFSP/IEP are incorporated in the activity plans with multiple opportunities for child to practice them.
___ Group goals and individual goals and objectives of other children are incorporated in the activity plans.
___ Activity plans address the following: 1) Name of activity, 2) materials, 3) environmental arrangement, 4) sequence of steps, 5) embedded learning opportunities for target child and 3 other children to practice individual goals and objectives, 6) planned variations, 7) vocabulary which targets children’s individual social-communication goals/objectives & early literacy competencies, 8) peer interaction opportunities 9) caregiver involvement, and 10) cultural & linguistic considerations (ESOL).

Narrative Summary of Instructional Planning Process
___ Summary addresses the following: 1) rationale for selection of activities, 2) collaborative efforts which occurred to develop and implement activities with focus child and other children involved in program, and 3) tools and resources utilized for development of instructional plans.

Reflection on Instruction Provided (answer the following questions and add additional comments as appropriate)
___ Were the components of your intervention plan effective in helping your focus child master the skills addressed during instruction?
___ How would you change your intervention plan if you were to do it again?
___ Describe the successes and challenges you encountered while providing intervention.

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VII. Data Collection: What do I want to know about the child’s progress towards goals/objectives and intervention planned to address them?

Section Contains:
Introduction
(Includes what information is in section, why it is important, and how it is linked to other sections)

Data Collection Forms
Graphs Summarizing Data
Reflection

Quality Criteria:

Data Collection Forms
___ Data is reflective of goals and objectives selected from assessment and targeted for intervention.
___ Form is easily understandable to all team members.
___ Contains at least 10 data points on each targeted goal or objective.
___ Data reflects criteria contained in the IFSP/IEP per targeted goal or objective.
___ Quantitative/Qualitative data is recorded.
___ Data is collected by multiple sources when possible (e.g. parent, team members, program staff).
___ Key contains codes on the data collection form that match criteria of goal or objective.
___ Data indicates the goal or objective was developmentally appropriate for child to learn.

Graphs Summarizing Data
___ One graph is included per goal/objective targeted.
___ Axes are labeled.
___ Key and title of graph are included.
___ Graphs are easily understandable by all team members.

Reflection (answer the following questions and add additional comments as appropriate)
___ Describe the challenges of collecting data.
___ Did your data system give you the data you wanted? If not, how would you modify your system if you were to do it again?

Score:                           1                   2                    3                   4                  5  
Comments:

VIII. Interpretation: What did the data tell you about the intervention that you planned for the child?

Section Includes:
Written summary of data and discussion of planning for further instruction
Revised documents (IFSP/IEP, updated AEPS, Child Progress Record, revised data forms)

Quality Criteria (for Written Summary):
___ Significance of data as it pertains to child’s progress or lack thereof towards IFSP/IEP goals/objectives is discussed.
___ Includes discussion of decisions made during intervention process based on data (i.e., was intervention modified based on data collected).
___ Identifies areas which need modifying for child’s successful attainment of goals/objectives and child’s overall, continued growth.
___ Further instruction suggested is based on data and on child’s interests, strengths and needs.

Score:                           1                   2                    3                   4                5  
Comments:

IX. Organization and Synthesis: Does the Sample reflect the teaching process by linking each section in a purposeful manner?
Quality Criteria:

___ Sections are clearly defined and contents of sample are organized.
___ Information identifying child and family blocked out throughout work sample.
___ Well written - few grammar and spelling errors.
___ Clearly documents an understanding of a linked systems approach to Early Intervention/Special Education.

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Comments:

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<th>Scoring Summary</th>
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<td>III. Child and Family Assessment</td>
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<td>IV. Child/Family Goals and Objectives</td>
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<td>VI. Instructional Plans</td>
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<td>VII. Data Collection</td>
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<td>VIII. Interpretation &amp; Reflection</td>
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<td>IX. Organization and Synthesis</td>
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Total Score

The above scores indicate successful completion of the Teaching Sample.

Signature of evaluator: ___________________________ Date: _________________
Comprehensive Oral Examination

Description

All students enrolled in the Early Intervention (EI) Master’s degree program are required to take an oral examination that has been designed by the EI faculty. Satisfactory completion of the oral examination is necessary to receive a Master’s degree from the EI program. The oral examination is designed as the program’s capstone activity and requires that students organize, synthesize and present program content in a manner that indicates mastery.

Students complete the oral examination during their last anticipated term in the EI program. The topics and queries for the Early Intervention oral examination are located on pages 63-64. 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. The student is assigned a committee composed of one faculty member and one EI doctoral student or staff. Each student is asked to address three questions in a period of 45 minutes. The committee evaluates the student’s performance. Students who do not pass will be required to engage in a remedial process.

Procedures

The program does not offer any special coursework in preparing students for the oral exam. Students who have worked together in small or large groups report that these are effective ways to prepare for the exam.

- The oral examinations are scheduled across one week in Summer term (or during a student’s last term of study). The Field Experience Coordinator arranges the student’s examination schedule at the beginning of Summer term.
- Students are asked to address 3 areas/questions successively. The time spent on each answer can be approximately 15 minutes (i.e., 5 minutes to prepare and 10 minutes to respond)
- Students may not bring notes into the exam.
- Students may use the blackboard or write-on/wipe-off board 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, the committee will 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.

• 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 he/she 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. The dimensions include: 1) Content - Did the response cover essential information, issues? 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? Students who receive a “no pass” must schedule a second oral examination for the following week of the term. 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. It is possible that the student’s graduation will be delayed.
Topics and Queries for Early Intervention Oral Examination

The topics and queries listed below are provided as a guide for students to use as they prepare for the Master’s Oral Examination.

