

# *EDSP 305: Interagency Collaboration & Resource Development: Families, Schools, Communities, Local and State Agencies (3 credits)*

June 24 - 28 2007  
Killington Grand Resort, Killington, VT

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## **Course Overview**

This course is one of the foundation courses in the BEST graduate concentration (<http://www.uvm.edu/~cdci/programs/ebd/>). The course addresses interagency and family supports and planning strategies in regard to the needs of students with emotional or behavioral challenges. Participants will explore collaborative teaming strategies, the Vermont system of care, collaboration with families, lead agencies for children and families, and the Department of Education and Agency of Human Services Interagency Agreement and Act 264 coordinated service plans.

One product from this course is development of a resource guide that includes services and supports needed to design and implement comprehensive, individualized school and community programs for students with emotional and behavioral challenges. As a result, participants will be familiar with available mental health, family and social service resources within their community and state. Throughout the course, participants will gain knowledge and experience using increasingly advanced collaborative teaming strategies.

## **Course Objectives**

Following successful completion of EDSP 305, in reference to students with emotional and behavioral challenges, participants will:

1. Enhance awareness of state and local initiatives and resources to support students with emotional and behavioral challenges;
2. Develop competency in establishing individualized coordinated service plans for children, youth and families;
3. Develop collaborative teaming skills to use as part of teams involving schools, families, community members or other agencies;
4. Develop an understanding of social policy, state initiatives, ethical issues involved with inter-agency, school and family collaboration;
5. Develop an understanding of the roles, Lead agencies

6. Statewide system of care, local interagency teams, state interagency team, etc. Develop an understanding of the continuum of services and supports outside of the typical school setting, Vermont's System of Care.
7. Develop competency in locating potential agency and community resources at the local, state, and national levels.

### Relationship to Professional Standards

Council for Exceptional Children (2003) in the document, "What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Educators (5th ed.)".

*Standard #10: Collaboration*

*Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.*

### Specific Knowledge & Skills Standards

<b>Knowledge:</b>	
CC10K1	Models and strategies of consultation and collaboration.
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
BD10K1	Services, networks and organizations for individuals with emotional/behavioral disorders
BD10K4	Role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.
<b>Skills:</b>	
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3	Foster respectful and beneficial relationships between families and professionals.
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
CC10S7	Use group problem solving skills to develop, implement, and evaluate collaborative activities.
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

## Course Expectations and Policies

### *Attendance and Participation*

You must complete assigned readings before class, because classroom discussion will be based on this material. You are expected to attend and participate in every class. Students who are absent from class are responsible for missed activities and information.

### *Respect & Dignity of All Persons*

People with disabilities (especially those with severe and multiple disabilities) have historically been subjected to segregation and discrimination in virtually all aspects of community life (e.g., education, housing, work, recreation). Like many other minority groups of people, many stereotypes and unwarranted assumptions exist about individuals with disabilities that are reflected in terminology and other language that often serves to perpetuate these unhelpful stereotypes and limit opportunities for these individuals. Therefore, students are expected to be especially mindful that all class interactions and homework assignments should reflect respectful and dignified language when referring to people with disabilities. In part, this means using "people first" language (see listed web sites) and avoiding antiquated terminology.

[www.disabilityisnatural.com/peoplefirstlanguage.htm](http://www.disabilityisnatural.com/peoplefirstlanguage.htm)

[www.asha.org/about/publications/journal-abstracts/submissions/person\\_first.htm](http://www.asha.org/about/publications/journal-abstracts/submissions/person_first.htm)

[www.wvddc.org/people\\_first.html](http://www.wvddc.org/people_first.html)

### *Confidentiality*

Some members of this class may be personally acquainted with people who have disabilities, their families, and service providers. Undoubtedly, in the course of class discussions, homework, or other intra-class communication, students will share their personal experiences related to class content. Therefore, it is vital that all such communications respect the confidentiality of those individuals with disabilities, their families, and service providers. This means that in sharing with the instructor or class members **do not use the names** of individuals or other identifying information. If such identifying information is inadvertently disclosed, you are obliged to keep that information confidential.

### *Code of Academic Integrity*

You are responsible for knowing and observing UVM's Code of Academic Integrity, so if you are unfamiliar with it you can review it on UVM's website <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.html>. In brief: *Do not plagiarize, do not fabricate, do not cheat, and do not copy.* The principal objective of the policy on academic honesty is to promote an intellectual climate and support the academic integrity of the University of Vermont. Academic dishonesty includes knowingly permitting or assisting any person in the committing of an act of academic dishonesty.

