



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Semester

EDSE 637: Autism Across the Lifespan: Collaboration with Critical Partners

Section: 001; CRN: 78389

Section: DL1; CRN: 78390

3 – Credits

<b>Instructor:</b> Grace Francis	<b>Meeting Dates:</b> Wednesday 10/23/2024 - Wednesday 12/18/2024
<b>Phone:</b> 703-994-6064	<b>Meeting Day(s):</b> Online
<b>E-Mail:</b> gfranci4@gmu.edu	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> Zoom: <a href="https://gmu.zoom.us/j/7709556612">https://gmu.zoom.us/j/7709556612</a>	<b>Other Phone:</b> N/A

***Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.***

**Prerequisite(s):** None

**Co-requisite(s):** None

**Course Description**

Examines characteristics, milestones, critical issues, and areas of need for individuals with autism spectrum disorder across their lifespans. Prioritizes key features of effective collaboration and partnership. Utilizes a strengths-based problem solving perspective to frame collaboration and partnership for individuals with autism spectrum disorder across their lifespans and simulates partnership practices with a variety of stakeholders across the lifespan of an individual with autism spectrum disorder.

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at 1-844-306-1785, [mason@support.edu.help](mailto:mason@support.edu.help) for assistance.

### **Advising Tip**

Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. If you are graduating from a Masters and certificate, be sure to apply to graduate from each program. Visit <http://registrar.gmu.edu/students/graduation/> for more information.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available in accordance with the posted start date.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

### **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- **High-speed internet access with updated browsers.**
  - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers:  
[https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that students may be asked to create logins and passwords on supplemental

websites and/or to download trial software to their computer or tablet as part of course requirements.

- Technical Support 24/7
  - chat: <https://support.edu.help>
  - call: 1-844-306-1785
  - e-mail: [Mason@support.edu.help](mailto:Mason@support.edu.help)

### ***Expectations***

- Course Week:  
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Wednesday at 12:01 a.m. ET, and finish on Wednesday at 11:59 p.m. ET.
- Log-in Frequency:  
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

### **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Identify essential characteristics of family-professional partnership.
2. Identify, compare and contrast available services and supports for individuals with autism spectrum disorder to achieve academic, social, economic, and independent living skills across their lifespans.
3. Apply a strengths-based problem-solving approach when conceptualizing partnership practices with a variety of stakeholders across the lifespan of an individual with autism spectrum disorder.
4. Summarize federal legislation that mandates and supports individual and family services and partnership practices.
5. Apply Bronfenbrenner's Process-Person-Content-Time Model to differing family contexts and simulation activities to identify how schools, families, and community agencies contribute to quality of life among individuals with autism spectrum disorders across their lifespans.

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, School of Education, Special Education (SOED) Program for the Autism Spectrum Disorders Graduate Certificate. This program complies with the skill competencies for professionals and paraprofessionals in Virginia supporting individuals with autism across the lifespan developed by the Virginia Autism Council. The competencies addressed in this class include General Autism Knowledge, Instructional Programming, and Independence and Aptitude.

### **Required Texts**

Turnbull, A., Turnbull, R., Francis, G. L., Burke, M., Kyzar, K., Haines, S. J., Gershwin, T., Shepherd, K.G., Holdren, N., & Singer, G. (2021) *Families and Professionals: Trusting Partnerships in General and Special Education* (8<sup>th</sup> edition). Pearson.

### **Required Readings**

Additional readings included on Blackboard.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

### VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 637, the required PBA is Lifespan Resources and Support Flowchart. Please check to verify your ability to upload items to VIA before the PBA due date.

