**OVERVIEW**

The Individual Representation Clinic engages students in individual client representation in special education as well as systemic change advocacy to advance the school success of children who have endured highly adverse childhood experiences.

|  |  |
| --- | --- |
| **SEMESTER(S) OFFERED** | Fall or Spring |
| **CLINICAL COURSE COMPONENT** | Special Education Advocacy for Students Impacted by Trauma |
| **COURSE CREDITS** | 2 classroom credits |
| **CLINICAL CREDITS** | 4 or 5 clinical credits |
| **LOCATION** | HLS; 23 Everett Street, 2nd Floor |
| **REGISTRATION TYPE** | Helios |

**TYPES OF CASES/CLIENTS/PROJECTS**

Students represent low income students and families in special education cases.

Depending on the posture of the cases in the clinic, students will represent clients either at the first administrative hearing level – the IEP team meeting – or at the administrative appeal level – the Bureau of Special Education Appeals. Past students have made enormous differences in the lives of children by obtaining an appropriate education, and in many cases reversing school exclusions, for individual children at school.

**SKILLS**

|  |  |
| --- | --- |
| Fact investigation | Interviewing clients |
| Legal research and writing | Collaboration with partner organizations |
| Strategizing cases | Administrative hearings |
| Oral presentations | Community Education |
| Working with experts |

**TYPICAL WORK SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **Morning** | **Afternoon** | **Evening** |
| **9:00AM:** Meet supervisor at the “Yellow House” and check in about to-do list for the week.  **9:30-11AM:** Continue work on reviewing client records and developing a case chronology.  **11am-12pm:** Weekly call with client | **12-1PM:** Care Plan Team Meeting with student’s therapeutic providers.  **1-4:** Draft an opening statement to be read at IEP Team Meeting. | **4:00-4:30PM:** Send draft of statement to supervisor, and plan a time to prepare for upcoming IEP Team Meeting. |