### *Assignments*

Spelling, grammar, and professional presentation matter! Remember to put your name, date, and EDSP 305, on all assignments. All assignments turned in should be legible and as neat as possible. All class assignments are to be received by the instructor no later than the beginning of class on the date an assignment is due (as noted later in this syllabus).

If an assignment requires electronic submission, I will reply via email that I have received it. If you do not receive a response from me, it means I did not receive your email. It is your responsibility to make sure that your assignment arrives (it's not enough that it was sent -- at times things go wrong in cyberspace). So please retain electronic copies of all of your submitted work for the semester until you receive your final grade.

## Assignments, Dates, and Points

Assignment	Date	Points
Register for Summer Institute	June 14	1
Complete all assigned reading, activities, and attend/participate in class sessions.	June 24-28	35
Conduct 3 peer meetings, completing Team Meeting Agenda Formats and minutes, turn in one per team	June 26, 27, & 28	9
Attend: - Monday Keynote - Monday special presentation - Wednesday workshop - Thursday Keynote	June 25, 27, & 28	8
Write a one to two page (single spaced) reflection for each of the four institute presentations (keynotes, special presentation, workshop) you attended. Reflect on the presentation, indicating the strengths, limitations, possible applications in your classroom, school or job position, and connections with course content on collaborative teaming.	July 31	12
Identify resources for students with emotional and behavioral challenges, their families, and schools, to make an Interagency Resource Guide.	July 31	35
<b>Total Points =</b>		<b>100</b>

### Grading

A+=97-100 points

B+=87-89

C+=77-79

D+=68-69

A =94-96

B =84-86

C =74-76

D =66-67

A-=90-93

B-=80-83

C-=70-73

D-=65

F =below 65

**SCORING RUBRICS - A rubric scoring system described below will be used for assigning points to completed assignments.**

### Scoring Rubric for Attendance, Participation, & Reading

(0-5 Points): Did not attend/participate in most of the class sessions. Student completed few of the assigned reading materials

(Range 6-15 Points): Student attended most of the class sessions but it is evident that the student completed few of the required readings

(Range 16-25): Student attended most of the class sessions, and the student was an active participant in 50% of the class discussions, and it was evident the student completed most of the required readings

(Range 26-35 Points): Read all of the assigned class material. Attended/Participated in all of the class sessions, and was an active participant in 75% or more of the class discussions

### **Scoring Rubric for Peer Meetings**

(0 Points): Did not conduct any of the 3 peer meetings. *No Team Meeting Agenda Formats* were completed,

(Range 0-3 Points): Student completed 1 peer meeting and 1 Team Meeting Agenda Format.

(Range 3-6 Points): Student completed 2 peer meetings and 2 Team Meeting Agenda Formats.

(Range 6-9 Points): Student completed 3 peer meetings and 3 Team Meeting Agenda Formats.

### **Scoring Rubric for Journal Entries for Institute Presentations**

Higher points will be awarded for thoughtful reflections that include all of these elements: strengths, limitations and possible applications of the presentation in your classroom, school or job position, and connections with course content on collaborative teaming.

(Range 0-3 Points): Student completed no more than one reflection.

(Range 4-6 Points): Student completed two reflections.

(Range 7-9): Student completed three reflections.

(Range 10-12 Points): Student completed four reflections.

### **Scoring Rubric for Resource Guide**

(0-7 Points): Identified a few resources for students with ED, their families and schools (not specific to the case studies). An Interagency Resource Guide was started but not completed.

(8-14 Points): Student identified 5 (or less) resources for up to 5 case study students with ED or their families and schools. An Interagency Resource Guide was completed for the resources found.

(15-21 Points): Student identified 5 to 7 resources for up to 8 case study students with ED or their families and schools. An Interagency Resource Guide was completed for the resources found.

(22-28 Points): Student identified at least 8 resources for at least 9 of the case studies of children with ED or their families and schools. The student was unable to identify additional resources for youth not covered in the case studies. A detailed Interagency Resource Guide was completed outlining all of the resources found.

(29-35 Points): Student identified at least 10 resources for all 10 students with ED or their families and schools. Student was able to identify additional resources for youth not described in the case studies. A detailed Interagency Resource Guide was completed outlining all of the resources found.

## **Outline of Class Sessions Content, Readings, & Assignments**

### **Class 1: Sunday, June 24, 2007 Orientation & Introduction to Collaborative Teaming Models**

**Instructors:** Ruth Hamilton and Jesse Suter

Introduction to the course and each other. Sharing of previous experiences with collaboration. Primary topic is exploration of importance of collaboration for meeting the comprehensive, individualized, and integrated needs of children and families. Models of collaborative teaming will be presented, discussed, and practiced.