### Assignments and/or Examinations

#### Performance-based Assessment (VIA submission required)

Assignment	Description	Points	Due date
Lifespan Resources and Support	Identification of people and resources, services and supports throughout the lifespan of a case study individual and consider collaboration among systems	50	Module 8 by 11:55pm

#### College Wide Common Assessment (VIA submission required)

N/A

#### Performance-based Common Assignments (VIA submission required)

Assignment	Description	Points	Due date
Two Truths and a Lie: Discussion 1	Introduction activity	10	Part 1: Monday by 11:55 pm ET Parts 2 and 3: Wednesday by 11:55 pm ET
Introduction to Lifespan Resource and Support Assignment: Assignment 2	Review the Lifespan Resource and Support Assignment final project and note any questions	Ungraded	Wednesday by 11:55 pm ET

Assignment	Description	Points	Due date
PPCT Application: Assignment 3	Identify personal characteristics and influencing structures for a target individual	20	Part 2 due Monday by 11:55 pm ET Part 3 due Wednesday by 11:55 pm ET
Lifespan Resource and Support Assignment: Discussion 1	Use this discussion board to post any questions, concerns, or ideas you may have about the Lifespan Resources and Support Assignment Final Project	Ungraded	Optional, ongoing
Early Childhood Wiki: Assignment 1	Locate resources or strategies to support infants and toddlers with autism	20	Parts 1 & 2 due Monday by 11:55 pm ET Part 3 due Wednesday by 11:55 pm ET
Part 1 of Lifespan Resources and Support: Assignment 2	Identify personal characteristics of case study individual and important microsystem structures	20	Wednesday by 11:55 pm ET
Part 2 of Lifespan Resources and Support: Assignment 1	Identify personal characteristics of case study individual during early childhood and important exosystem structures	20	Wednesday by 11:55 pm ET
PPCT Application: Assignment 2	Identify personal characteristics and influencing structures for a target individual	20	Parts 1-3 Monday by 11:55 pm ET Part 4 Wednesday by 11:55 pm ET
Courageous Reflections Journal Entry: Assignment 1	Select and write on a given prompt	15	Wednesday by 11:55 pm ET
Childhood Wiki: Assignment 2	Locate resources or strategies to support children with autism	20	Parts 1 & 2 Monday by 11:55 pm ET Part 3

Assignment	Description	Points	Due date
			Wednesday by 11:55 pm ET
Midterm Feedback	Complete anonymous midterm survey	10	Wednesday by 11:55 pm ET
Part 3 of Lifespan Resources and Support: Assignment 1	Identify childhood characteristics and important macrosystem structures	20	Wednesday by 11:55 pm ET
PPCT Application: Assignment 2	Identify personal characteristics and influencing structures for a target individual	20	Parts 1-3 Monday by 11:55 pm ET Part 4 Wednesday by 11:55 pm ET
Courageous Reflections Journal Entry: Assignment 1	Select and write on a given prompt	15	Wednesday by 11:55 pm ET
Adolescence Wiki: Assignment 2	Locate resources or strategies to support adolescents with autism	20	Parts 1 & 2 Monday by 11:55 pm ET Part 3 Wednesday by 11:55 pm ET
Part 4 of Lifespan Resources and Support: Assignment 1	Identify adolescent characteristics and the adequacy of resources you have identified	20	Wednesday by 11:55 pm ET
PPCT Application: Assignment 2	Identify personal characteristics and influencing structures for a target individual	20	Parts 1-4 Monday by 11:55 pm ET Part 5 Wednesday by 11:55 pm ET

Assignment	Description	Points	Due date
Courageous Reflections Journal Entry: Assignment 1	Select and write on a given prompt	15	Wednesday by 11:55 pm ET

### Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted.

### Course Policies and Expectations

#### Attendance/Participation

All coursework will be online and in an Asynchronous format.