_Area One-_ Legal aspects of Early Intervention

- Trace history of IDEA
- Eligibility process for EI/ECSE
- IFSP/IEP legal requirements/timelines

_Area Two-_ History of Early Intervention

- Discuss the evolution and theory of the relationship of early childhood education and EI/ECSE field
- How practices in special education effected the development of practices early intervention

_Area Three-_ Assessment and Evaluation in Early Intervention

- Describe the assessment/evaluation processes and give examples
- Discuss essential issues surrounding assessment/evaluation.
- Describe the philosophy that underlies a linked system approach

_Area Four-_ Intervention/Teaching

- Describe the important components of IFSP’s and IEP’s
- Discuss the underlying philosophy of Activity-based Intervention/Theorists and Theories associated with ABI
- Elements of ABI, organizational structure of ABI
- Developing effective goals & objectives
- Teaching strategies/Behavior strategies

_Area Five-_ Families

- Describe the history of family involvement in early intervention
- Guidelines for effective home visits
- Discuss diversity in the values, experience and background of families that may participate in early intervention programs.
- Describe a program that fosters effective parental involvement
Area Six- Teaming

- Interagency collaboration
- Types of teams & features of an effective team
- Strategies for addressing conflicts within teams

Area Seven- Theory

- Theorists and Theories important to EI/ECSE
- Discuss differences and similarities between DAP and ABI

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
- Strategies for successful inclusion in community-based programs
- Curriculums/Curricular approaches
- Peer competence and social inclusion

Area Nine- Populations

- Discuss major classification systems used to identify children
- Discuss major causes/types of disability and risk
- Address how to successfully accommodate diversity in children and families

Area Ten- Evaluation

- Describe the components of an early intervention program using best practices. (i.e. instructional plans, naturalistic teaching strategies, early literacy, cultural & linguistic competencies)
- Program evaluation
- State and Federal program requirements (family & child outcomes)
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.

### Evaluation Measures, Purpose, Administration Schedule, and Responsible Person

<table>
<thead>
<tr>
<th>Measure</th>
<th>Purpose</th>
<th>Administration Schedule</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Survey</strong></td>
<td>Collects demographic information and information regarding previous professional employment, affiliation and activities</td>
<td>Orientation, beginning of first term</td>
<td>Student</td>
</tr>
<tr>
<td><strong>Course Evaluation</strong></td>
<td>Evaluates courses</td>
<td>End of term</td>
<td>Student</td>
</tr>
<tr>
<td><strong>Evaluation of Instructor</strong></td>
<td>Evaluates instructor</td>
<td>End of term</td>
<td>Student</td>
</tr>
<tr>
<td><strong>Supervisor Evaluation</strong></td>
<td>Evaluates supervisor</td>
<td>End of term</td>
<td>Student</td>
</tr>
<tr>
<td><strong>Field Placement Evaluation</strong></td>
<td>Evaluates practicum and full-time student teaching placements</td>
<td>End of term</td>
<td>Student</td>
</tr>
<tr>
<td><strong>Overall Program Evaluation</strong></td>
<td>Evaluates overall program</td>
<td>End of last term</td>
<td>Student</td>
</tr>
<tr>
<td><strong>Practicum Competency Self-rating scale</strong></td>
<td>Students rate the level of support which accurately describes their skills for each competency objective, and defines the various levels of support for each competency.</td>
<td>End of term</td>
<td>Student</td>
</tr>
<tr>
<td><strong>Follow-up Evaluation</strong></td>
<td>Collects retrospective ratings of program components and adequacy of the program in preparing graduates for varied roles in present positions</td>
<td>One year after graduation</td>
<td>Student</td>
</tr>
</tbody>
</table>
Helpful Information
Common Acronyms Used in the Early Intervention Program

ABI Activity-Based Intervention - A naturalistic intervention approach used in many U of O EI practicum sites.


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 Early Intervention Program)

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

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 Early Childhood Coordination Agency for Referral and Evaluation Services

CARES

EMU Erb Memorial Union - the student union building on 13th and University

ESD Education Service District

FEAT Family Early Advocacy & Treatment
ICC  Interagency Coordination Council (state and local levels)
IDEA  Individuals with Disabilities Education Act
IEP  Individualized Education Program
IFSP  Individualized Family Service Plan
IT  Integrated Teaching
IVDB  Institute on Violence and Destructive Behavior
LAG  Local Advisory Group – Meets once a month in Eugene to guide Early Intervention services in the county. Students may attend. Meetings occur at Eugene Hearing and Speech Center.
NAEYC  National Association for the Education of Young Children
OAEYC  Oregon Association for the Education of Young Children
OC  Opportunity Center – Alternative 4-J high school where the Young Parent Program is housed.
OARS  Oregon Administrative Rules and Statutes
OT  Occupational therapist
PEECH  Parents Early Education for their Children
PL  Public Law
PT  Physical therapist
SEAM  Social Emotional Assessment Measure
SLHC  Speech-Language Hearing Center Clinic
SLP  Speech-Language Pathologist
TEAMS  Teaching Early Advanced Master’s Students
UCEDD  University Center for Excellence in Developmental Disabilities
YPP  Young Parent Program - A program for teen parents and their infants and toddlers, a local practicum site.
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 244 Hendricks Hall. The Career Center provides students with many free services including: resume editing, interview skill workshops, job search strategies, and placement files. The phone number for the Career Center is 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 Early Intervention Program faculty who often receive position announcements, which are filed in the position announcement notebook noted above. 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 early intervention 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.
## Joining a Professional Organization

<table>
<thead>
<tr>
<th>Division for Early Childhood (DEC)</th>
<th>National Association for the Education of Young Children (NAEYC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>For early intervention and/or early childhood special education professionals working with young children birth to eight with special needs</td>
<td>For early childhood professionals working with young children birth to eight</td>
</tr>
</tbody>
</table>

### Member Benefits

- Professional development
- Children’s Action Network
- A network of support
- Subscription to 4 quarterly journals:
  - Journal of Early Intervention (4)
  - Young Exceptional Children (4)
  - Exceptional Children (4)
  - Teaching Exceptional Children (4)
- Local connections: Oregon DEC

### Member Benefits

- Professional development
- A network of support
- Subscription to 1 journal:
  - Young Children (6)
- Local connections: Oregon AEYC
  - [http://www.oregonaeyc.org/](http://www.oregonaeyc.org/)

### Annual Cost

- CEC student membership $62.00
- DEC student membership $12.00
- $74.00

### Annual Cost

- NAEYC student membership $50.00

### How to Join

1. Visit DEC website
   - [http://www.dec-sped.org/joindectoday.html](http://www.dec-sped.org/joindectoday.html)
2. Choose how you want to complete an application (ex. online, phone, mail).
   - Fill out membership application for Council for Exceptional Children (CEC). Indicate that you want to become of member of the DEC subdivision.