#### **Readings**

- Thousand, J. S. & Villa, R.A. (2000). Collaborative teaming: A powerful tool in school restructuring. In R.A. Villa & J.S. Thousand (Eds.) *Restructuring for Caring and Effective Education: Piecing the Puzzle Together* (2<sup>nd</sup> Ed.) Baltimore/Paul H. Brookes Publishing.
- Michael's case scenario* - Review the case study provided by email. You will be assigned a role to act out during the first class, so make sure you know the scenario and your role well enough to participate.

#### **Pre-Class Assignments**

- Individual Assessment** – Complete this online assessment I will share the combined results of this survey with our EDSP 305 class, but I will NOT share anyone's individual responses.

### **Class 2: Monday, June 25, 2007 - Principles and Philosophy of VT System of Care**

**Instructors:** Jesse Suter

Introduction to the philosophies and principles of individualized, community-based, team-planning models and Vermont's System of Care for children and families with emotional and behavioral challenges.

#### **Readings**

- Eber, L. & Keenan, S. (2004). Collaboration with other agencies: Wraparound and Systems of Care for children and youths with emotional and behavioral disorders. In R. B. Rutherford, M. M. Quinn, & S. R. Mathur (Eds.) *Handbook of research in emotional and behavioral disorders*. (pp. 502-516). New York: Guilford Press.
- Furney, K. Making dreams happen: How to facilitate the MAPS process (pp. 3 – 22). Vermont's Transition Systems Change Project: U.S. Office of Special Education. (*Needed for Peer meeting*)

#### **Homework Assignment**

- Peer Team Meeting I** - After reading the MAPS article, conduct your first peer team meeting using the worksheet provided in Appendix A. Each peer team turns in one agenda form and one set of meeting notes.

### **Class 3: Tuesday, June 26, 2007 – Understanding Vermont’s Key Agencies for Children and Families and the DOE / AHS Interagency Agreement**

This class will focus on providing the participant with information about the key agencies involved in providing services for children and families in Vermont (Department of Education, Division of Mental Health, and Department for Children and Families). Guest speakers will review organizational structures, agency goals and perspectives, along with examples of key initiatives and programs.

**Instructors:** Sherry Schoenberg, Richard Boltax, & Jesse Suter

#### **Readings**

- Schoenberg, S. (April, 2006). *Interagency agreement user’s guide*. Retrieved on June 15, 2006 from: [http://education.vermont.gov/new/html/pgm\\_interagency.html](http://education.vermont.gov/new/html/pgm_interagency.html)
- Buswell, B. E. & Schaffner, C. B. (2002). Families as creative and resourceful collaborators in inclusive schooling. In J.S.Thousand, R.A.Villa, & A.I. Nevin (Eds.) *Creativity and Collaborative Learning: The Practical Guide to Empowering Students, Teachers, and Families, Second Edition* (pp. 13-20).
- Snell, M. E. & Janney, R. (2005). Learning teamwork skills. In M. E. Snell & R. Janney *Collaborative teaming* (2nd ed.) pp. 37-60.
- Web review (*If possible onsite; otherwise complete after institute*):
  - Interagency Agreement [http://education.vermont.gov/new/html/pgm\\_interagency.html](http://education.vermont.gov/new/html/pgm_interagency.html)
  - Department of Education <http://education.vermont.gov/>
  - Child, Adolescent, and Family Mental Health <http://healthvermont.gov/mh/programs/cafu/child-services.aspx>
  - Department for Children and Families <http://www.dcf.state.vt.us/>

#### **Homework Assignment**

- Peer Team Meeting 2** - Conduct your second peer team meeting using the worksheet provided in Appendix A. Each peer team turns in one agenda form and one set of meeting notes.

### **Class 4: Wednesday, June 27, 2007 – Local & State Interagency Teams**

This class will explore team problem solving strategies and coordinated services planning teams working with regional Local Interagency Teams (LITs) and the State Interagency Team (SIT).

**Instructor:** Jo-Anne Unruh & Jesse Suter

#### **Readings**

- Koroloff, N., Schutte, K., & Walker, J. (2003). Assessing the necessary agency and system support. *Focal Point*, 17 (2), 8-11.
- Vermont Agency of Human Services (2006). *Case Review Committee Policies and Procedures for Children and Adolescents*. Retrieved on May 1, 2007 from: <http://healthvermont.gov/mh/forms/forms-cafu.aspx> Burlington, VT: Author.
- Snell, M. E. & Janney, R. (2005). Problem-solving and action planning. In M. E. Snell & R. Janney *Collaborative teaming* (2nd ed.) pp. 61-84.

