

Improving Relationships & Results: Building Family School Partnerships



National Center for Special Education
Accountability Monitoring (NCSEAM) in
collaboration with the Future of School Psychology
Task Force on Family School Partnerships



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Where are we going today?

- Let's talk about family involvement
- What are some strategies to improve how we get families involved?
- Feedback & Goal Setting



Indicator B-8


- Percent of parents with a child receiving special education services who report that

_____ as a means of
_____ for children with disabilities




The 4 A's

- Approach
- _____
- Atmosphere
- _____



Developing Pathways to Partnerships

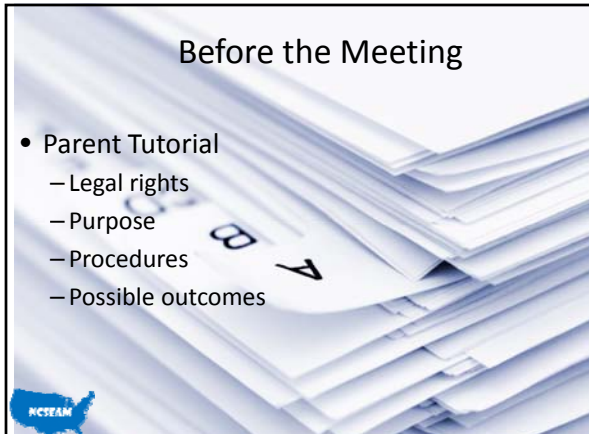
Prerequisite Conditions: "3 A's" must be in place for Actions to be accepted and effective



(Christenson & Sheridan, 2001; Sheridan & Kratochwill, 2008)


Before the Meeting

- Parent Tutorial
 - Legal rights
 - Purpose
 - Procedures
 - Possible outcomes



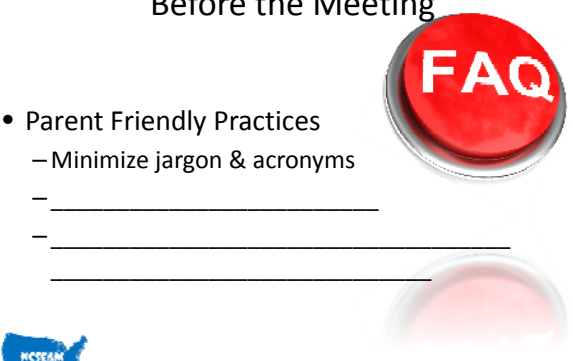
Before the Meeting

- Parent Friendly Practices
 - Contacting the parent
 - _____ & _____
 - Scheduling



Before the Meeting

- Parent Friendly Practices
 - Minimize jargon & acronyms
 - _____
 - _____
 - _____



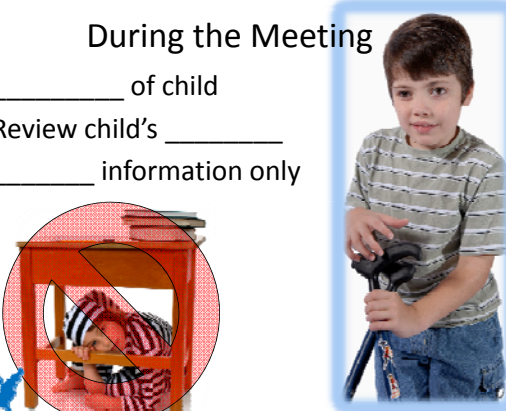
During the Meeting

- _____
- _____
- _____



During the Meeting


- _____ of child
- Review child's _____
- _____ information only



The illustration shows two separate images. On the left, a child in a wheelchair is shown from behind, sitting at a wooden table. This image is enclosed in a red circle with a diagonal line through it, indicating prohibition or restriction. On the right, a young boy is shown holding a video camera, looking towards it. This image is enclosed in a blue rounded rectangle. Both images have a small 'NCSEAM' logo in the bottom left corner.

During the Meeting

- Awareness of _____
- Check for parent _____
- Solicit parent _____



The illustration shows a balance scale. The left pan is lower and contains several small green human figures. The right pan is higher and contains a single red human figure. This visual metaphor likely represents the balance of power or awareness between parents and schools. A small 'NCSEAM' logo is in the bottom left corner.

During the Meeting

- Clear explanations
 - _____
 - _____
 - Modifications & accommodations



The illustration contains two rounded rectangular images. The left image shows a young child wearing large headphones. The right image shows a young child stacking colorful rings. Both images have a small 'NCSEAM' logo in the bottom left corner.

During the Meeting

- Timelines
- Team member roles & responsibilities
- Recap of _____



Illustration showing four figures holding puzzle pieces (green, orange, blue, yellow) and a calendar icon.

