



CO-TOP*EIS Project

A collaborative project of the Early Intervention Colorado
&
The Paraprofessional Research and Resource (PAR²A) Center,
University of Colorado Denver

Developmental Intervention Assistant Academy Outlines

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DI ASSISTANT CERTIFICATE REQUIREMENTS

This document contains outlines for 15 academies (courses) and an information sheet for the Practicum or Field Experience that are required for the DI Assistant Certificate under the CO-TOP*EIS Project. Each academy carries one undergraduate credit and involves 15 contact hours/seat time.

#	Academy Title	Undergraduate Credits
I	Orientation to Early Intervention	1
II	Fundamentals of the IFSP Process	1
III	Early Intervention Teamwork	1
IV	Working With Families	1
V	Promoting Social Emotional Development	1
VI	Instructional Strategies for Early Intervention	1
VII	Health Support Needs in Early Intervention	1
VIII	Language and Literacy for Early Intervention	1
IX	Communication Support Needs/ Early Intervention	1
X	Individualized Intervention / Infants /Toddlers	1
XI	Autism Spectrum Disorders in Early Intervention	1
XII	Personal Growth and Development for DI Assistants	1
XIII	Interpersonal Skills for DI Assistants	1
XIV	Instructional and Assistive Tech/Early Intervention	1
XV	Transition to Age 3	1
XVII	Practicum for DI Assistants	2

I. Orientation to Early Intervention

COURSE OVERVIEW:

This academy is designed to provide Developmental Intervention Assistant (DI Assistant) a basic introduction to early intervention services under IDEA (Individuals with Disabilities Act). The content consists of introductory material regarding legal and historical foundations of early intervention, human growth and development, and the nature of disabilities and their impact on infants and toddlers.

TOPIC OUTLINE:

Module A: History, Legal Precedents, and Values of Early Intervention Services

The DI Assistant will:

1. Demonstrate understanding of the history of the IDEA.
2. Discuss the purpose, required components and rules and regulations for Part C.
3. Describe the organizational structure that enables the implementation of Part C of IDEA in Colorado.
4. Discuss the core values and concepts that guide early intervention services under Part C of IDEA

Module B: Overview of Child Development

The DI Assistant will:

1. Identify major motor, communication, cognitive, social/emotional, and adaptive milestones
2. Know the risk factors that may prohibit or impede typical development and the protective/resiliency factors that may counteract these risk factors
3. Discuss the importance of the relationship between child development and the concepts of developmental delays and disability.

Module C: Overview of Exceptionalities

The DI Assistant will:

1. Demonstrate an understanding of state and jurisdictional eligibility definitions for infants and toddlers with disabilities under IDEA and the Early Intervention system
2. Recognize the motor, communication, cognitive, social/emotional, and adaptive needs that infants/toddlers may have as a result of a developmental delay.
3. Use people-first language by talking and writing about people with disabilities in ways that honor their dignity and respect their value.

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Orientation to Early Intervention academy and reflect on how you might use that activity.

II. Fundamentals of the Individualized Family Service Plan (IFSP) Process

COURSE OVERVIEW:

This academy is designed to provide the Developmental Intervention Assistant (DI Assistant) an overview of the Individualized Family Service Plan (IFSP). It will also clarify their role in the implementation of Individualized Family Service Plan (IFSP). The DI Assistant will also gain knowledge about the evaluation and assessment components of the IFSP process.

Module A: The IFSP – First Steps (3.5 hours)

The DI Assistant will:

1. Demonstrate understanding of Individualized Family Service Plan (IFSP) process and the required timelines
2. Describe the components of the Colorado Part C state plan regarding referral and identification of infants and toddlers for early intervention services
3. Recognize the importance of delivering supports and services using a family-centered approach.