#### **Homework Assignment**

- Peer Team Meeting 3** - Conduct your third peer team meeting, using the worksheet provided in Appendix A. Each peer team turns in one agenda form and one set of meeting notes.

## **Class 5: Thursday, June 28, 2007 – Managing Team Conflict**

**Instructors:** Ken Kramberg & Jesse Suter

In this class students will explore models of managing conflict and specific collaborative skills for conflict resolution to promote high quality teams.



### **Readings**

- Jones, T. S. (2000) *Conflict Resolution Education: Goals, Models, Benefits and Implementation*. Retrieved on May 1, 2007 From: <http://www.directionservice.org/cadre/cr-education.cfm>
- Snell, M. E. & Janney, R. (2005). Improving communication and handling conflict. In M. E. Snell & R. Janney *Collaborative teaming (2nd ed.)* pp. 121-140.
- Anderson, K. (n.d.) Handling criticism with honesty and grace. Pertinent Information (website). Retrieved from <http://www.pertinent.com/articles/communication/kareCom8.asp> on June 1, 2007.



### **Homework Assignment**

- Four presentation reflections due by July 31, 2007.
- Resource Guide due by July 31, 2007.

## **APPENDIX A**

Background Reading: Furney, K. Making dreams happen: How to facilitate the MAPS process (pp. 3 – 22). Vermont's Transition Systems Change Project: U.S, Office of Special Education.

Relate questions & process to “your experience & participation” in this BEST Graduate concentration.

Peer Meeting Agendas on following pages

**1<sup>st</sup> Team Meeting Notes Due June 26, 2007**

**2<sup>nd</sup> Team Meeting Notes Due June 27, 2007**

**3<sup>rd</sup> Team Meeting Notes Due June 28, 2007**

Team Meeting Worksheet  
Agenda #1  
60 minutes

Team Members Present:

Roles	This Meeting	Next Meeting
Facilitator		
Recorder		
Timekeeper		
Processor		

Agenda for this meeting:

1. Assign Roles

Time Limit

2 minutes

2. Ask each team member what his/her personal history is? How did s/he end up in this program?

30 minutes

3. Process Activity

5 minutes

Team Meeting Worksheet  
 Agenda #2  
 60 minutes

Team Members Present:

Roles	This Meeting	Next Meeting
Facilitator		
Recorder		
Timekeeper		
Processor		

Agenda for this meeting:

- |  | Time Limit |
|--|------------|
| 1. Assign roles  | 2 minutes  |
| 2. Continue with your personal maps. (if not finished)                             | 20 minutes |
| 3. Ask each team member to “Throw words into the Air as a portrait of themselves?” | 10 minutes |
| 4. Ask each team member “What his/her personal Strengths, gifts, talents are?”     | 30 minutes |
| 5. Process Activity  | 5 minutes  |

Team Meeting Worksheet  
 Agenda #3  
 60 minutes

Team Members Present:

Roles	This Meeting	Next Meeting
Facilitator		
Recorder		
Timekeeper		
Processor		

Agenda for this meeting:

- |  |                         |
|--|-------------------------|
| 1. Assign roles  | Time Limit<br>2 minutes |
| 2. Ask each team member "What do they need?"   | 30 minutes              |
| 3. As a team, brainstorm for each member "How to<br>Attain their dreams, meet their needs, & avoid<br>Nightmares | 30 minutes              |
| 4. Process activity  | 5 minutes               |

## **APPENDIX B**

### **Resource Guide**

*Due July 31, 2007*

You are to develop a resource guide of your own design that will assist you and others in your school to address, plan and implement programs or support services for children with emotional and behavioral challenges.

This guide should include information from each of the following levels:

- local (your specific school and school district),
- regional (your town/city, county, region of the state),
- state (centralized, Vermont state initiatives/services) and
- national (federal initiatives/services/supports; or located in other states).

Your information should address academic support, social and recreational, health, mental health, social services, family supports, summer activities, community activities/supports, funding/grant opportunities, etc.

It is expected that this will be organized with section dividers, Table of Contents, perhaps actual flyers, and contained within a binder. For each piece of information: include how to access these services and whom the services are for from the case studies.

