

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



1

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



2

Indicator B-8

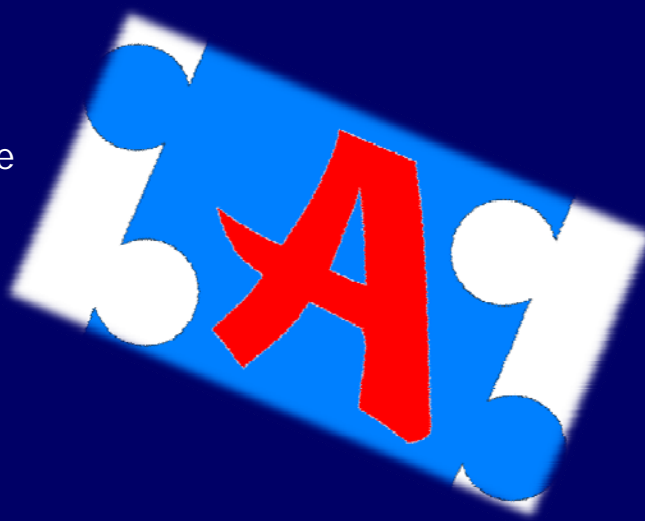
- Percent of parents with a child receiving special education services who report that **schools facilitated parent involvement** as a means of **improving services and results** for children with disabilities



3

The 4 A's

- Approach
- Attitude
- Atmosphere
- Actions



4

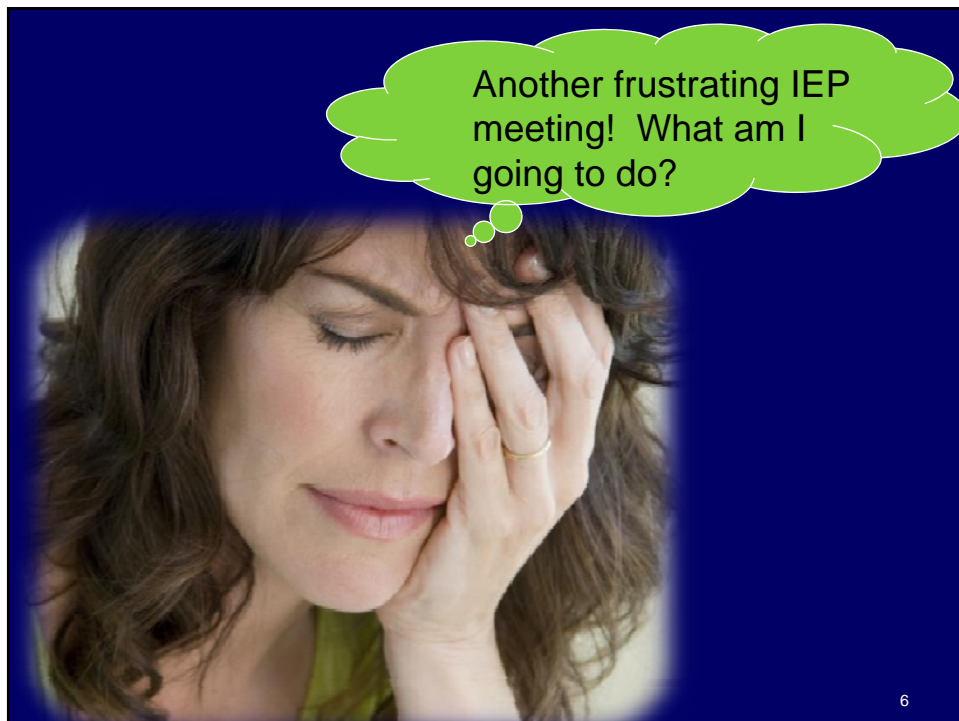
Developing Pathways to Partnerships

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



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

5



6



7

Before the Meeting

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



8

Before the Meeting

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



9

Before the Meeting

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



10

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



12

During the Meeting

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



13

During the Meeting

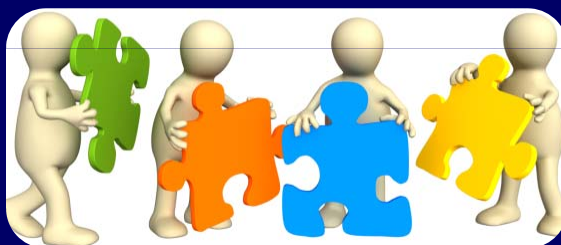
- Clear, Specific Explanations
 - *Placement decisions*
 - *Related services*
 - *Modifications & accommodations*



