

REHABILITATION SERVICES PROGRAM
Individual Service Planning
REHB 452 – Fall 2016
Online (Tuesday & Thursday)

Instructor:

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Disability Statement:

It is the policy of the Rehabilitation Services Program to facilitate reasonable accommodations for any otherwise qualified students with disability, which will assist them in completing their degree programs. Students requiring such accommodations should notify their faculty and faculty advisors, and work through the SIUC Disability Support Services (DSS), whose offices are centralized in Woody Hall B104.
<http://disabilityservices.siu.edu/>

Course Overview and Objectives:

This course provides students with the skills to develop individual service plans for individuals being served in community rehabilitation programs. Topics covered include person-centered assessment, functional community based training, and written treatment plans.

Upon completion of the course, students will be able to:

- Describe the desired outcomes of rehabilitation programs for persons with developmental disabilities.
- Define Transition services and its use in the rehabilitation process
- Conduct assessments of consumer skills and of the environment.
- Develop individualized treatment plans.
- Develop instructional programs for community, domestic, leisure, and vocational skills.
- Modify programs to accommodate individual differences, including the development of permanent prompts, task modifications, and partial participation strategies.
- Incorporate self-advocacy and choice into individualized treatment plans.
- Write a comprehensive case report.
- Critically evaluate research as it relates to providing services to individuals with developmental disabilities.

Textbooks:

Required:

Holburn, S., Gordon, A., & Vietze, P. (2006). *Person centered planning made easy: The picture method*. Baltimore: Brookes Publishing.

McDonnell, J., Hardman, M. L. (2nd. Ed.). (2009). *Successful transition programs: Pathways for students with intellectual and developmental disabilities*. Los Angeles: Sage.

Additional Readings: Additional readings will be assigned and will be made available through the courses D2L website.

Course Expectations, Requirements, and Grading Scale:

Expectations:

1. Read the course material prior to class and be prepared to discuss them in class.
2. **Attendance and participation is required.** This is an online course, attendance and participation is expected. Comprehension of the information presented in class requires attendance and participation. **Assignments are to be turned in on the specific date assigned.** Late assignments will lose 5 points for each day in which they are late. Assignments will not be accepted after one week past due date.
3. There will be no make up for quizzes and/or exams. Quizzes and exams will be posted on D2L with dates listed in the syllabus. Students will be given 24hrs to complete the weekly quizzes and the exams. Once the quiz and/or exam time is closed it will remain closed.
4. A grade of Incomplete will be given only under the conditions specified in the Undergraduate Catalog.
5. SIUC is committed to promoting an honorable academic environment. Academic misconduct, including cheating and/or plagiarizing, will not be tolerated in this course. Please refer to the online Student Conduct Code for the policy on academic dishonesty. www.siuc.edu/~policies/policies/conduct.html
6. If you need help improving your writing skills, SIUC offers free tutoring services to all students. Contact the Writing Center at 453-6863 for more information.
7. If you wish to drop this course for any reason, SIUC designates a final date by which you can do this. It is your responsibility to ensure that the drop process is officially completed.

<http://registrar.siu.edu/calendars/registration16fa.php>

Requirements:

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| 1. | Quizzes | 120 pts |
| 2. | Weekly Discussion Questions | 150 pt |
| 3. | Individual Services Plan | 50 pts Total |
| | a. Interdisciplinary Team Development | |
| | b. Developing the Case Study | |
| | c. ISP Goals | |
| | d. ISP Goals/Responsibilities | |
| 4. | ISP Summary | 30 pts |
| 5. | Final Exam | 100 pts |
| 6. | EXTRA CREDIT | <u>10 pts.</u> |

Grading Scale:

Total Points – 450 pts

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| A | 450 – 405 |
| B | 404 – 359 |
| C | 358 – 313 |
| D | 312 – 267 |
| F | 266 or below |

Quizzes: There will be twelve quizzes. The quizzes will cover information in the assigned readings for that week as well as lecture information from the previous week. Quizzes are worth 10 points each and will be made up of multiple choice, and true/false questions. Quizzes will be taken on blackboard. Quizzes will be posted on Mondays by 8 am and will need to be completed by Tuesday at 5pm (except the first quiz that will be opened Wed and closed on Friday at 8am). Once the quiz is started students will have 20 min to complete quizzes (unless previous arrangements/accommodations have been approved by the instructor). There are no make up quizzes. You will not be able to access the quiz after 5pm on Tuesdays and a grade of zero will be entered. There will be no quizzes during Fall Break or Thanksgiving Break week.