As part of this assignment, you should collect information to address issues experienced and resources needed by all of the attached case studies. Please include a sheet or another way of outlining which resources you think would be most helpful for each of the children described in the case studies.

***Two points will be deducted from final points for Resource Guide for each day the assignment is late.***

## Case Studies for Resource Guide

**John** is in the 6th grade at a small rural high school. His family includes his mother and two younger brothers are all migrant farm workers. John's parents recently divorced, which has left his mother in serious financial difficulty. John has lost all contact with his father, despite being extremely close. The mother decided to move to Vermont in the hope of getting work. At his new school, John was initially somewhat withdrawn, did not actively participate in class discussions and did not make efforts to become friends with other students. Most of his energy is focused on track and field, where he excelled. He was the track champion throughout elementary school. However over the course of the last few months, John seems to have gone to the other extreme, becoming class clown and making jokes at the teacher's expense. While his teachers have become exasperated John appears to be gaining popularity among his peers. There have been a few reports of aggressive behavior between John and a classmate, although John claims to have been provoked. There was also some suspicion, although no concrete evidence that John was involved in a recent prank where the school buses of a rival school sports team were painted fluorescent pink. Lately John frequently comes to class tired, has difficulty concentrating and is often seen staring out the window, appearing to be in his own world. The cafeteria monitor has noticed that John rarely eats any lunch and appears to have lost weight over the last few months. Despite these behaviors, John has been demonstrating average performance in most of his classes.

At home John has become less involved in family activities. Until recently John has been active in raising his younger brothers. Now John barely says hi to them or his mother. He has stopped training for track. He used to run for at least a half an hour a day. He refuses to participate in the family recreational activities on Sundays, deciding instead to stay in his room listening to music and sleeping. John is expected to work on the farm for at least ten hours per week to help the family pay the bills. His work quality has been decreasing and he often is unable to live up to the responsibilities of the position.

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**Jimmy** is a 16 year-old sophomore at Burlington High School. He just recently graduated from a residential treatment facility in the state of Vermont. Currently he is living with his grandmother who is 80 years old. There is a great deal of family pressure for the grandmother to throw him out of the house. Jimmy is finding high school very difficult. He is absent from a full day of school at least once a week. On a daily basis Jimmy will attend early morning classes, but will cut the last two classes of the day. The classes consistently cut are math and a student supported study hall, where he receives one-on-one assistance with his homework. Jimmy is flunking all of his courses except English where he is receiving an A.

Jimmy enjoys skateboarding and playing baseball. At school he has difficulty fitting in and often is alone throughout the day. His clothes are often worn out and he appears as if he does not shower before coming to school. On the weekends he skateboards in the downtown areas of Burlington until two or three in the morning with older kids who are mostly high school dropouts.

For the past six years Jimmy has been battling a drug problem. Jimmy has shared with others that his drug use consisted of everything from alcohol to LSD to heroin. Recently Jimmy dropped out of an outpatient drug rehab facility. He is tested at least one time per week and the test results have been all clean except for two. His mother is an alcoholic and her failed attempts to remain clean are why Jimmy lives with his grandmother. Before his father went to jail Jimmy used to spend most evenings with him

smoking marijuana and playing video games. Jimmy and his father participated in this routine from the time Jimmy was 10 until age 14. Jimmy smokes at least a half a pack of cigarettes per day.

Jimmy is very respectful towards other people and is often upbeat. His grandmother noted during an interview that Jimmy's decrease in academic performance and his behavioral difficulties began 3 years ago when his grandfather passed away. Jimmy's behavioral difficulties include missing curfew, not doing his chores around the house, swearing at his grandmother and occasionally stealing money from his sister and grandmother. Since Jimmy's shift in behavior he has not been allowed to visit several of his relatives homes or associate with many of his younger relatives.

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**Mark** is a seventh grade student in Benson, Vermont, a small rural farming community. He lives with his mother, father and ten year old brother. Mark's parents are highly involved in Mark's life and are supportive in all aspects. He and his brother rarely interact and if they do it is usually centered around shouting and pushing. The family is middle to lower class. They are financially dependent on the family farm; both the mother and father are employed there. Mark is expected to work on the farm when not in school, which includes weekends and evenings. The farm is located ten miles out of town. There is no TV and they do have a phone, but it is often shut off for lack of payment.

Mark enjoys a variety of activities including hunting, fishing and auto-mechanics. He mentioned that eating is his favorite past time. During a recent interview Mark said his best friend is food and that eating helps him deal with his feelings. At age 13 Mark weighs nearly 280 lbs. His parents have tried putting him on diets, but it makes Mark very unhappy. His parents often overlook Mark's weight problem as long as it looks as if Mark is in a positive space emotionally. He has been overweight since the third grade.