Module B: Overview of Evaluation and Assessment in the IFSP process (3.5 hours)

The DI Assistant will:

1. Demonstrate understanding of key concepts and requirements regarding evaluation and assessment
2. Develop understanding of how early intervention teams form informed clinical opinion to determine eligibility
3. Describe the criteria for eligibility for Early Intervention Services
4. Develop an understanding of the DI Assistant role as well as the roles of parents, service coordinator and other professionals in the IFSP process

Module C: Understanding the Development and Implementation of the IFSP Plan (4.5 hours)

The DI Assistant will:

1. Describe the steps to be followed after eligibility determination
2. Describe the allowable EI Services under Part C of IDEA
3. Explain the process of an IFSP meeting
4. Recognize the components a meaningful IFSP
5. Explain the steps taken to implement an IFSP Plan

Module D: Teaming and Collaboration in the IFSP process (3.5 hours)

The DI Assistant will:

1. Recognize the importance of collaboration in the IFSP process.
2. Describe factors that lead to successful collaboration.
3. Describe the membership of IFSP teams and roles of different member on the IFSP throughout the IFSP process
4. Identify the other agencies involved in the IFSP Process

Assignments:

Reflective Assignments (Total observation time 4.0 hours. The completed assignments will be part of the Reflective Portfolio)

1. Observe an evaluation and provide a reflective critique of the process based on the guidelines provided.
2. Observe an assessment which utilizes Routines-Based Interview in natural environments to collect data and provide a reflective critique of the process based on the guidelines provided.
3. Observe and IFSP meeting and provide a reflective critique of the process based on the guidelines provided.

III. Early Intervention Teamwork

COURSE OVERVIEW:

This academy is designed for Developmental Intervention Assistant (DI Assistant) to work effectively on an Early Intervention (EI) team. What we learn in this academy builds on the foundation knowledge learned in Orientation to Early Intervention Academy and any CORE training on Teaming/Family Centered practices the participants might have taken. These modules consist of introductory material regarding teamwork, delineation of roles and responsibilities of the supervisor and the DI Assistant, and Family Centered practices.

TOPIC OUTLINE:

Module A: Building Team Relationship (5 hrs)

The DI Assistant will:

1. Recognize effective and disruptive characteristics of team communication.
2. Identify the characteristics of effective team functioning.
3. Recognize own strengths and weaknesses as a team member.

Module B: Roles and Responsibilities of Developmental Intervention Assistant and the Supervisor (5 hrs)

The DI Assistant will:

1. Differentiate between DI Assistant and the supervisor's roles and responsibilities.
2. Recognize the ethical and legal responsibilities of DI Assistants.
3. Build a positive and professional relationship with the supervisor.

Module C: A Team Approach to Early Intervention with Families (5 hrs)

The DI Assistant will:

1. Develop an understanding of the dynamics of team interaction with families.
2. Reflect upon key principles of family centered practice (DEC Recommended Practices) when interacting with families as key members of the team.
3. Identify ways to support family perspectives and participation as team members.
4. Develop Understanding of the importance of their role in team-based relationships with families to create brighter futures for children.

Assignments:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Early Intervention Teamwork academy and reflect on how you might use that activity with the Early Intervention team.

IV. Working With Families

COURSE OVERVIEW:

The purpose of this academy is to provide the Developmental Intervention Assistant with information and skills to maintain a family centered practice. Focus on the concept of family and the impact of disability on the family is woven throughout

TOPIC OUTLINE

Module A: Understanding the Evolving Concept of Family through a Cultural Lens (5 hrs)

The DI Assistant will:

1. Describe what makes a family and the different family constellations.
2. Revisit and strengthen the understanding of the concept of Family-Centered Practices.
3. Describe cultural differences, the danger of stereotypes as a barrier to individual consideration.
4. Identify challenges and barriers to building relationships given linguistic diversity among families.
5. Identify socioeconomic factors that frame a family picture.

Module B: The Impact of Illness and Identified Disability on Family Life: Cross Cultural Perspectives (5 hrs)

The DI Assistant will

- 1 Recognize the family as a system that changes over time.
- 2 Identifying emotions, stages, and recycling characteristics of the grieving process and how it might apply to families with infants with developmental disabilities.
- 3 Identify factors of strength and resilience in families that DI Assistants can support.

Module C: Cultural Responsiveness: Supporting Each and Every Family (5 hrs)

The DI Assistant will

- 1 Consider the vision of supporting infants and toddlers with identified challenges and their families in inclusive settings.
- 2 Develop an understanding of the importance of listening to family perspectives and stories.
- 3 Examine the strengths and limitations of DI Assistant role in connecting families with team resources and community supports.
- 4 Develop an understanding of the concept of family leadership and its impact on the family.

Assignments:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Working With Families academy and reflect on how you might use that activity working in an Early Intervention Program.