#### Late Work

Work is considered on time if it is submitted by 11:55pm on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. **After one week from the due date, assignments will not be accepted.** Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

### Grading

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

70-79% = C

< 69% = F



**\*Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/).

**Use of Generative AI**

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

**Class Schedule**

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module	Topics and Readings	Module Assignments
1	Foundations  Turnbull Chapters 4 and 5  See Blackboard module for additional readings	Two Truths and a Lie Discussion  Lifespan Resources and Support  Assignment Final Project review PPCT Application
2	Collaborating During Early Childhood Years  Turnbull Chapter 6  See Blackboard module for additional readings	Lifespan Resources and Support Assignment Final Project Questions and Ideas Discussion (optional) Early Childhood Wiki Lifespan Resources and Support Assignment: Case Study Description (Part 1 of the Final Project)

<b>Module</b>	<b>Topics and Readings</b>	<b>Module Assignments</b>
3	Collaborating During the Childhood Years  Turnbull Chapter 7  See Blackboard module for additional readings	Lifespan Resources and Support Assignment: Early Childhood (Part 2 of the Final Project) PPCT Application
4	Collaborating During the Childhood Years, Continued  Turnbull Chapter 8  See Blackboard module for additional readings	Courageous Reflections Journal Entry Childhood Wiki Midterm survey
5	Collaborating During Adolescent Years  Turnbull Chapter 9  See Blackboard module for additional readings	Lifespan Resources and Support Assignment: Childhood (Part 3 of the Final Project) PPCT Application
6	Social Role Valorization and Adolescence  Turnbull Chapter 10  See Blackboard module for additional readings	Courageous Reflections Journal Entry Adolescence Wiki
7	Development and Collaboration During Adulthood  Turnbull Review Appendix A  See Blackboard module for additional readings	Lifespan Resources and Support Assignment: Adulthood (Part 4 of the Final Project) PPCT Application
8	Social Role Valorization and Adulthood  Turnbull Review Appendix B  See Blackboard module for additional readings	Courageous Reflections Journal Entry  Final Lifespan Resources and Support Assignment VIA assignment

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

## GMU Policies and Resources for Students

### Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - o [Blackboard Learn](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/): <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
  - o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

### Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone

confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).**

#### Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as “[YOUR NAME]”, “Dr./Prof. [NAME]” or “Mr./Ms./Mx. [NAME]” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

#### Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

#### Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As

a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

**Appendix**

**Assessment Rubric(s)**

	<b>Does Not Meet Expectations</b>	<b><u>Meets Expectations</u></b>	<b>Exceeds Expectations</b>
<p><b>Part 1</b> <b>Case study description</b> <b>(20 points)</b></p> <p>1.1.7S</p>	<p>Personal attributes that influence the development of the individual do not reflect the case study learner</p> <p>Important individuals and elements in the micro- and macro-systems not identified</p>	<p>Personal attributes that influence the development of the individual (e.g., nature of disability, strengths and supports needs, disposition, gender) identified accurately reflect the case study individual</p> <p>A minimum of 3 important individuals/elements in the micro- exo- and macro-systems identified</p>	<p>Personal attributes that influence the development of the individual (e.g., nature of disability, strengths and supports needs, disposition, gender) identified are richly described and accurately reflect the case study individual</p> <p>Four or more important individuals and elements in the micro- and macro-systems identified and richly described</p>
<p><b>Part 2</b> <b>Early childhood resources, services, and supports</b> <b>(20 points)</b></p> <p>1.1.4S</p>	<p>Two or fewer personal characteristics that influence the case study individual’s development identified and described in 1-3 sentences</p> <p>One or fewer appropriate and available resources identified</p> <p>Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided)</p>	<p>A minimum of 3 personal characteristics during age 0-3 years that influence the case study individual’s development identified and described in 1-3 sentences</p> <p>A minimum of two appropriate and available resources identified</p> <p>A minimum of 3-5 sentences describe the selected resources (e.g., eligibility,</p>	<p>Four or more personal characteristics that influence the case study individual’s development identified and described in 2-5 sentences</p> <p>Three or more appropriate and available resources identified</p> <p>Five or more sentences describe the selected resources (e.g., eligibility, services provided)</p>

