

CHLD 201: Child Development Practicum I

Shadow an Early Interventionist

Learning Outcomes	6. Use assessment data, evidence-based practices, and appropriate materials to plan, implement, assess and modify activities supporting all domains of development including the reading, writing, and oral communication of children who are culturally, linguistically, and ability diverse.
DEC Recommended Practices	I8 Team members use a transdisciplinary model to plan and deliver interventions. I17 Team members plan to provide services and conduct interventions in natural learning environments.
NAEYC Standards	3a. Understanding the goals, benefits, and uses of assessment

The Child Development Lab collaborates with Easter Seals and/or Project SPICE for related services for most children receiving early intervention. The therapists serve the children in the child's classroom and coach the parent and classroom teachers regarding effective strategies needed to support the child's development and learning. For this assignment you will be shadowing a therapist as they work with a young child. If you are placed in an off-campus site that does not have any therapists visiting the center, contact your instructor about an alternative assignment.

Prior to the therapist's visit:

- Rearrange your schedule, if necessary, so that you are present during a regularly scheduled therapy time.
- Read "*The importance of early intervention for infants and toddlers with disabilities and their families.*"
 - Goode, S., Diefendorf, M., & Colgan, S. (2011, July). *The importance of early intervention for infants and toddlers with disabilities and their families.* Chapel Hill: National Early Childhood Technical Assistance Center. Available from <http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>
- Review the child's portfolio.
- Spend some time interacting with the child so that you are familiar with each other.
- Study the child's Individual Family Service Plan (IFSP) so you are aware of the child's diagnosis, intervention plan and the specific goals.
- Research any specific diagnosis for the focus child.
- Discuss the child's IFSP with the cooperating teacher and any specific intervention goals and modifications that are made to accommodate the child and maximize participation.
- Remind the cooperating teacher that you are scheduled to shadow the therapist so that she can introduce you to the therapist and any attending parents.

During the therapy session:

- Watch and listen but do not interfere. You can jot down questions to ask when the session is completed. Do not take very many notes during the observation or it may be distracting to others.

- Follow prompts to interact or assist from the therapist/teacher as they maintain a positive experience for the child.
- Listen for the recommendations and ideas shared by teachers and therapist.

After the therapy session:

- Ask for clarification on questions you may have but keep them brief. The therapist follows a demanding schedule. Your teacher can discuss any questions you have at a later time.
- Write and submit your assignment as soon as possible so that it is still a vivid memory and include:
 - Your summary of what you experienced.
 - Thoughts on how you may be able to modify your interactions with this child to support the work of the intervention team.
 - Your opinion of the importance of this inclusive model of early intervention for this child, family, and the classroom teachers.