

Creating and Using
Teams/Committees
for
Decision Making

Jim Kessler
Theresa Laurie Maitland
University of North Carolina
at Chapel Hill

Goals for session

- To discuss the value of using teams/committees for the documentation review process and policy development
- To share how our team/committee developed and how it has altered our goals and outcomes
- To discuss how participants could implement a team/committee in their setting

Our Story

- Phase 1: 2006 and prior
 - Inherited Team: 3 members, Director of DDS, Director of LD/ADHD program, Chair: Dean of Academic Services
 - Limited Trust
 - Communication by email only, no discussion of different views
 - Team's purpose: Determine eligibility
 - Outcome: Students cleared, cleared provisionally (for students served within last year at another college) or pended
 - Letter sent; many pended students didn't follow through

Our Story - continues

- **Phase 2: Summer 2007 -08**
 - Team: Mandated change:
 - Chair: Director of DDS,
 - Coordinator of LD/ADHD program,
 - 3rd person LD Specialist from Athletics
 - added to break any ties :
 - Limited trust and communication at first, agreed to openly disagree
 - Revised guidelines together;
 - first experience of real partnerships

The Story - continues

The TEAM

- Created worksheet for student to share "Impact of Disability"
- Purpose: Determine Eligibility
- Outcome: Students cleared, cleared provisionally (for students served within last year at another college) or pended
- Letter sent: pended students referred to other resources

The Story - continues

- **Phase 3: 2008-09**
 - Team:
 - Due to nature of students we reviewed & change of purpose
 - The TEAM Grew to 5;
 - Added Reading Specialist from Learning Center for "fluency" issues
 - Added staff from Counseling and Wellness for complicated cases
 - Purpose: In addition to eligibility, we asked "How can we serve/help this student?"
 - Outcome: More direct communication with students, more students approved provisionally; meetings with pended students to explain why and engage them with other resources

What are the results of a team approach?

- Broadened awareness and institutional commitment
- Exchange of knowledge
- More enjoyment
- A parallel mission focusing on the big picture
 - Sharing knowledge and promoting understanding
 - Having our voice heard
 - Facilitating Universal Design

What are the results of a team approach?

- Dramatic Changes in:
 - Our approach to reviewing documentation.
 - Philosophical shift from “gate keeping” to serving
 - The importance we give communication with students
 - Worksheet/Listening to their perspective
 - Emails or discussions when doc. is incomplete, when provisional, when pending
 - Focus on the whole person and them becoming independent

AND-

- Dramatic Changes in How We Respond to Documentation
 - Past Example: D. Spock
 - New Examples: Jim K., Theresa M., I Tarheel

The Worksheet

- In order to be able to fully understand the impact of your disability/medical condition, in addition to reviewing your documentation we would also like specific information on how the diagnosed condition described is **currently** impacting your functioning and causing you substantial limitations.
-
- Please address All three (3) of the following issues. In addition to your response, you may also ask others who currently know you, or have observed you to submit answers to these questions.
-
- If writing response to these is difficult for you, you may choose to record your responses and submit an audio file. Feel free to use to use the back of this form, type it or use additional paper.
-

Impact

Current Impact

- Describe in as much detail as possible how the diagnosed condition is **currently** impacting and substantially limiting your performance. If there are some classes or situations in which your disability is not impacting your performance, please explain why this is the case. If you have tried any medical or educational interventions to manage the diagnosed condition, please explain what these were and how and why they have or haven't helped.

History

Impact with in the past 1-2 years

- Describe in as much detail as possible how the diagnosed condition has or has not impacted and substantially limited your performance **in the recent past (1-2 years)**. If you tried any medical or educational interventions to manage the diagnosed condition during this time period, please explain what these were and how and why they had or had not helped.
- **Accommodations/Services**
Describe accommodations or services that you think you will need and why?

Thoughts – Concerns - Questions?

- Others who use a team/committee
- How could you assemble a team/committee
 - Your reasons?
 - Barriers? Solutions?
 - Next steps?