14

During the Meeting

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



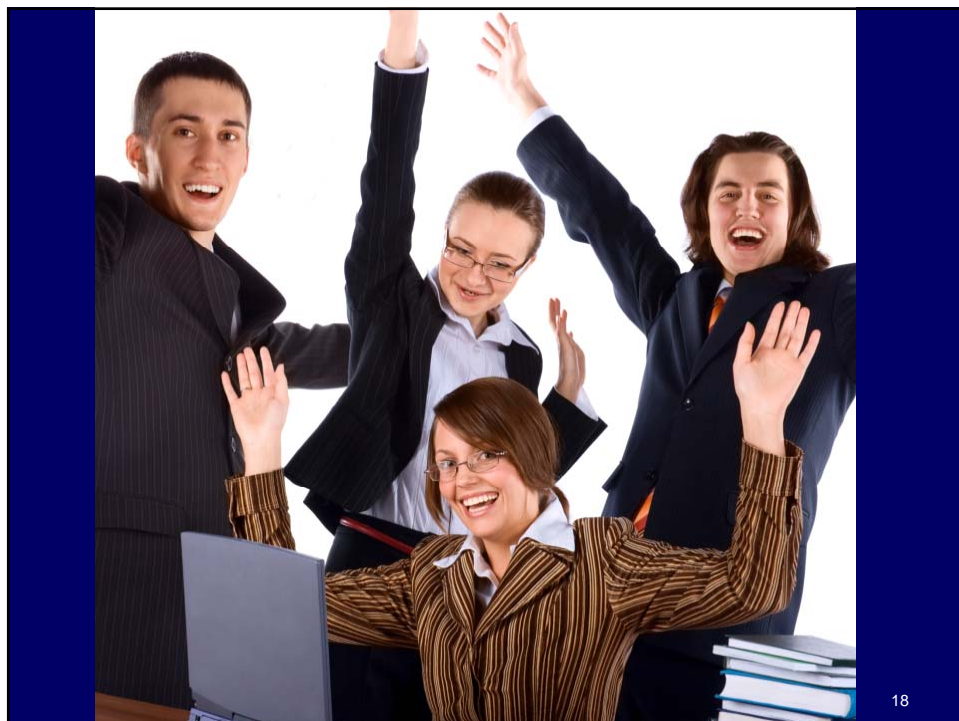
15

After the Meeting

- Parent check in
- Follow up
- School Contact Personnel
- Parent communication



16






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?



20



For More Information

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

We're Done for Today!

www.accountabilitydata.org



2

References

- Dabkowski, D. M. (2004). Encouraging active parent participation in IEP team meetings. *Teaching Exceptional Children, 36*, 34-39.
- Keyes, M. W., & Owens-Johnson, L. (2003). Developing person-centered IEPs. *Interventions in School & Clinic, 38*, 145-152.
- Lytle, R. K., & Bordin, J. (2001). Enhancing the IEP team: Strategies for parents and professionals. *Teaching Exceptional Children, 33*, 40-44.
- Van Haren, B., & Fiedler, C.R. (2008). Support and empower families of children with disabilities. *Intervention in School & Clinic, 43*, 231-235.

23

Acknowledgments



- The National Center for Special Education Accountability Monitoring (NCSEAM) would like to take a moment and offer a very special thank you to the Future of School Psychology Task Force on Family School Partnerships. A great deal of information presented in these modules was contributed by this team and our sincere appreciation goes out to you for all your efforts.
- NCSEAM would also like to thank those who provided essential feedback to us throughout the development process.

24