V. Promoting Social Emotional Development

COURSE OVERVIEW:

The main focus of this academy is to develop an understanding of the importance of young children's social emotional development and support children to prevent challenging behaviors. Throughout the academy, there are references to the CSEFEL Pyramid Model, a conceptual framework of evidence-based practices addressing the promotion of social emotional development and the prevention of challenging behavior of young children.

TOPIC OUTLINE:

Module A: Social Emotional Development within the Context of Relationships (2 hrs)

The DI Assistant will:

1. Describe social emotional development in the context of relationships.
2. Describe the importance of establishing nurturing and trusting relationships with infants and toddlers.
3. Describe the key elements of early social and emotional wellness in infants and toddlers.

Module B: Experiencing, Expressing and Regulating Emotions among Infants and Toddlers (3 hrs)

The DI Assistants will:

1. Identify the multiple sensory experiences that infants encounter after their birth.
2. Identify the strategies for helping babies self regulate their emotions.
3. Describe Temperament Types and Traits of infants and toddlers.

Module C: Balancing Close, Secure Relationships and Ability to Explore and Learn among Infants and Toddlers (2 hrs)

The DI Assistant will:

1. Describe the concept of attachment relationship.
2. Discuss the course of developmental course of social emotional development.
3. Describe the importance of caregiver self awareness and essential positive messages in promoting social emotional development of infants and toddlers.

Module D: Social Emotional Development in the Context of Families (3 hrs)

The DI Assistants will:

1. Describe the importance of families to the social emotional development of infants and toddlers.
2. Identify factors that create challenges for families' ability to interact effectively with their infants and toddlers.
3. Describe ways for improving practice with families of infants and toddlers.

Module E: Responsive Caregiving for Healthy Social Emotional Development of Infants and Toddlers (3 hrs)

The DI Assistant will:

1. Recognize the importance of careful observation in responsive caregiving.
2. Describe the importance of caregiving routines and identify strategies for using them to support social emotional development.
3. Identify key ways in which the physical environment can promote social emotional development in infants and toddlers.

Module F: Emotional Literacy and Social Skills among Infants and Toddlers (2 hrs)

The DI Assistant will:

1. Define emotional literacy and describe the kinds of interactions between adults and infants and toddlers that support emotional literacy.
2. Identify strategies for helping to build social skills in infants and toddlers.
3. Describe the importance of and strategies for partnership with families in supporting social emotional literacy.

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Promoting Social Emotional Development academy and reflect on how you might use that activity working in an Early Intervention program.

VI. Instructional Strategies for Early Intervention

COURSE OVERVIEW:

This academy assists the DI Assistant in examining the types of instructional strategies used in the early intervention programs. Focus is on relationship, engagement, and instructional support especially in collecting data for the supervisor and IFSP team

TOPIC OUTLINE:

Module A: Promoting Engagement

The DI Assistant will:

1. Demonstrate knowledge of the importance of engagement or participation.
2. Demonstrate skill in planning for and helping the child engage with the physical environment.
3. Demonstrate skill in using strategies to support social development, learning and peer relationships.

Module B: Infant and Toddler Curriculum

The DI Assistant will:

1. Demonstrate awareness of infant-toddler curricula.
2. Demonstrate understanding of appropriate scope and sequence of Infant and Toddler Curricula.
3. Demonstrate skill in helping parent/caregiver use published or printed curricula.

Module C: Instructional Support

The DI Assistant will:

1. Demonstrate understanding of levels of support in early learning and early intervention.
2. Demonstrate knowledge and skill in providing appropriate levels of instructional support in home settings.
3. Demonstrate knowledge and skill in providing appropriate levels of support in group settings.

Module D: Intentional Teaching

The DI Assistant will:

1. Demonstrate knowledge and skill in using prompts and prompt fading.
2. Demonstrate knowledge and skill in using important intentional teaching terms.
3. Demonstrate skill in following an Intervention Plan provided by the Supervisor.
4. Demonstrate knowledge and skill in documenting child progress using specific data collection procedures.
5. Demonstrate knowledge and skill in helping parent/caregiver provide direct teaching.

Assignments:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Instructional Strategies for Early Intervention academy and reflect on how you might use that activity working in an Early Intervention Program.