### How to Join

1. Visit NAEYC website
   - [http://www.naeyc.org/](http://www.naeyc.org/)
2. Click on the “Membership” button on the left panel. New members join online.
   - Fill out membership application for the Oregon affiliate. Find the affiliate dues information for your area (ex. Lane County).
## 2008-2009 EVENTS CALENDAR

### Fall 2008

<table>
<thead>
<tr>
<th>September Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation 9/24-9/26</td>
</tr>
<tr>
<td>Practicum Training on AEPS</td>
</tr>
<tr>
<td>Purchase COE ID Badge</td>
</tr>
<tr>
<td>Start Practicum</td>
</tr>
<tr>
<td>Classes begin 9/29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin first Teaching Sample in Applications of a Linked System class</td>
</tr>
<tr>
<td>Final days to drop/add classes 10/8</td>
</tr>
<tr>
<td>Oregon Association for the Education of Young Children (OAEYC) conference 10/10 -10/11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November Events</th>
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</thead>
<tbody>
<tr>
<td>Visit Career Center</td>
</tr>
<tr>
<td>Registration for Winter term 11/17-11/26</td>
</tr>
<tr>
<td>Thanksgiving holiday 11/27-11/28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day of classes 12/5</td>
</tr>
<tr>
<td>Fall finals 12/8-12/12</td>
</tr>
<tr>
<td>Review Teaching Sample criteria</td>
</tr>
<tr>
<td>Work on Teaching Sample over Winter Break</td>
</tr>
<tr>
<td>Winter Break 12/8-1/4</td>
</tr>
</tbody>
</table>

### Winter 2008

<table>
<thead>
<tr>
<th>January Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin 1/5</td>
</tr>
<tr>
<td>Start writing draft of resume</td>
</tr>
<tr>
<td>Last day to drop/add classes 1/14</td>
</tr>
<tr>
<td>Martin Luther King Holiday 1/21</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>February Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Beginnings Conference</td>
</tr>
<tr>
<td>Program Plan due to front EIP office</td>
</tr>
<tr>
<td>Registration for Spring term 2/23-3/4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose final supervised field experience site</td>
</tr>
<tr>
<td>Work on resume</td>
</tr>
<tr>
<td>First Teaching Sample is complete</td>
</tr>
<tr>
<td>Last day of classes 3/13</td>
</tr>
<tr>
<td>Finals 3/16-3/20</td>
</tr>
<tr>
<td>Spring Break 3/23-3/27</td>
</tr>
<tr>
<td>Event</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Classes begin</td>
</tr>
<tr>
<td><strong>Spring 2008</strong></td>
</tr>
<tr>
<td><strong>April Events</strong></td>
</tr>
<tr>
<td>Last day to drop/add classes</td>
</tr>
<tr>
<td>PRAXIS II test date</td>
</tr>
<tr>
<td>Oregon Professional Educator Fair</td>
</tr>
<tr>
<td>Begin Teaching Sample</td>
</tr>
<tr>
<td><strong>May Events</strong></td>
</tr>
<tr>
<td>Registration for Summer term</td>
</tr>
<tr>
<td>Organize to study for Oral Exams</td>
</tr>
<tr>
<td>Attend session on graduation and licensure</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td><strong>June Events</strong></td>
</tr>
<tr>
<td>Last day of classes</td>
</tr>
<tr>
<td>June 14, 2008 PRAXIS (2nd try)</td>
</tr>
<tr>
<td>Finals</td>
</tr>
<tr>
<td>Complete Program Plan, obtain required</td>
</tr>
<tr>
<td>Complete graduation application online</td>
</tr>
<tr>
<td>Study for Oral Exams</td>
</tr>
<tr>
<td>Classes begin</td>
</tr>
<tr>
<td><strong>Summer 2008</strong></td>
</tr>
<tr>
<td><strong>July Events</strong></td>
</tr>
<tr>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>Review procedures to apply for licensure</td>
</tr>
<tr>
<td>Week 1 of term- notify licensure coordinator</td>
</tr>
<tr>
<td>Oral Comprehensive Exam (last week of July)</td>
</tr>
<tr>
<td>Purchase (or rent) cap &amp; gown</td>
</tr>
<tr>
<td><strong>August Events</strong></td>
</tr>
<tr>
<td>8 week session ends</td>
</tr>
<tr>
<td>Final exams</td>
</tr>
<tr>
<td>Summer commencement</td>
</tr>
<tr>
<td>Complete application form C-1 for</td>
</tr>
<tr>
<td>Apply for licensure</td>
</tr>
<tr>
<td>End of the year faculty/student party</td>
</tr>
<tr>
<td><strong>Program name</strong></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td><strong>Early Intervention Program</strong>&lt;br&gt;144 Clinical Services Building (CSB)&lt;br&gt;5253 University of Oregon&lt;br&gt;Eugene, OR 97403-5253</td>
</tr>
<tr>
<td><strong>Special Education &amp; Clinical Services Area (your &quot;department&quot;) 275 Education</strong></td>
</tr>
<tr>
<td><strong>College of Education Licensure Office</strong>&lt;br&gt;120 Education</td>
</tr>
<tr>
<td><strong>Center on Human Development (CHD)</strong>&lt;br&gt;CSB 3rd Floor</td>
</tr>
<tr>
<td><strong>Child Development &amp; Rehabilitation Center (CDRC)</strong>&lt;br&gt;CSB 105</td>
</tr>
<tr>
<td><strong>Communication Disorders &amp; Sciences (CDS)</strong>&lt;br&gt;Speech &amp; Hearing Clinic: 145A CSB</td>
</tr>
<tr>
<td><strong>Institute for Violence &amp; Destructive Behavior (IVDB)</strong>&lt;br&gt;CSB 300</td>
</tr>
<tr>
<td><strong>UO Office of Public Safety</strong>&lt;br&gt;1319 E. 15th Avenue</td>
</tr>
<tr>
<td><strong>Head Start</strong>&lt;br&gt;U of O Classroom - CSB 157</td>
</tr>
<tr>
<td><strong>EC CARES</strong>&lt;br&gt;299 E. 18th Avenue&lt;br&gt;Eugene, OR 97403</td>
</tr>
</tbody>
</table>

