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
  *schools facilitated parent involvement* as a means of *improving services and results* for children with disabilities.

The 4 A's

- Approach
- Attitude
- Atmosphere
- Actions
Developing Pathways to Partnerships

Prerequisite Conditions: “3 A’s” must be in place for Actions to be accepted and effective

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Approach
Atmosphere
Attitude

Actions
Communicating a tone of partnership through bidirectional home-school communication and fostering family involvement in learning at home

Successful learning opportunities and outcomes for children

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

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Another frustrating IEP meeting! What am I going to do?
Before the Meeting

- Parent Tutorial
  - Legal rights
  - Purpose
  - Procedures
  - Possible outcomes
Before the Meeting

- Parent Friendly Practices
  - *Contacting the parent*
  - *Location & Transportation*
  - *Scheduling*

Before the Meeting

- Parent Friendly Practices
  - *Minimize jargon & acronyms*
  - *Accessibility of visual tools*
  - *Brochure of contact personnel & child’s new teacher*
During the Meeting

- Minimize personnel in attendance
- Physical proximity
- Visual presentation of ideas

During the Meeting

- Photo of child
- Review child’s strengths
- Critical information only
During the Meeting

- Awareness of nonverbal communication
- Check for parent understanding
- Solicit parent opinion

During the Meeting

- Clear, Specific Explanations
  - Placement decisions
  - Related services
  - Modifications & accommodations
During the Meeting

- Timelines
- Team member roles & responsibilities
- Recap of parent’s rights

After the Meeting

- Parent check in
- Follow up
- School Contact Personnel
- Parent communication
Wow! I can’t believe how well that IEP meeting went!
Feedback. . .

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
References


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