Individual Service Plan: Students will enroll in the D2L groups for the completion of the Individual Service Plan assignments. Students will need to join one group for the group assignments. There will be 4 group assignments meant to simulate the steps of developing an ISP. Groups are self-enrollment but students will need to remain

with the same group for each group assignment. Instructions for each of the four assignments are included on the D2L page for the assignment.

Individual Service Plan Summary: Each student will individually write a summary of his or her experiences in developing the Individual Service Plan. Include your name, your role on the team and a discussion of your experiences. How hard or easy was it for the group to make decisions as a team? Did anyone team member take the lead on developing the items needed for the plan? How did this help or hinder the group? The point of the assignment is not to bash your classmates but to look critically at the interdisciplinary team process. What were the strengths and weaknesses of the process? What would you have done different if you were to work in a team again?

*The questions are only provided to assist you in formulating your discussion. Feel free to discuss other areas not addressed in the questions.

Summary should be a minimum 2 double-spaced pages.

DUE DATE: Dec. 15th

Weekly Discussion Questions: There will be 1-2 questions posted weekly as discussion questions. Questions will be posted by Monday of each week. Students will need to post their answer to the question and 2 responses to their classmate's answers by the end of each week (Thursday at 5pm). You will note in the questions that are posted there is usually room for interpretation. Please remain respectful in your interactions with regards to opinions. Your participation in both online posts will be graded on (a) the quality of your post, (b) the extent to which your posts reflect the course readings and (c) the extent that your posts reflect critical thinking, synthesis of the information and reflection along with (d) the extent to which you are involved in the course discussion. Both your answer and your replies to your classmates are expected to be of substance. Responses such as "I agree", "you make a good point", and/or "it depends" are not full, thoughtful or substantial answers and will not gain full credit.

Final Exam: There will be a final exam in this course. The final will be comprehensive covering the entire course materials and will consist of multiple choice, True/False and short answer questions. The final is worth 100 pts and will be administered during final exams week. The Final Exam will be posted on D2L the final week of classes. Similar to the quizzes the Final Exam will open the day before the final is scheduled based on the SIU finals schedule. It will be close 24 hrs after opening. Further information will be delivered through D2L.

Extra Credit: There will be only one opportunity for extra credit. To obtain up to 10 points extra credit, students can complete one research critique. Students will complete a critique of a [professional, scholarly peer-reviewed](#) journal article, published in the last five years (2010-2016), that relates to individual service planning focused either on individuals with disabilities including various cognitive and developmental disabilities or sensory disabilities, mental health, addictions or dual diagnosis. Articles can be on any age group (child, adolescent or older adult). The

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article should focus on Individual Service Planning, Interdisciplinary Plans of Service, Treatment Plans, Treatment Summaries, and/or Individualized Education Plans or Individualized Plans for Employment.

The critique will include a correct APA citation, and a complete description (approximately 3-4 typed double spaced pages). The critique must include three parts: 1. APA 6th edition citation, 2. Summary of the article's content including its major findings, conclusions, and recommendations, and 3. Evaluation of the content that consists of the student's opinion of the article (i.e., how useful is the article, how reliable is the information, is the source biased, how applicable is the article to treatment, etc.). A full critique offers up more than your thoughts on the article (good versus bad or like versus dislike is not a complete critique). The critique is to be turned in to the instructor and will not be accepted after the due date. **DUE DATE: THURS. 12/15/2016**

Academic Integrity Statement:

Academic misconduct or dishonesty such as cheating and plagiarism is unacceptable within this class. The University policy concerning academic dishonesty will be strictly adhered to in this course. All occurrences of academic misconduct will be handled in accordance the University Academic Misconduct Policy. If you have any questions concerning academic integrity, please contact the instructor or refer to the section on academic dishonest in the SIU Graduate or Undergraduate Catalog (Graduate Catalog: <http://www.siu.edu/gradschl/catalog.htm>; Undergraduate Catalog: <http://registrar.siu.edu/eval/catalog.htm>).

Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the *Emergency Response Guidelines* pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Tentative Course Schedule:

- Week 1
August 22: Syllabus – Overview – Rehabilitation Services and Disabilities
Readings: The Individual’s Response to Disability (Audio clips)
Person First Language – Assigned
Assignment: Discussion Questions
Quiz 1: Thursday August 25th
- Week 2
August 29th: Overview – Transition Services and the Individual Service Plan
Reading: Assigned (see D2L)
Assignment: Discussion Questions
- Week 3
September 5th: Historical & Legislative Foundations
Reading: Models of Disability & The Power of Models of Disability
M & H - Ch. 1 & 2
Assignment: Discussion Questions
Due: Develop Interdisciplinary Team (IDT) – Sept. 8th
- Week 3
September 12th: Ethics, Diversity and Rehabilitation Services
Reading: Assigned (See D2L)
Quiz 2: Tuesday Sept. 13th
Assignment: Discussion Questions
Due: Development of Case Study – Sept. 15th
- Week 4
Sept. 19th: Developing IEPs and Transition Plans
Reading: M & H – Ch 5 & Assigned
Quiz 3: Tuesday Sept. 20th.
Assignment: Discussion Questions
- Week 5
Sept. 26th: Person Centered Planning
Readings: Holburn – Ch. 1 & Assigned (See D2L)
Quiz 4: Tuesday Sept. 27th
Assignment: Discussion Questions
- Week 6
Oct. 3rd: Promoting Self-Determination
Reading: M & H - Ch. 6 & Assigned
Quiz 5: Tuesday Oct. 4th
Assignment: Discussion Questions
- Week 7

- Oct. 10th: Parent and Family Involvement
Reading: M & H – Ch. 7 & Horner Ch. 2
Assignment: Discussion Questions
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- Week 8
Oct 17th: Evaluation, Assessment Tools & Methods
Reading: Horner Ch. 3 & Assigned (See D2L)
Quiz 6: Tuesday Oct. 18th
Assignment: Discussion Questions
- Week 9
Oct. 24th : Goal Setting
Reading: Assigned (See D2L)
Quiz 7: Tuesday Oct. 25th
Assignment: Discussion Questions
- Week 10
Oct. 31st: Behavior and Disability Management
Readings: Assigned (See D2L)
Quiz 8: Tuesday Nov. 1st.
Assignment: Discussion Questions
- Week 11
Nov 7th: Identification of Community Living Preferences
Reading: M & H Ch. 9 & 10
Quiz 9: Tuesday Nov. 8th
Assignment: Discussion Questions
Due: ISP Goals - Nov. 10th
- Week 12
Nov. 14th: Employment Training and Job Placement
Reading: M & H Ch. 12 & 13
Quiz 10: Tuesday Nov. 15th
Assignment: Discussion Questions
- Week 13
Nov. 21st: Thanksgiving Break
- Week 14
Nov. 28th: Inclusion and Transition in Education
Reading: M & H – Ch. 8 & Assigned (See D2L)
Quiz 11: Tuesday Nov. 29th
Assignment: Discussion Questions
- Week 15

Dec. 5th: Leisure and Recreation
 Readings: M & H – Ch. 11
 Quiz 12: Tuesday Dec. 6th
 Assignment: Discussion Questions
 Due: Final ISP Summary Due Dec. 8th

Week 16
Dec. 12th **Final Exam**
 Extra Credit Due