**Whom to Contact for Program and Field Placement Questions and Concerns**

| **Your field-based placement** | Linda Albi, Field Experience Coordinator<br>[lalbi@uoregon.edu](mailto:lalbi@uoregon.edu); 346-0813 |
| **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 |
| **Early Intervention Program course requirements** | Your Academic Advisor |
| **Work sample requirements for licensure** | Your EI Handbook and/or Field Experience Coordinator, Applications instructor or supervisor can assist you with this information. |
| **Financial aid** | EIP Secretary/Academic Advisor |
| **Field of early intervention in general** | Any faculty, staff, and/or doctoral student |
Program and Practicum Contacts
Master’s Student Representative Guidelines and Protocol
2008-2009

STUDENT REPRESENTATIVE SELECTION:

- During Orientation students identify their desire/willingness to be a student representative.
- If more than two students request the position, students will then vote for the two student representatives during week two of the term.

ROLE OF STUDENT REPRESENTATIVE:

- Liaison between staff/faculty and master’s students
- Representative of student concerns/solutions to staff/faculty
- Representative of staff/faculty concerns/solutions to students
- Coordinator of social gatherings
- Work collaboratively with other student representative when two persons share the role

TIME COMMITMENT:

- Get feedback from students about program to share during staff meetings
- Attend staff meetings once per term
- Coordinate social gatherings

Faculty, Staff, and Other Meetings

As the Supervisor and Master’s Student Representative, you are required to attend the staff meetings. These meetings are usually held on campus during the lunch hour. They occur once per term. During these meetings you will be called upon to report on any issues which are of concern to the EIP faculty and staff. You also will have a chance to report on the status of the student body in their course work and practicum experiences. You may not have anything to report during some meetings. That is OK! There are always others in the meetings who have important issues that require attention and that will be of interest to the students. Introduce yourself to Annette Tognazzini, the EIP secretary, and give her your email address. She creates the agenda for these meetings, and wants to know if you have any agenda items ahead of the meeting. The meetings are announced ahead of time either by email or a notice in your box.
Division for Early Childhood
Code of Ethics
Adopted: September 1996
Reaffirmed: April 1999

As members of the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), we recognize that in our professional conduct we are faced with choices that call on us to determine right from wrong. Other choices, however, are not nearly as clear, forcing us to choose between competing priorities and to acknowledge the moral ambiguity of life. The following code of ethics is based on the Division’s recognition of the critical role of conscience, not merely in preventing wrong, but in choosing among courses of action in order to act in the best interests of young children with special needs and their families and to support our professional colleagues.

As members of DEC, we acknowledge our responsibility to abide by high standards of performance and ethical conduct and we commit to:

1. Demonstrate the highest standards of personal integrity, truthfulness, and honesty in all our professional activities in order to inspire the confidence and trust of the public and those with whom we work;
2. Demonstrate our respect and concern for children and families, colleagues, and others with whom we work, honoring their beliefs, values, customs, and culture;
3. Demonstrate our respect for families in their task of nurturing their children and support them in achieving the outcomes they desire for themselves and their children;
4. Demonstrate, in our behavior and language, that we respect and appreciate the unique value and human potential of each child;
5. Strive for personal professional excellence, seeking new information, using new information and ideas, and responding openly to the suggestions of others;
6. Encourage the professional development of our colleagues and those seeking to enter fields related to early childhood special education, early intervention, and personnel preparation, offering guidance, assistance, support, and mentorship to others without the burden of professional competition;
7. Ensure that programs and services we provide are based on law as well as a current knowledge of and recommended practice in early childhood special education, early intervention, and personnel preparation;
8. Serve as an advocate for children with special needs and their families and for the professionals who serve them in our communities working with those who make the policy and programmatic decisions that enhance or depreciate the quality of their lives;
9. Oppose any discrimination because of race, color, religion, sex, sexual orientation, national origin, political affiliation, disability, age, or marital status in all aspects of personnel action and service delivery;
10. Protect the privacy and confidentiality of information regarding children and families, colleagues, and students; and
11. Reflect our commitment to the Division for Early Childhood and to its adopted policies and positions.

The Division for Early Childhood acknowledges with appreciation the National Association for the Education of Young Children, the American Society for Public Administration, and the Council for Exceptional Children, whose codes of conduct were helpful as we developed our own.
Policy Regarding Evidence of Good Moral Character

Background

Oregon Administrative Rule 584-16-050, Admission to Program, requires that students admitted to our approved teacher preparation programs provide evidence of good moral character necessary for licensure in Oregon by responding to character questions asked by the Teachers Standards and Practices Commission (TSPC). Students are also required to complete a criminal record check (supported by fingerprinting) at the time of the final supervised field experience.

