IECE 524
Internship in Interdisciplinary Early Childhood Education
Summer 2008

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Class Meeting Time: 7:30 AM to 12:30 PM
Class Meeting Days: Monday – Friday
Location: Western Kentucky University Childcare Center

Course Description:
Supervised work with children between the ages of birth through five years, both with and without disabilities, and their families.

Prerequisites:
IECE 523, CD 486G, EXED 523.

Course Objectives:
1. Provide a family focused approach to early intervention which supports and fosters confidence and competence in families.
2. Assist families in identifying their strengths, resources, and needs in relation to their child.
3. Build respectful and beneficial relationships between families and professionals.
4. Implement a variety of options for family services, including information, support, referral, and training.
5. Develop an IEP or IFSP integrating identified child and family goals with resources and service options.
6. Evaluate services to families.
7. Design an assessment battery and process for the purpose of collecting information for decision making and instructional planning.
8. Summarize and integrate assessment information into implications and recommendations for both the content and process of intervention.
9. Support and facilitate family/child interactions as primary contexts for learning and development in infants, toddlers, and preschoolers.
10. Utilize instructional strategies that facilitate development, learning, and independence in infants, toddlers, and preschoolers in both home and group environments.
11. Integrate knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities.
12. Utilize methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined in the IFSP or IEP.
13. Interpret medical histories and reports concerning the developmental status of children at-risk or with disabilities.
15. Utilize methods for maintaining technology-dependent children.
16. Identify nutrition and feeding needs specific to populations of young children with physical impairments.
17. Use adaptive equipment and prosthetic devices appropriately.
18. Use space, time, peers, materials, and adults in maximizing child progress in group and home settings.
19. Use strategies that reduce inappropriate behaviors and increase appropriate behaviors.

**IECE Teacher Standards**

I. Create appropriate learning environments that are supportive of development needs.
II. Introduce, implement, facilitate, and manage development and learning.
III. Assess children’s cognitive, emotional, social, communication, adaptive and physical development; organize assessment information and communicate the results.
IV. Reflect on and evaluate teaching and learning situation, environments, and programs.
V. Collaborate and consult with staff in a team effort, volunteers, families, and other providers.
VI. Engage in self-evaluation of teaching and management skills
VII. Support and promote the self-sufficiency of families
VIII. Demonstrate implementation of technology.

**Course Requirements and Assignments:**

1. Each student will complete a minimum of 125 clock hours in planning, implementing, or evaluating services to children within an early childhood setting.
2. Each student will be assigned to a classroom team for the provision of services within an early childhood classroom.
3. Each student will develop an Individualized Internship Plan delineating how she wants to individualize the course requirements to meet her own professional needs.
4. Documentation of activities and grading will be accomplished through a portfolio.
5. Each student will complete the following assignments:
   a. **IEP/IFSP Review/Development and Inclusion Matrix Development:** Each student will serve as the service coordinator for a minimum of one IFSP or IEP. Target a child in the preschool or infant/toddler classroom who has an IEP or IFSP. Review the IFSP/IEP for appropriateness and any needed modifications. A child may also be selected who does not currently have an IEP/IFSP but seems to have some delays. In this case, an IEP or IFSP may be developed for the child. The service coordinator will be responsible for developing an inclusion matrix for this child, making recommendations in team meetings regarding the child’s IEP/IFSP (including the need for any additional assessment), and ensuring that approved recommendations are implemented. Documentation for the instructor will include the IFSP/IEP, team meeting minutes, and IEP/IFSP inclusion matrix.
b. **Family/Team Meeting to Confirm IEP/IFSP Goals/Outcomes:** Each service coordinator must schedule a meeting with family members to modify/approve the IEP/IFSP. An agenda for the meeting and a follow-up report must be submitted.

c. **Progress IEP/IFSP Review Conference:** Each service coordinator will schedule a conference to discuss progress on the IEP/IFSP. An agenda for the meeting and a follow-up report must be submitted.

d. **Lesson Plans:** Lesson plans developed using the KTIP lesson plan format must be developed for all activities that are planned and implemented by the student.

e. **Task Analysis:** A task analysis for the IEP objective(s) or IFSP outcomes for the target child must be included with lesson plans. The lesson plan should reflect which step in the task analysis is being addressed in that activity.

f. **Progress Records:** (1) Document progress daily for the target child on record keeping forms provided by the lead teacher. (2) Appropriate record keeping forms must be developed/selected and implemented for all lesson plans.

g. **Activity Reflections:** A reflection will be written for each activity for which the student is responsible for implementing or is involved in some manner (e.g., activities with children, activities with families, team meetings). Items to be addressed in the reflection will be provided.

h. **Family Needs Survey:** Each family will be asked to complete a questionnaire specific to family involvement. One team must coordinate the administration, analysis, and distribution of results of the survey to the other teams.

i. **Family-Related Activities:** Each team will be responsible for developing a “family activity” for one week during the internship based on the results of the family needs survey. The “activity” will be implemented in all classrooms. A written summary and analysis of activities must be provided.

j. **Play-based Assessment:** For one of the identified target children, identify family resources, priorities, and concerns and conduct a play-based assessment using the Linder model. Conduct a team meeting to develop/revise an IEP or IFSP. Develop a written report of the results of the family resources, priorities and concerns and play-based assessment.

k. **Team Meetings:** (1) Participate in weekly team meetings (members present at the minimum - IECE students, lead teacher, and university supervisor). (2) Each week, one IECE team member will develop the agenda and facilitate the meeting; the other team member will take minutes. (3) Schedule times to plan with cooperating teacher as appropriate.

l. **Lead Teacher Meetings:** One member of each team will attend the lead teacher meeting.

m. **Supervision/Observations:** Be observed a minimum of four times during the internship using the IECE KTIP observation form. Each student must identify in consultation with the supervisor the focus for each observation. Lesson plans, including task analysis and record-keeping forms must be provided at least 24 hours prior to the observation. A post-observation conference will be held immediately after each observation.

n. **Summative Reflection/Evaluation:** Develop a written summary of experiences (narrative) including a critical review of the experience, self-evaluation of roles implemented, professional growth, needs for further professional growth, and evaluation of the IEP/IFSP.
Grading Criteria:
The Portfolio Scoring Guide will be utilized.