VII. Health Support Needs in Early Intervention

COURSE OVERVIEW:

This academy provides the DI Assistant with information and skills to support the health services related to the early intervention programs. Safety awareness and precautions are stresses as related to caring for infants and toddlers in natural environments/home

TOPIC OUTLINE:

Module A: Health Services Related to Early Intervention in the Natural Environments.

The DI Assistant will:

1. Demonstrate an understanding of the importance of health issues and special health care needs of infants/toddlers in early intervention services
2. Identify state and local health related services for infants/toddlers.
3. Develop an understanding of the components and importance of the Colorado Medical Home Initiative.
4. Describe members of a child's health care team and their roles.
5. Differentiate between and IFSP and a child's Health Care Plan under a Medical Home Approach.

Module B: Health Related Conditions and Development

The DI Assistant will:

1. Identify body systems, purpose, and symptoms that require health supervision
2. Develop an understanding of the systems approach to coordinated care for children with complex health care concerns.

Module C: Special Health Care Needs - Impact on Child's Activities of Daily Living

The DI Assistant will:

1. Describe the impact on the family of a child with special health care needs.
2. Describe how modifications in daily routines and activities can improve a child's health and developmental functioning and well-being.

Module D: Safety Precautions for Infants/Toddlers in Natural Environments

The DI Assistant will:

1. Identify safety precautions while caring for infants in natural environment.
2. Identify health symptoms that should not be missed and the appropriate actions.
3. Identify health questions for parents and observations of the infant/toddler at each visit.
4. Describe medical equipment that is used to support the health care of infants and young children with complex medical health care needs.

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Health Support Needs in Early Intervention academy and reflect on how you might use that activity working in an Early Intervention Program.

VIII. Language and Literacy for Early Intervention

COURSE OVERVIEW:

This academy assists the DI Assistant in recognizing the process of early oral language development and understanding communication challenges. It also focuses on supporting infants/toddlers exposed to two languages and may be considered second language learners

TOPIC OUTLINE:

Module A: Language and Literacy Development (4 hrs)

The DI Assistant will:

1. Recognize the early processes of oral language and emergent literacy development.
2. Identify basic terms, components, and universal concepts of language & literacy learning.
3. Develop understanding of the patterns and behaviors that emerge as an infant or toddler is exposed to or learning more than one language and the importance of preservation of home/"heritage" language and culture.
4. Recognize concerns or atypical patterns in early language and literacy development.

Module B: Supporting Early Language and Literacy Learning (4 hrs)

The DI Assistant will:

1. Recognize general considerations for supporting language and literacy development.
2. Understand the importance of "responsive" versus restrictive interactions as key to the development of early language and literacy.
3. Develop communication skills that enhance and support early language and literacy development though responsive "talk", conversational interactions during play, daily routines, and relationships to model for parents.
4. Develop skills in interactive or shared story book reading that address emergent literacy development to model for parents.
5. Understand key considerations to support children learning more than one language or English as a second language.

Module C: Implementing IFSP Goals that Address Language and Literacy Learning (4 hrs)

The DI Assistant will:

1. Identify specific resources and strategies to support development given communication challenges.
2. Utilize materials and resources and implement activities that address specific language and/or literacy concerns... "communication temptations".

Module D: Summary and Reflections (3 hrs)

The DI Assistant will:

1. Generate questions or points for clarification.
2. Reflect on new learning and identify specific areas for growth in skill development.

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Language and Literacy for Early Intervention academy and reflect on how you might use that activity working in an Early Intervention Program.

IX. Communication Support Needs in Early Intervention

COURSE OVERVIEW:

The purpose of this academy is to provide the Developmental Intervention Assistant with information and skills to learn typical speech and language patterns. Focus on critical importance of child interactions and learn key intervention communication strategies for infants and toddlers.

TOPIC OUTLINE:

Module A: Review Typical Speech & Language Patterns and the Critical Importance of Caregiver Child Interactions (5 hrs)

The DI Assistant will:

1. Recognize components of infant-toddler communication development.
2. Recognize the importance of parent child interaction in infant toddler development as key to learning language(s) and being able to communicate regardless of impairments ... How parents socialize their children to communicate...
3. Identify adult behaviors that facilitate speech and language development and evidence base for responsive and interactive communication strategies versus restrictive language... Your role as communication partner.