Policies and Procedures

1. All students will complete the TSPC required character questionnaire as a part of their application for admission to our professional educator preparation programs.

2. All students will again answer the TSPC character questions prior to beginning their final supervised field experience by completing the PA-1 form.

3. The College will take care to administer the TSPC character questionnaire in ways that ensure applicant or student privacy. Completed forms are collected and forwarded to the College’s Licensure Office.

4. All students desiring licensure will complete the criminal check (which begins with fingerprinting during the term prior to their final supervised field experience).

5. If we discover that a student knowingly provided inaccurate, incomplete or false information on the character questionnaire, the responsible administrator will:
   - Notify the Department Head and Coordinator of Academic Support Services of discovery of the criminal conviction or of other matters of concern that could have a bearing on the candidate’s eligibility for licensure.
   - Talk with the student in the company of the Coordinator of Academic Support Services and/or Department Head/Associate Dean for Academic Programs as soon as practicable to clarify the situation. At this meeting, the student will be informed of our reasons for believing that the student provided inaccurate information on the TSPC character questionnaire, and the administrators will listen to the student’s explanation.
   - If the responsible administrator is persuaded that the failure to disclose was non-willful, he or she will promptly refer the case directly to the Student Conduct Coordinator.
   - If the responsible administrator is not persuaded that the failure to disclose was non-willful, he or she will promptly refer the case directly to the Student Conduct Coordinator.
   - If the student is found guilty of intentionally providing false information as a result of the Student Conduct proceeding, the student could be expelled.

6. If the student has been convicted of a crime listed on the reverse side of the TSPC questionnaire (including while a student is in our program), TSPC will almost certainly deny licensure to the student.

7. Any unprofessional or anti-social or criminal behavior discovered through the questionnaire or criminal records check, whether identified in the TSPC list or not, will be reported to the Department Head and Coordinator of Academic Support Services, who will talk with the student as soon as practicable to clarify the information. As a result, the student could be expelled, denied licensure, or
permitted to continue with either the licensure or degree program.

**Student Remediation Policy**

When serious deficiencies are noted in student performance, students will receive a letter from an Early Intervention faculty member indicating the student's areas of deficiency. A copy of this letter will be sent to the Program Coordinator. The student will be required to develop a plan of action to address the deficiencies. The plan of action will specify the student's areas of weakness or difficulties, previous efforts to address and prevent the difficulties, recommended corrective action including criteria and dates for meeting goals, and a timeline for review of the plan of action. The plan of action will be signed by the faculty member and the student. The student's signature indicates agreement to follow the plan of action. If the student does not agree with the description of the problem, he or she may file a grievance. If a student fails to meet the requirements of the action plan, he or she may be terminated from the program.

**EIP Policy Regarding Termination of Students from the Program**

Majors and specializations in the College of Education require students to participate in field placements in a variety of community settings. In these placements, students interact regularly with professionals and are often recipients of confidential or sensitive information. In addition, many field placements are with vulnerable groups such as young children with disabilities. Consequently, it is imperative that all College of Education students adhere to the professional and ethical standards in all aspects of the professional training program. If evidence is presented that a student may have violated the UO student conduct code or the program's standards for professional conduct, or the professional code of ethics, immediate removal from the field placement may occur and remain in effect until the matter is resolved. Should the student be found in violation, he or she may be immediately dismissed from the College of Education and may not be permitted to re-enter.

In situations where remediation efforts have not been successful, students may be counseled about alternative options and/or be involuntarily dismissed from the program. Students may be asked to leave the program for a variety of reasons including, but not limited to, failure to meet academic standards, professional standards, or the university code of ethics. In addition, failure to follow Graduate School requirements for continuous enrollment will result in termination from the program. In this case, reapplication to the program is required for consideration of re-admittance to the program. A decision to terminate a student will be made by the Program Coordinator and other faculty members and forwarded...
to the area head for approval. The student will be notified by certified mail of dismissal from the program. This formal letter will include a description of how the student can access university and college due process procedures.

Students may also choose to voluntarily relinquish their participation in the program for a variety of reasons. Students who do so should notify the Program Coordinator and the Academic Secretary. To be reinstated following voluntary relinquishment of standing, students must reapply to the program, and if admitted, will be held to the program standards applicable at the time of readmission.

**Grievance Procedures**

The College of Education professional education programs are designed to offer state-of-the-art knowledge and experience, quality supervision, and to be responsive to student concerns and problems. Most problems encountered by students can be adequately addressed through interactions with faculty, staff or supervisors; however, on occasion, students may feel the need for further action. In these cases, students are encouraged to seek a third party to act as a mediator, however, the College of Education also recognizes the right of students to seek remedy for grievances.

A student grievance is described as any disagreement concerning a course, course of study, grades, comprehensive examination, thesis, dissertation defense, GTF employment, or other matters substantively affecting a student’s relationship to the College of Education.

Prior to filing a formal grievance, students are urged to consider the following options available through the Early Intervention Program:

1. First, if an issue arises between you and another individual, go to that person directly. If you feel for any reason you absolutely cannot go to that person, bring the issue to your supervisor, field experience coordinator, or academic advisor. They will discuss and problem solve with you steps that you can take to approach the professional.

2. Contact the individual with whom you are having difficulty and set up a meeting to discuss your concerns. Indicate that you would like to have a third person present at the meeting. Typically, the third person would be your supervisor, field experience coordinator, or academic advisor.

3. If the issue persists, schedule a conference with the program coordinator.

Students who decide to file a grievance should follow the student grievance procedure outlined below.
College of Education Grievance Procedure

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance, and program retention and completion. No student shall be penalized or discriminated against for utilizing this procedure. A grievance must be filed during the term in which the circumstances occurred, or before the end of the next term in which the student is registered as a student in a College of Education program and must follow the procedural requirements outlined in OAR 571-03-110 and 115.