Until recently Mark's only problem appeared to be his weight, but his parents have noticed changes in his daily living patterns. Almost three times a week Mark has been complaining of headaches and stomach nausea. At least once a week for the past month Mark has stayed home from school. He has been staying in his room a great deal more, even during family meals and family oriented recreational activities. He rarely appears happy and doesn't laugh anymore. When asked to go hunting or fishing with his father he has declined each time noting that he was too tired. He is sleeping ten hours a night, but frequently complains of being fatigued.

Mark's family history is marked by his uncle's death and family physical abuse. Mark's uncle passed away when Mark was in the fourth grade. They were hunting and fishing partners. Mark spent a great deal of his childhood with his uncle. Both Mark's grandfather and father have been cited for spousal abuse. On each occasion Mark's mother and grandmother dropped the charges. Mark's mother was physically abused by her older brother while growing up and has sought anger management classes in the past in order to deal with her own emotions. Mark has never reported an incident of sexual or physical abuse.

While in the academic setting Mark has never reached his potential. Teachers often mention that Mark does not put in enough effort to improve his work. He is unmotivated to try new things and to complete quality work. His grades are in the B and C range, but with minimal extra effort could be in the A, B range. Mark often is by himself when at school and is reluctant to work with other students during

classroom activities. Even though he knows the material he never raises his hand or speaks in front of the class. In between and during classes Mark always has a soda and a bag of chips with him. Mark is untidy when he attends school. He wears the same clothes for multiple days and his hair is never combed. Mark is respectful of adults, but would never speak or interact with others if he didn't have to.

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**Liz** is an 11-year-old 5th grader. She currently lives with her mother and older sister, following the recent separation of her parents. Prior to the start of the school year she moved to a small rural town in Vermont from Montreal, where the family had been living for the past ten years. Liz visits with her father on weekends and every other holiday. Both parents are highly educated and work as attorneys. While the parents are bi-lingual English is spoken at the home. Liz currently lives near her maternal grandparents who are farmers. His grandparents are French Canadian and speak primarily French within their home, although they are fluent in English. Liz is very close with her grandparents and has indicated that being nearer to them is one positive result of the move. Unfortunately the grandfather has been recently diagnosed with lung cancer.

In, general, Liz has found the transition to Vermont very difficult. She misses her friends and her father and has found it hard to make new friends. Liz does play sports (soccer and hockey) and has met a couple of friends there, but only interacts with them once per week. In addition to his difficulties making friends, Liz's parents are concerned about her increasingly sullen and argumentative behavior since the divorce and subsequent move to Vermont.

While she remains in the regular classroom for most of the day, she receives some individual assistance outside the classroom for speech and language. Her teachers report both academic and social difficulties. In terms of academic problems, she appears to have significant difficulties in the areas of reading and written language. Her math skills are above grade level and she displays increased interest in school during these time periods. Socially she tends to remain somewhat aloof from her classmates and has not made any close friends within the classroom. During recess or lunch Liz tends to stay by herself and appears to be too shy to ask to participate in any of the playground wide activities. When she is not at school Liz enjoys drawing, playing sports, riding horses and watching movies.

**Jack** is a first grade student at a Brattleboro elementary school. He lives with his grandparents in an apartment near downtown. His parents and younger brother were killed in a car accident six months ago. Before the wreck he was an outgoing youngster who enjoyed being outside playing soccer and hockey with his friends. Since the wreck he has been withdrawn and spends many hours alone watching television. When asked to participate in fun activities he often says he is too tired and refuses to play. His grandparents note that he has stopped talking to them while at home. He will not make eye contact while spoken to and will only shrug his shoulders or nod when asked questions. He has not touched a soccer ball in the past six months.

Jack has stopped interacting with his neighborhood friends. They have all stopped asking if he can play with them because he has told them no for so long. At school Jack stays by himself and will not talk to anyone. When asked to partner up with others Jack will refuse to participate. He does not answer questions in class. He completes about half of in-class assignments, but his homework has stopped being completed. He appears aloof and lost in his own thoughts throughout the day. On the playground Jack walks around alone talking to himself. The other student's have begun teasing him for his abnormal

behavior. He does not cause behavior problems, but would rather attempt to go unnoticed while at school.

Jack began counseling shortly after the death of his family. He meets with his therapist twice a week. The therapist has said he has not been able to build a relationship with Jack since their first meeting. Jack spends all of their sessions staring out the window ignoring any questions. The only time he speaks is when he needs to use the restroom. When asked to draw his feelings, Jack colors the whole page black.