Module B: Key Medical Conditions Associated with Significant Communication Needs in Infancy and the Potential Characteristics of Communication Challenges (5 hrs)

The DI Assistant will:

1. Overview of key medical conditions and potential implications for communication.
2. Identify potential implications or associated communication problems.

Module C: Identify Key Intervention Strategies & Supports for Children with Significant Communication Challenges (5 hrs)

The DI Assistant will:

1. Review EBP related to children with significant communication challenges.
2. Practice identification and use of EBP and supports for infants and toddlers with significant communication needs. Scenarios and Role plays.

Assignments:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Communication Support Needs/Early Intervention academy and reflect on how you might use that activity working in an Early Intervention Program.

X. Individualized Intervention with Infants and Toddlers

COURSE OVERVIEW:

This academy is adapted from the CSEFEL to train DI Assistants working in early intervention services. Its aim is to provide basic understanding of behavior support and to provide them with the necessary skills to implement written behavior support plans

TOPIC OUTLINE:

Module A: Individualized Intervention with Infants and Toddlers (3 hrs)

The DI assistant will:

1. Review the definition, context of relationships and responsive routines, environments and strategies to support social emotional development of infants and toddlers.
2. Identify Characteristics of Challenging behavior for infants and toddlers.
3. Identify different ways infants communicate unmet needs and stress.

Module B: Acting Out and Withdrawing Behaviors in Infants and Toddlers (4 hrs)

The DI assistant will:

1. Identify acting out and withdrawing behavior.
2. Identify strategies for responding to Infants and Toddler's Challenging behavior.
3. Discuss reasons for challenging behavior.
4. Identify home environments and circumstances that negatively affect the behavior of an infant or toddler.
5. Identify the DI Assistant's role in supporting families.

Module C: Effects of Challenging Behavior on Caregiver and Families (4 hrs)

The DI assistant will:

1. Reflect on how they feel when a child exhibits challenging behavior.
2. Describe the effects of children's challenging behavior on the caregiver.
3. Describe the effects of children's challenging behavior on the family.

Module D: Program Protocol and Support Plan for Addressing Challenging Behavior (4 hrs)

The DI Assistant will:

1. Discuss the importance of team approach with full participation of parents to dealing with challenging behavior.
2. Discuss the Importance of establishing a program process for understanding and responding to challenging behavior.
3. Identify the elements of a support plan.
4. Describe the role of the DI Assistant in the support plan.

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Individualized Intervention with Infants and Toddlers academy and reflect on how you might use that activity working in an Early Intervention Program.

XI. Autism Spectrum Disorders in Early Intervention

COURSE OVERVIEW:

The purpose of this Academy is to provide the DI Assistant with information and skills to be able to assist the Early Intervention provider in implementing instruction for infants/toddlers' identified with autism spectrum disorder. It gives factual information to dispel the many myths that abound in the field of autism, and emphasizes the relationship between communication and behavior. This course prepares DI Assistants to use visual supports, to structure tasks and the environment, and to provide appropriate supports for social skills instruction with guidance from the early intervention provider.

TOPIC OUTLINE:

Module A: Overview and History of Autism Spectrum Disorders (ASD) (3 hrs)

The DI Assistant will:

1. Demonstrate basic knowledge of ASD.
2. Demonstrate knowledge of the characteristics of ASD.
3. Demonstrate knowledge of evidence-based early intervention practices for young children with ASD.

Module B: Direct Teaching (3 hrs)

The DI Assistant will:

1. Demonstrate knowledge of research support for direct teaching approaches for children with ASD.
2. Demonstrate knowledge and skill in the basic elements of direct teaching.
3. Demonstrate knowledge and skill in using visual supports with young children with ASD.

Module C: Communication and ASD (3 hrs)

The DI Assistant will:

1. Demonstrate knowledge of communication challenges associated with ASD.
2. Demonstrate knowledge and skill in using effective strategies to give children a functional communication system.

Module D: Social Skills and ASD (3 hrs)

The DI Assistant will:

1. Demonstrate knowledge of social skill challenges associated with ASD.
2. Demonstrate knowledge and skills in using effective strategies for promoting social skills.

Module E: Stereotypic and Repetitive Behavior and ASD (3 hrs)

The DI Assistant will:

1. Demonstrate knowledge of stereotypic and repetitive behaviors seen in very young children with ASD.
2. Demonstrate knowledge and skills in using effective strategies for helping young children with ASD participate in learning activities.