Steps in the procedure are outlined below. They are designed for use by an individual student, or a group of students who join together to submit a collective or class grievance.

**STEP 1.** The student(s) will attempt to resolve any disagreement or grievance with the faculty or staff member in question. If the grievance is not resolved to the student(s) satisfaction within three academic calendar weeks of initial contact with the faculty or staff member, the student(s) may proceed to Step 2 of this procedure.

**STEP 2.** The Step 2 appeal will be to the next logical level of authority within the department in which the student(s) course or program resides, or in which the faculty or staff member being grieved against holds appointment. This would be the “major director,” “area head,” or similar title, depending upon the administrative organization of the department. In the event of different interpretations of what constitutes the next appropriate level of administrative review, the Dean of the College of Education will rule on the definition of Step 2 administrators for the particular grievance. Administrators who are party to the grievance will not be part of the review process; in the event of such an occurrence, the grievance will move to the next logical level of review as determined by the Dean of the College of Education.

The student(s) will submit a written statement describing the basis for the grievance, how they have been wronged, and the attempt/s made to resolve the grievance with the faculty or staff member. The written statement should be submitted along with available supporting evidence (e.g., a core syllabus, test, term paper) to the designated Step 2 administrator.

The faculty or staff member grieved against will be notified of the grievance within two weeks of the regular academic calendar of its submission to the Step 2 administrator, and will be given a copy of the grievance statement and any supporting evidence. Within three academic calendar weeks of being so informed, the faculty or staff member will submit a written statement of facts and supporting evidence concerning the student(s)’ grievance to the Step 2 administrator. A copy of this written statement and any supporting evidence will be given to the student(s)’ within one week of its receipt.
Within three academic calendar weeks of receiving statements and evidence from both parties, the Step 2 administrator shall inform both parties in writing of his/her decision. The Step 2 administrator may seek additional evidence or consultation during this review period. Step 2 should be completed in four academic calendar weeks, beginning with the day that the student(s)’ submitted the grievance statement to the Step 2 administrator. With concurrence of both parties of the grievance the time period could be extended.

**STEP 3.** If the Step 2 administrator sustains the faculty or staff member’s position and the student(s) decides to appeal, the student(s) may request that the grievance decision be reviewed at the next higher level of administrative review in the College of Education. This would most often be the Associate Dean for Academic Programs, but will be defined in terms of the earlier definition of the appropriate Step 2 administrator. The Dean of the College of Education will rule on the appropriate reviewer in the cases of disagreement.

If the Step 2 administrator sustains the student(s) position and the faculty or staff member decides to appeal, the faculty or staff person may also request that the grievance decision be reviewed at the next higher level of administrative review in the College of Education. In either event, the appeal must be made within two academic calendar weeks of the Step 2 decision.

Upon request of an appeal from either party, the Step 3 administrator shall inform the other party of the appeal. The Step 3 administrator shall subsequently inform both parties in writing of his/her decision within two academic calendar weeks of receipt of the appeal. The Step 3 administrator may seek additional evidence and/or consultation as deemed appropriate.

Step 3 should be completed within two academic calendar weeks, beginning with the day either the student(s) or faculty/staff member requests a review from the Step 3 administrator.

**STEP 4.** If the student(s) are dissatisfied with the Step 3 decision, they may ask for review by the Dean of the College of Education, if the Dean has not already been included in Step 2 or Step 3 review, and is not a party to the grievance. The Dean may choose to convene a panel to review the grievance, or may seek additional evidence or consultation as the Dean deems appropriate. The Dean may also choose to refer the grievance appeal to an appropriate University grievance committee.

**STEP 5.** If the student(s) are dissatisfied with the Step 4 decision, they may take the grievance to an appropriate University committee (listed below).
Alternative Ways to File a Grievance

1. **Grades.** If the grievance pertains to a disputed grade, the student(s) may talk with a member of the Office of Academic Advising (364 Oregon Hall, 6-3211) about appropriate petitioning procedures.

2. **Faculty/Staff.** If the grievance pertains to some other aspect of faculty or staff responsibilities, the student may contact a member of the Student-Faculty Committee on Grievances. Five faculty members and five students are on the committee. Faculty committee members are listed in the back of the University of Oregon Faculty-Staff telephone directory which can be obtained from the program secretary. Procedures used by the Student-Faculty Grievance Committee to settle grievances include informal consultation and formal investigation. If the Committee is unable to resolve the complaint or grievance in a manner that is acceptable to the persons concerned, the Committee will prepare a report of its findings and recommendations to be forwarded to the President of the University.

3. **Discrimination.** If any student enrolled in the College of Education or in a College of Education course believes s/he has been discriminated against on the basis of age, sex, race, marital status, religion, disability, or national origin, s/he may contact the appropriate college affirmative action liaison officer, the Dean of the College of Education, or may take the grievance directly to the University Office of Affirmative Action.

4. **Licensure.** If the grievance pertains to the licensure process, the student(s) may contact the Teacher Standards and Practices Commission (TSPC) at (503)378-3586 or by email at http://tspc@state.or.us.

If students are unsure as to which of the above grievance procedures to use, they may talk with any staff member in the College of Education Office of Academic Support and Student Services.


**Student Conduct Code**

*academic policies and procedures POLICY A9*

"The university faculty has authority under the law to establish standards of behavior for students at the university," (Faculty Handbook 1993).

The faculty's response is the Student Conduct Code, which is contained in the quarterly schedule of classes and addresses the following areas:

- Purpose of Code
- Standards of Conduct - Offenses
- Group Offenses
- Sanctions
- Group Sanctions
- Procedures
- Academic Dishonesty Cases
- Defense Services

Students are strongly advised to read the entire Student Conduct Code and faculty members should follow guidelines provided in the Code should a problem arise:

http://www.uoregon.edu/~stl/programs/student_judi_affairs/conduct-code.htm

**UO Plagiarism Guide for Students**

*An introductory note...*  

"If you steal from one author, it's plagiarism; if you steal from many, it's research."