**Matt** is a 17-year-old senior at Essex High School. He graduates high school in less than four months. His high school career has been difficult for himself and the faculty. For the first two years of high school Matt attended a juvenile lockdown facility. He was sentenced there for assaulting another student on three separate occasions. Upon exiting the facility he was placed in state custody because his parents moved out of state and were unwilling to care for him. While at home, Matt intimidated his family and often threatened to hurt them. At one time he struck both his mother and little sister when he was angry. During school Matt swears and yells at his teachers daily when he disagrees with them. He spends at least two days out of the week in in-school suspension. When angry he will stare down teachers and threaten to beat up other students. He refuses to meet with the school social worker or discuss his problems with behavior specialist. He has built a solid relationship with the football coach whom he confides in on occasion. Matt was a star football player until he was removed from the team for his classroom conduct.

Matt is a heavy drinker. Teachers have reported being able to smell alcohol on his breath and body throughout the week. Matt always denies it. The smell of cigarette smoke usually covers the smell of alcohol. Every weekend Matt is at the high school parties getting drunk and smoking marijuana.

Matt is passing his classes with D's and C's. He completes most of his homework in in-school suspension. He is a bright student and completes most of the remedial homework with ease. He is in the automotive technical program through the high school. He is attentive during these times, but quits during the middle of projects when he gets frustrated. Matt has had four different jobs during high school at different auto shops, but has been fired from three of them due to poor anger management. On one occasion he was fired for having alcohol on his breath.

Matt's interests include hunting, fishing, football and building cars. He has only four or five friends he consistently hangs out with. Two are high school dropouts and all of them are known as heavy partiers. They usually can be found smoking outside of the mall. His future plans include owning his own auto body shop and being on a NASCAR racing team as part of the pit crew.

**Jen** is a kindergarten student at a small elementary school in the Northeast Kingdom. She lives with her mother and father. She is an only child and is extremely spoiled. Her parents give her whatever she wants. If the parents say no, Jen tantrums until she gets what she wants. Jen is "always on the go," She never stops moving. They do not set solid rules and boundaries for her, so she is free to do as she pleases in their supervision.

When she is on the playground she has difficulty interacting with other kids. She repeatedly takes

things out of other children's hands, calls others names and at times knocks other kids over if they are playing where she wants to be. She is unable to share with her peers on a socially correct level. On one occasion she threw sand in a child's face for playing with her toy in the sandbox. When instructed to apologize or share by her parents or teachers she ignores the request.

At home and in the classroom Jen is difficult to understand because she speaks extremely fast and slurs many of her words. When a person asks her to slow down or repeat herself she becomes angry and will tell them to shut up. In both settings she struggles to sit still. She often moves around the room she is in climbing on furniture and making loud noises. When provided one on one attention she is able to focus at a more effective level. Her concentration level is at a very low level. Even while watching TV Jen has to change channels every five to ten minutes because she is bored with what she is watching. During school Jen has two friends she plays with. She controls all the interactions and is at times mean to them. The other two students are unpopular with the other students and thus have no other friends than each other.

Jen enjoys coloring, drawing and riding her bicycle. She has fun interacting with other children, but struggles being nice and understanding of others. She loves her family and when she is good is great to be around. She is cognitively and physically normal for her age. However she has difficulty sounding out words and often mumbles.

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**Kate** is a 16 year-old sophomore who lives in a small town with her mother, stepfather and 4 younger siblings. Kate's biological father left the family when she was two. When Kate was four her family moved to upstate New York near her maternal grandparents until she was ten. She had minimal contact with her father of once per year. When Kate turned 10 the family moved back to Vermont. About 2 years ago the mother remarried. It was after the second marriage Kate began to demonstrate some behavior problems,

Kate has become very moody, verbally abusive towards her mother and spends a large amount of time in her room with the door locked. She spends as little time with her family members as possible. According to the mother Kate does not have many friends and prefers to hang out with guys than girls. Kate is sexually active and a year ago had an abortion. Kate frequently stays out late on dates and often comes home with alcohol on her breath. On a couple of instances Kate's mother has noticed money missing from her wallet and suspects she has been stealing from her. Kate consistently expresses concerns about being too fat and tends to engage in unusual eating habits. Kate will go a week eating almost nothing but cabbage heads and the next day will eat only peaches and cottage cheese. She will also eat an entire jar of diet jam at one sitting. In addition, the family noted that Kate seems to be interested in satanic practices and has bought several books and magazines on the topic. She has been wearing all black and has pierced her own ears four five times on each side. The mother has noticed long scratch marks on her arms. When confronted on the issue she ignores her mother and walks the other way.