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Autism Spectrum Disorders academy and reflect on how you might use that activity working in an Early Intervention Program.

XII. Personal Growth and Development for DI Assistants

COURSE OVERVIEW:

This academy helps Developmental Intervention Assistants (DI Assistants) carry out self appraisals, participate in the evaluation process, and plan for continued professional growth and development. The course covers stress-management strategies and using creativity and flexibility in dealing with problematic situations.

TOPIC OUTLINE:

Module A: Reflection and Personal History (3 hrs)

The DI Assistant will:

1. Create your personal history.
2. Reflect on the personal history and how it affects relationships with infants/toddlers and families.
3. Reflect on the personal history and how it affects relationships with early intervention provider.

Module B: Monitoring and Managing Stress (3 hrs)

The DI Assistant will:

1. Identify sources of stress in the workplace.
2. Identify personal reactions to job-related stress.
3. Describe various ways to manage stress.
4. Make a personal plan for managing stress.

Module C: Creativity and Flexibility (3 hrs)

The DI Assistant will

1. Recognize the mental blocks that inhibit creativity in the workplace.
2. Apply creative methods to manage problematic situations while expanding flexibility and fluency in thinking.
3. Make a personal plan for enhancing creativity and flexibility in the workplace.

Module D: Planning for Continued Growth and Development (3 hrs)

The DI Assistant will:

1. Conduct a self-analysis of job-related skills.
2. Identify areas in which development of skills or additional knowledge is desired.
3. Identify specific supervision needs in light of personal skills and needs.
4. Identify choices for training opportunities and recognize the advantages and limitations of each.
5. Create an action plan for personal growth and development.

Module E: Participating in the Evaluation Process (3 hrs)

The DI Assistant will:

1. Describe the need for systematic, planned, purposeful feedback regarding job performance.
2. Identify the relationship between duties listed on job descriptions and types of feedback needed.
3. Demonstrate use of self-evaluation methods.
4. Demonstrate effective ways of accepting and using constructive feedback from supervisors.
5. Design a personal plan for self-improvement based on job evaluations.

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Personal Growth and Development for DI Assistants academy and reflect on how you might use that activity working in an Early Intervention Program.

XIII. Interpersonal Skills for DI Assistants

COURSE OVERVIEW:

This academy is designed to help Developmental Intervention Assistant (DI Assistant) develop effective interpersonal skills that are necessary in working as a part of the Early Intervention (EI) team. The focus of the academy is on developing effective interpersonal skills through understanding the perception, communication, and conflict resolution processes. Throughout the academy issues of diversity based on culture, experience, gender, etc. are addressed and the DI Assistant's roles in each aspect of the topics covered are examined.

TOPIC OUTLINE:

Module A: Interpersonal Sensitivity (5 hrs)

The DI Assistant will:

1. Identify factors that affect perception and understanding of situations and the behavior of others.
2. Recognize the importance of creating positive communication climates.

Module B: Effective Communication (5 hrs)

The DI Assistant will:

1. Identify the components of effective verbal communication.
2. Identify the components of effective non-verbal communication.
3. Recognize the importance of effective listening and responding in effective communication.
4. Adapt communication effectively to diverse situations.

Module C: Conflict Resolution (5 hrs)

The DI Assistant will:

1. Identify characteristics of effective interpersonal relationships in the workplace.
2. Recognize the role of conflict in interpersonal relationships.
3. Demonstrate effective strategies for resolving conflict between two people.
4. Demonstrate effective strategies for resolving group conflict.

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Interpersonal Skills for DI Assistants academy and reflect on how you might use that activity working in an Early Intervention Program.

XIV. Instructional and Assistive Technology in Early Intervention

COURSE OVERVIEW:

This academy assists the DI Assistant in examining the types of instructional and assistive technology they might use in the early intervention programs. Incorporating technology in the home and other Natural Learning Environments is also addressed.

TOPIC OUTLINE:

Module A: Technology for Program Operation (3 hrs)

The DI Assistant will:

1. Demonstrate proficiency in using technology for communication
2. Demonstrate knowledge and skill in using technology for gaining new information
3. Demonstrate skill in using technology for making instructional materials
4. Demonstrate knowledge and skill in using technology for documenting progress

Module B: Adaptations to Help Children Access and Participate in Learning Activities (4 hrs)

The DI Assistant will:

1. Demonstrate knowledge and skill in using environmental arrangements to increase access and participation.
2. Demonstrate knowledge and skill in modifying toys and materials to increase access and participation.
3. Demonstrate knowledge and skill in simplifying activities to increase access and participation.