Wilson Mizner, U.S. playwright (1876-1933)  

Source: The Oxford dictionary of quotations edited by Angela Partington.  

Misconceptions about plagiarism abound, as you can see from the tongue-in-cheek quotation above, but it is a serious matter in academia and the professional world. Penalties for plagiarising can include receiving an 'F' for the class, academic probation, expulsion, or even degrees being withdrawn, among other consequences. In the professional world, legal suits and professional humiliation have ensued.

This web page is intended as a general primer on plagiarism, presenting definitions, examples, and resources to illustrate key concepts. In the case of differences between information presented here and UO Official Policy, UO Official Policy takes precedence. If you have further questions, please contact your Instructor/GTF, Office of Student Life (346-3216), Office of Student Advocacy (346-3722), or a Reference Librarian (346-1818).
What is Plagiarism?

The following is quoted from the Office of Student Life's Academic Dishonesty Policy:

"Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts....

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise(for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor."

How to Avoid Plagiarising

When directly quoting another author, the writer must:

- Accurately quote the original author's words.
- Enclose the quotation within quotation marks.
- Follow quotation using an in-text citation [e.g., (p. 276)], the format of an in-text citation varies by citation style.
- Introduce the quotation with a 'signal phrase' (whether you are required to use a signal phrase or not varies by citation style).
- A list of references with full citation information is also required at the end of the paper. For more information on humanities or social sciences citation manuals contact the Knight Reference Desk (346-1818 or email), or for the sciences, contact the Science Library Reference Desk (346-2661 or email).
- Examples of incorrect and correct direct quotations

When paraphrasing another author, the writer must:

- Use words or have a sentence structure different from the original work, while maintaining the gist of the original author's idea. Paraphrasing or summarizing doesn't mean just changing a couple of words from the original work.
- Acknowledge the source through in-text citations immediately following the paraphrase.
- Examples of incorrect and correct paraphrasing
**Using/buying another writer's paper**

It should go without saying, but it is academically dishonest to submit a paper that someone else wrote (unless you are working on a group project). The paper should be your own work.

**What is Common Knowledge (or, do I have to cite every little detail in my paper)?**

Maxine Hairston and John Ruszkiewicz define common knowledge as, "...[the] facts, dates, events, information, and concepts that belong generally to an educated public. No individual owns the facts about history, physics, social behavior, geography, current events, popular culture, and so on."


Therefore, common knowledge does not need to be cited - the difficulty is knowing when something is, in fact, widely known. An added twist is that each discipline has its own common knowledge, e.g. psychologists will be familiar with the work of Jean Piaget so you do not need to establish who he was. **If you are not sure whether or not something is common knowledge, ask your instructor/GTF.**

**Tips on quoting:**

These tips were originally published on the [Hamilton Writing Center](http://www.hamiltonWritingCenter) webpage by Sharon Williams

- Select carefully. Quotations should give weight to your argument. In general, do not select quotations which only repeat points you have already made.
- Be sure to integrate all ideas from other sources into your own discussion. Introduce direct quotations with your own words. After quoting, explain the significance of quotations.
- Avoid quoting more than is needed. Most of the time, brief quotations suffice.
- Use direct quotations only when the author's wording is necessary or particularly effective. Some disciplines discourage direct quotations. Check with your professor.
- If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as "as is quoted in...."
- End citation alone is not sufficient for direct quotations; place all direct quotations within quotation marks. Be sure to copy quotations exactly as they appear.
- To avoid any unintentional failure to cite sources, include all citation information on notecards and in your first draft.

**Citation Style Guides**

The UO Libraries have developed a quick guide to [APA & MLA citation style formats](http://www.apa.org), as well as citing electronic resources. The examples cover the most widely used citations formats, e.g. journal articles, books, newspaper articles, and government documents. The guide also includes information on finding the full APA and MLA handbooks in the Library in addition to other citation style manuals if you need more.
Direct quotation examples:

Original source

"Buddhadasa's conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity."


Version A

Buddhadasa's conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity.

Comment:

Plagiarism. There is no signal phrase, quotation marks, or an in-text citation to the original source. It thus appears to the reader as if the author of the paper is also the original author of the quote.

Version B

Jackson writes, "Buddhadasa's conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity."

Comment:

Plagiarism. While there are quotation marks and a signal phrase, the original source is not cited. In addition to giving proper credit to sources, citations are a crucial link in scholarly research so that readers may find and evaluate the original source.

Version C

Jackson (1988) notes, "Buddhadasa's conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity." (p. 200)

Comment:

Correctly cited direct quotation in the text of a paper.
Paraphrasing examples:

The following examples on how to avoid plagiarizing when paraphrasing are from Humboldt College's webpage, *Avoiding Plagiarism*, written by Sharon Williams.

**Original source #1**
If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists (Davis, 26).

**Version A**
The existence of a signing ape unsettled linguists and startled animal behaviorists (Davis, 26).

**Comment:**

Plagiarism. Even though the writer has cited the source, the writer has not used quotation marks around the direct quotation, "the existence of a signing ape." In addition, the phrase, "unsettled linguists and startled animal behaviorists," closely resembles the wording of the source.

**Version B**
If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (Davis, 26).

**Comment:**

Still plagiarism. Even though the writer has substituted synonyms and cited the source, the writer is plagiarizing because the source's sentence structure is unchanged.

**Version C**
According to Flora Davis, linguists and animal behaviorists were unprepared for the news that a chimp could communicate with its trainers through sign language (Davis, 26).

**Comment:**

No plagiarism. This is an appropriate paraphrase of the original sentence.