	<p>Fewer than 3-5 sentences discuss adequacy of existing resources and supports</p> <p>Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>	<p>services provided)</p> <p>A minimum of 3-5 sentences discuss adequacy of existing resources and supports</p> <p>A minimum of 3-5 sentences indicating your "role" in the individual's microsystem and how you might partner with others in case study individual's microsystem to facilitate positive outcomes for the individual</p>	<p>Five or more sentences discuss adequacy of existing resources and supports</p> <p>Six or more sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>
<p><b>Part 3 Childhood resources, services, and supports (20 points)</b></p> <p>3.4K</p>	<p>One or fewer appropriate and available resources identified</p> <p>Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Fewer than 3-5 sentences discuss adequacy of existing resources and supports</p> <p>Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>	<p>A minimum of 3 personal characteristics during age ~4-15 years that influence the case study individual's development identified and described in 1-3 sentences</p> <p>A minimum of two appropriate and available resources identified</p> <p>A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>A minimum of 3-5 sentences discuss adequacy of existing resources and supports</p> <p>A minimum of 3-5 sentences indicating your "role" in the individual's microsystem and how you might partner with others in case study individual's microsystem to facilitate positive outcomes for the individual</p>	<p>Four or more personal characteristics that influence the case study individual's development identified and described in 2-5 sentences</p> <p>Three or more appropriate and available resources identified</p> <p>Five or more sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Five or more sentences discuss adequacy of existing resources and supports</p> <p>Six or more sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>
<p><b>Part 4 Adolescence resources, services, and supports (20 points)</b></p>	<p>One or fewer appropriate and available resources identified</p> <p>Fewer than 3 sentences</p>	<p>A minimum of 3 personal characteristics during age ~16-23 years that influence the case study individual's development identified and</p>	<p>Four or more personal characteristics that influence the case study individual's development identified and described in 2-5 sentences</p>

<p>3.4.7S</p>	<p>describe the selected resources (e.g., eligibility, services provided)</p> <p>Fewer than 3-5 sentences discuss adequacy of existing resources and supports</p> <p>Fewer than 2 sentences demonstrate how members from the individual’s microsystem can partner to maximize the benefit of the resource</p>	<p>described in 1-3 sentences</p> <p>A minimum of two appropriate and available resources identified</p> <p>A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>A minimum of 3-5 sentences discuss adequacy of existing resources and supports</p> <p>A minimum of 3-5 sentences indicating your “role” in the individual’s microsystem and how you might partner with others in case study individual’s microsystem to facilitate positive outcomes for the individual</p>	<p>Three or more appropriate and available resources identified</p> <p>Five or more sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Five or more sentences discuss adequacy of existing resources and supports</p> <p>Six or more sentences demonstrate how members from the individual’s microsystem can partner to maximize the benefit of the resource</p>
<p><b>Part 5 Adulthood resources, services, and supports (20 points)</b></p> <p>8.1.4S</p>	<p>One or fewer appropriate and available resources identified</p> <p>Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Fewer than 3-5 sentences discuss adequacy of existing resources and supports</p> <p>Fewer than 2 sentences demonstrate how members from the individual’s microsystem can partner to maximize the benefit of the resource</p>	<p>A minimum of 3 personal characteristics during age ~24 years or older that influence the case study individual’s development identified and described in 1-3 sentences</p> <p>A minimum of two appropriate and available resources identified</p> <p>A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>A minimum of 3-5 sentences discuss adequacy of existing resources and supports</p> <p>A minimum of 3-5 sentences indicating your “role” in the individual’s microsystem and how you might partner with</p>	<p>Four or more personal characteristics that influence the case study individual’s development identified and described in 2-5 sentences</p> <p>Three or more appropriate and available resources identified</p> <p>Five or more sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Five or more sentences discuss adequacy of existing resources and supports</p> <p>Six or more sentences demonstrate how members from the individual’s microsystem can partner to maximize the benefit of the resource</p>

		others in case study individual's microsystem to facilitate positive outcomes for the individual	
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