Module C: Technology to Help Children Acquire Functional Skills (4 hrs)

The DI Assistant will:

1. Demonstrate knowledge and skill in using technology to help children communicate.
2. Demonstrate knowledge and skill in using technology to help children move.
3. Demonstrate knowledge and skill in using technology to help children play and interact with others.
4. Demonstrate knowledge and skill in using technology to help children meet their own needs (self-help).
5. Demonstrate knowledge of specialized technology applications.

Module D: Incorporating Technology in the Home and Other Natural Learning Environments (4 hrs)

The DI Assistant will:

1. Understand that parents and other family members may have varied levels of comfort and experience with technology.
2. Demonstrate knowledge of technology resources.
3. Demonstrate knowledge and skill in adapting IFSP outcome for everyday activities and routines.

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Instructional and Assistive Technology academy and reflect on how you might use that activity working in an Early Intervention Program.

XV. Transition to Age 3

COURSE OVERVIEW:

This academy assists the DI Assistant in learning the elements of transition from Part C to Part B including the difference between an IFSP and an IEP. Focus on the cultural and transition issues for the toddler and the family

TOPIC OUTLINE:

Module A: Orientation to Transitions (3 hrs)

The DI Assistant will:

1. Describe elements of transitions from Part C to Part B from a family's perspective.
2. Know the key components of transition from Part C to Part B.

Module B: Supporting Families and Children (4 hrs)

The DI Assistant will:

1. Develop understanding of the family's perspective and cultural issues.
2. Know the family's involvement in transition planning.
3. Describe family rights and laws.
4. Know how to prepare the family and child for transition.
5. Participate as a Member of the Transition Team.

Module C: Overview of IEP and Exceptionalities (4 hrs)

The DI Assistant will:

1. Know the difference between an IFSP and IEP
2. Know eligibility criteria

Module D: Understanding Special Issues (4 hrs)

The DI Assistant will:

1. Discuss culture and transition issues for different disabilities
2. Know the DI Assistant professional boundaries

Assignment:

Reflective Assignment (this assignment will be part of the Reflective Portfolio)

Choose one activity from the Transition to Age 3 academy and reflect on how you might use that activity working in an Early Intervention Program.

The CO-TOP*EIS Practicum in Early Intervention Experience Information Sheet

- ⇒ CO-TOP *EIS Developmental Intervention Assistant Certification requires 2 credit hours of field experience, each credit hour representing at least 90 hours in the field. Practicum credit hours may be taken one hour at a time, if needed. Some of these hours (# of hours yet to be determined) will be embedded as assignments in each academy.
- ⇒ There are two ways for a currently employed Developmental Intervention Assistant (DI Assistant) to complete the required field experiences: (a) on the job, or (b) at an exchange site. DI Assistants will complete field experience requirements by taking one of the two options. A DI Assistant who completes a field experience in her own setting will need to select either an exchange site or a summer practicum to complete the requirement.
- ⇒ In addition to the supervision provided by the early intervention provider at the site, each DI Assistant will receive at least 3 hours of monitoring and feedback from a CO-TOP*EIS trained instructors.

On the job. The specifications for an on-the-job practicum include the following.

The DI Assistant must:

- ⇒ work with infants/toddlers with developmental delays and their families
- ⇒ work under the supervision of an early intervention provider who holds a current license
- ⇒ work under the supervision of an early intervention provider who has completed DI Supervisor Academy (DISA)
- ⇒ obtain approval of the CCB service provider at the practicum site (home based or child care setting)
- ⇒ obtain approval of the special education/ESL or bilingual administrator (coordinator or director)

Exchange site. A DI Assistant may participate in an exchange of placements with another DI Assistant for field experience purposes providing that:

- ⇒ the exchange site is approved by the CO-TOP*EIS project field experience coordinator
- ⇒ the supervising early intervention provider at the exchange location is properly endorsed
- ⇒ both supervisors agree to the exchange
- ⇒ the supervising early intervention provider at the exchange location has completed the DISA training
- ⇒ the CCB special education administrator director approves