**Original Source #2**
"The joker in the European pack was Italy. For a time, hopes were entertained of her as a force against Germany, but these disappeared under Mussolini. In 1935 Italy made a belated attempt to participate in the scramble for Africa by invading Ethiopia. It was clearly a breach of the covenant of the League of Nations for one of its members to attack another. France and Great Britain, the Mediterranean powers, and the African powers were bound to take the lead against Italy at the league. But they did so feebly..."
and half-heartedly because they did not want to alienate a possible ally against Germany. The result was the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all."


**Version A**

Italy, one might say, was the joker in the European deck. When she invaded Ethiopia, it was clearly a breach of the covenant of the League of Nations, yet the efforts of England and France to take the lead against her were feeble and half-hearted. It appears that those great powers had no wish to alienate a possible ally against Hitler's rearmed Germany.

**Comment:**

**Plagiarism. The writer has taken entire phrases from the source, and there is no citation. The writer's interweaving of his or her own language does not mean that the writer is innocent of plagiarism.**

**Version B**

Italy was the joker in the European deck. Under Mussolini in 1935, she made a belated attempt to participate in the scramble for Africa by invading Ethiopia. As J.M. Roberts points out, this violated the covenant of the League of Nations (Roberts, 845). But France and Britain, not wanting to alienate a possible ally against Germany, put up only feeble and half-hearted opposition to the Ethiopian adventure. The outcome, as Roberts observes, was "the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all" (Roberts, 845).

**Comment:**

**Still plagiarism. Even though the writer has used two correct citations from the source, he or she has not cited other phrases.**

**Version C:**

Much has been written about German rearmament and militarism in the period 1933-39. But Germany's dominance in Europe was by no means a foregone conclusion. The fact is that the balance of power might have been tipped against Hitler if one or two things had turned out differently. Take Italy's gravitation toward an alliance with Germany, for example. That alliance seemed so very far from inevitable that Britain and France actually muted their criticism of the Ethiopian invasion in the hope of remaining friends with Italy. They opposed the Italians in the League of Nations, as J.M. Roberts observes, "feeably and half-heartedly because they did not want to alienate a possible ally against Germany" (Roberts, 845). Suppose Italy, France, and Britain had retained a certain common interest. Would Hitler have been able to get away with his remarkable bluffing bullying in the later Thirties?
Comment:

No plagiarism. The writer properly acknowledges the one use of Roberts's ideas. (Note that the writer has chosen to use only one idea from the source and has integrated that idea into his or her own argument.)

UO Policy & Consequences

The Official UO Policy on plagiarism (among other forms of academic dishonesty) is outlined in the Policy on Academic Dishonesty. Also see the sections "What can students do to protect themselves from being charged with academic dishonesty," and "Academic Dishonesty Sanction."

UO Libraries Resources

The UO Libraries have many resources to help you improve your writing skills; below are five recommended titles to get you started. Search the UO Libraries' Catalog or ask for help at the Knight Library Reference Desk.

The Bedford handbook for writers / Diana Hacker. 3rd ed.
KNIGHT LIBRARY PE1408 .H277 1991b
Wide ranging handbook covering scholarly and everyday writing, including grammar, clear and effective sentences, punctuation, and the research and writing process. Includes a glossary and an index.

The Little, Brown handbook / H. Ramsey Fowler, Jane E. Aaron. 5th ed.
KNIGHT LIBRARY PE1112 .F64 1992
This handbook covers the gamut of writing skills, issues (from grammar to effective sentences) and the process of writing a research paper. It also has sections on how writing differs among the humanities, social sciences, and sciences; preparing for essay exams; and critical reading, thinking, and argumentation. Includes a glossary and an index.

The Riverside handbook / Lynn Beene, William Vande Kopple.
KNIGHT LIBRARY PE1408 .B46925 1992
In addition to standard writing handbook information, the Riverside Handbook has lengthy sections on the writing process and critical reading, thinking, and argumentation.

The Scott, Foresman handbook for writers / Maxine Hairston, John J. Ruszkiewicz.
KNIGHT LIBRARY PE1408 .H2968 1993
This handbook covers basic writing principles and has the following special features (paraphrasing from the inside front cover): troubleshooting common problems, example essays that illustrate important concepts, tips to make composing and editing easier, summaries of major points, and a checklist of steps during the writing process. Includes an index, a glossary of terms & usage, and a guide to editorial abbreviations and proofreading symbols.
The writer's brief handbook / Alfred Rosa, Paul Eschholz. 
KNIGHT LIBRARY PE1408 .R675 1994 
Another fine writing handbook, it covers all the essentials from basics of grammar and punctuation to all the steps involved in writing a research paper. Includes an index and correction symbols chart.

Campus Resources

Listed below are various offices across campus that can assist you in a number of ways: from improving your writing skills to tapping into resources and services that support you as a student.

**Academic Learning Services (ALS)** offers learning support services to UO students to improve their academic achievement through drop-in labs, classes, and workshops.
Office: 68 Prince Lucien Campbell (PLC) 
Telephone: (541) 346-3226

**Office of Academic Advising** advisors help students tap into the UO's abundant academic resources available across campus. Offers drop-in sessions and appointments with advisors.
Office: 364 Oregon Hall 
Telephone: (541) 346-3211 TTY: (541) 346-1083

**Office of Student advocacy (ASUO)**
From the OSA website: "The Office of Student Advocacy (OSA) represents and advocates for students who have complaints or grievances against University policy or students who are facing disciplinary action under the Student Conduct Code. We provide individual client counseling and representation, or more broadly based advocacy at the policy making level...."
Office: 334 Erb Memorial Union 
Telephone: (541) 346-3722 
Email: asuoosa@gladstone.uoregon.edu

**Office of Student Life** advisors help students work through a variety of issues so they can succeed at the UO. Offers drop-in sessions and appointments with advisors. Also the home of **Student Judicial Affairs** which deals with cases of alleged student misconduct.
Office: 164 Oregon Hall 
Telephone: (541) 346-3216
References