At school Kate tends to stay to herself and not interact with other students. She enjoys music class where she can practice learning the guitar. She is a member of the girls Lacrosse team during the season, but does not interact with any of her team members during school. She is one of the better players on the team and has received letters from local colleges to further her playing career. Her academic performance is mixed. In social studies and English she tends to be articulate and generally insightful. In gym however she is failing because she chooses to never get changed or participate in other

games than soccer. In art she is getting a C. The teacher indicated that while Kate is gifted in art her work is filled with images of blood, violence, and suffering. Both the English and Latin teachers reported that Kate's essays frequently focus on themes of abandonment, loneliness and death.

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**Mike** is a 10-year-old 5th grader. Mike lives in Burlington with his parents and 4-year-old sister. The family functions very well and demonstrates a lot of love for one another. There are no reported marital problems. Mike has a caring relationship with his sister. While at home the family spends a lot of time together. They do not own a T.V. or videogames. The family eats only organically grown food. Both his parents are special education teachers at the local high school. They have been active in teaching their children academic subjects since age 3. Mike already reads at a 10th grade level. His math and written language skills are at an 8th grade level. His grades are at the top of his class. However his teacher reports difficulties in peer and teacher interaction.

Behaviorally Mike is verbally defiant towards his teachers. He often refuses their requests and makes jokes at their expense. He refers to them as stupid and tells them how easy the assignments in class are. According to his teachers Mike is bored during class and answers questions by using words he knows other students will not understand. During class discussions he makes fun of his peers for not knowing the correct answers. He spends recess and lunch reading instead of playing with the other children on the playground. When instructed to work with partners to complete assignments Mike will quickly do all of the work without consulting his team members. Mike's favorite class is reading because the teacher allows him to read any book he wants and write about it, instead of the reading material the rest of the class uses.

Mike is un-athletic and hates sports. He spends most of his time out of school in the family garden or reading a book. During the winter Mike uses his time conducting chemistry experiments with a chemistry kit he received from his parents. Mike's vegetables he has grown have won a number of prizes at the local fair. In the 4th grade Mike won the citywide elementary school science fair for a project related to gardening and chemistry. Mike has only one friend whom he met at the science fair. He is an outstanding student at another grade school. They are able to see each other only every other week because of the distance between their homes.

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**Nancy** is a 14 year-old 8th grader. She lives at home with her mother and 17 year-old brother. Her brother moved back into the house two months ago after spending several years living in various residential placements both in Vermont and out of state. The parents moved from Vermont from Puerto Rico when Nancy was 7 years old. The first language of the family and the one spoken at home is Spanish. Nancy quickly learned to speak the English language; her parents continue to speak broken English. Two years after moving to this country, the parents divorced; Nancy currently sees her father on Wednesdays and every other weekend.

At home Nancy has been verbally abusive to her mother and constantly engages in power struggles. Her mother believes she has low self-esteem and often hears her making self-denigrating statements (i.e., says she hates herself, is a failure, hates seeing herself in the mirror, calls herself a fat pig). Nancy has few friends and she fears other kids at school are out to get her. Nancy is very secretive and withdrawn at home and will lock herself into her room hours at a time. She will engage in the behavior

during meal times, often refusing to eat with the family.

Nancy is employed by the high school as a secretarial assistant. She is scheduled to work three days a week, but often does not show up or is late. At work Nancy appears unmotivated, and needs to be asked several times to complete one task. Her hygiene is often at a very low level. It appears she does not shower or put on clean clothes before coming to work or school.

Nancy interests and hobbies are art, playing the flute and piano, the church choir and writing science fiction. Her teachers note that Nancy is a strong science fiction writer and that her singing voice is very good for a girl her age. Nancy currently is failing all of her courses except for English. Several teachers indicated that Nancy regularly appears to be distracted and restless and carries around a large book bag that has been described as her "survival for avoidance." Inside the bag are various books and miscellaneous items Nancy focuses on to avoid participating in the assigned class activity. She was sent home twice this year from school for disruptive behavior. In terms of peer relations Nancy's teachers stated that she can be social, although she does not seem to have many friends within the class and tends to act immaturely. It was also noted that Nancy rarely makes eye contact, frequently keeps her coat on indoors, and appears to be very self-conscious about her appearance despite being an attractive young female.