After the Meeting

- Parent check in
- Follow up
- _____
- _____ communication



Illustration showing a blue sign with a white arrow pointing right and the word 'SUCCESS' below it, a keyboard key labeled 'Access', and a small map of the US.

Feedback. . .



Illustration showing a microphone.

Questions for you. . .

- Taking local context into consideration, how might this information need to be modified?
- What are the potential barriers for using this model for IEP meetings?
- How can we overcome these barriers?
- What support is necessary from administration?
- What support is necessary from other school staff?
- How will we ensure this support is offered and barriers are overcome?



For More Information

- www.ed.gov
- www.accountabilitydata.org
- www.rrfcnetwork.org
- www.nectac.org
- www.fsp.unl.edu



It's about Better Results

We're Done for Today!
www.accountabilitydata.org



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Acknowledgments



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Common Acronyms in Special Education

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APE	Adapted Physical Education
APR	Annual Performance Report
ASHA	American Speech-Language-Hearing Association
ASL	American Sign Language
AT	Assistive Technology
AU	Autism
AYP	Adequate Yearly Progress
BD	Behavior Disorders
BIA	Bureau of Indian Affairs
BIP	Behavioral Intervention Plan
CEC	Council on Exceptional Children
CD	Cognitive Delay
CHADD	Children and Adults with Attention-Deficit/ Hyperactivity Disorder
CIFMS	Continuous Improvement and Focused Monitoring System
COTA	Certified Occupational Therapist Assistant
CSPD	Comprehensive System of Personnel Development
CP	Cerebral Palsy
DB	Deaf-Blindness
DD	Developmental Disability
DOH	Department of Health
DPH	Due Process Hearing
DPHO	Due Process Hearing Officer
DSM-IVTR	Diagnostic and Statistical Manual IV-Text Revision
ED	Emotional Disturbance
EI	Early Intervention
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Education Rights and Privacy Act
FM	Focused Monitoring
GT	Gifted and Talented
HIPAA	Health Insurance Portability Accountability Act

ICC	Interagency Coordinating Council
IDEA	Individuals with Disabilities Education Act
IEE	Individual Education Evaluation
IEP	Individual Education Program
IFSP	Individual Family Service Plan
IHCP	Individualized Health Care Plan
IQ	Intelligence Quotient
LA	Lead Agency
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
NASDSE	National Association of State Directors of Special Education
NCLB	No Child Left Behind
NECTAC	National Early Childhood and Technical Assistance Center
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder
OHI	Other Health Impaired
OI	Orthopedic Impairment
O&M	Orientation and Mobility
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy
P&A	Protection and Advocacy
Part B Special Education—School-Aged Children	
Part C Special Education—Birth—Two Years Old	
PDD	Pervasive Development Disorders
PLP	Present Levels of Educational Performance
PT	Physical Therapy
PTIC	Parent Training and Information Center
SA	Self-Assessment
SAT	Student Assistance Team
SEA	State Education Agency
SEAP	State Special Education Advisory Panel
Section 619 Special Education—3–5 Years Old	
SI	Sensory Integration
S/L	Speech / Language
SLP	Speech Language Pathologist
STO	Short Term Objective

TAT	Teacher Assistance Team
TBI	Traumatic Brain Injury
TDD/TTY	Telecommunications Device for the Deaf
USDE	United States Department of Education
VI	Visual Impairment
VR	Vocational Rehabilitation
USDE	United States Department of Education
VI	Visual Impairment
VR	Vocational Rehabilitation

Family Friendly Practices Related to the IEP Process

Before the Meeting

- Role-play with parents
- Allow parents to directly observe an IEP meeting or watch a video of a meeting. Good resource for online IEP videos-(www.alaskamentorproject.org)
- Provide opportunities for parents to learn more about the school environment.
- Invite parents to visit their child’s classroom and special events.
- Create a “homey” environment. (i.e., set the table with a table cloth)
- Develop a brochure containing contact information for school personnel pertinent to the special education process (www.mybrochuremaker.com)

During the Meeting

- Begin the meeting by reviewing the strengths of the child and focus on the positive aspects of the family and student throughout the meeting.
- Make sure all communications are in language that the parent understands.
- Have a photo of the child strategically placed on the table to keep the conversation focused on the child.
- Provide parents with information on the best way to contact necessary educational staff in case questions arise. This brochure with contact personnel should have been developed before the meeting. For example a folder including IEP information, contact information, acronym page, national websites, Procedural Safeguards (all 10 pages), free local legal services, and the principals business card would be a great tool to provide parents for their efforts to be involved in their child’ s IEP process.
- Ask the parents if they feel as though their questions were answered and their perspectives heard.
- Ask parents for easy and preferable ways to communicate with them, including times, days, and contact information.