

Parent Participation

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OSSE Division of Specialized Education
Secondary Transition Webinar Series

Module Overview

Objectives:

- To define the role of parents in the transition process.
- To identify effective means of parent/practitioner communication during the transition process.

Guiding Questions:

1. What roles do parents play in the transition planning process?
2. What are the barriers to effective parent/practitioner communication?
3. What are the components of effective parent/practitioner communication during the transition planning process?

Guiding Question 1

What roles do parents play in the transition planning process?



Parent (noun) \ 'per-ent \

“The definition of ‘parent,’ from the National PTA, includes other adults (grandparents, aunts, uncles, stepparents, guardians, etc.) that may carry the primary responsibility for a child’s well-being. So, any reference to parent involvement includes the adults who play an important role in a child’s family life.”

(<http://ddc.ohio.gov/pub/ESCParent.PDF> pg. 3)

IDEA 2004 defines a parent as...

- (A) a natural, adoptive, or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent);
- (B) a guardian (but not the State if the child is a ward of the State);
- (C) an individual acting in the place of a natural or adoptive parent (including grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
- (D) an individual assigned to be a surrogate parent. (20 U.S.C. §1401(23))

Mandated Parental Roles



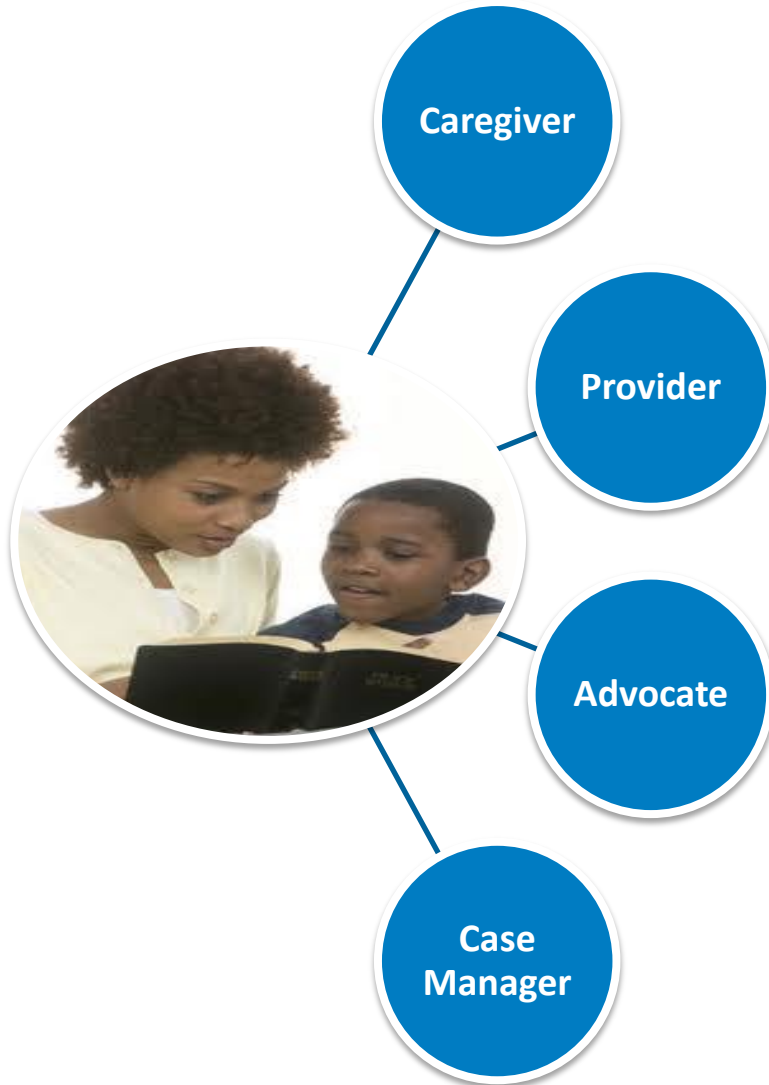
Team
Member

- Participation undefined

Consent
Provider

- Voluntary and can be taken back at anytime

Natural Parental Roles



- Several studies have indicated that the family remained the only consistent source of support for individuals with disabilities after they graduated from high school (Ankey, Wilkens, & Spain, 2009).

IDEA 2004: Indicator 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. [20 U.S.C. 1416(a)(3)(A)]

DC's Indicator 8 Data

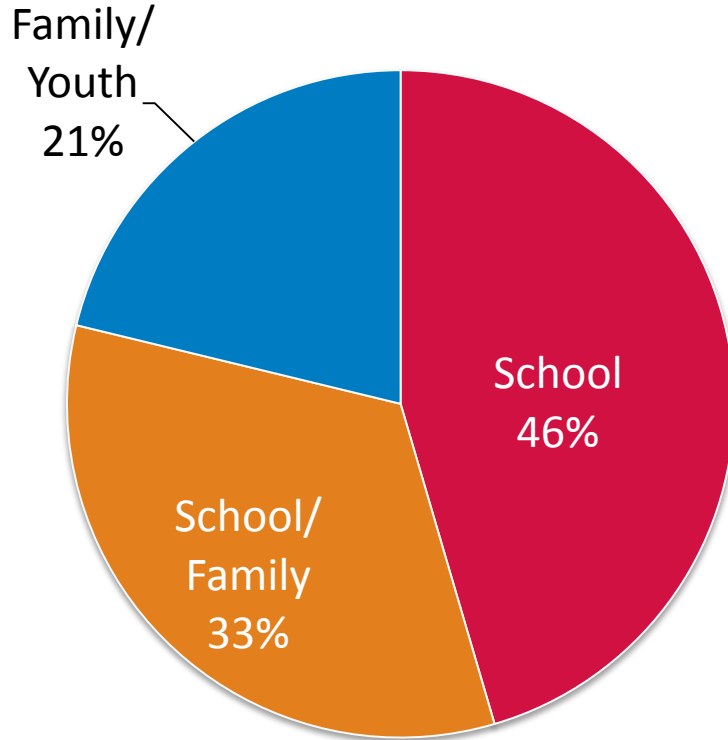
- DC's Indicator 8 data for 2012:
 - Target = 73%
 - Actual = 68%



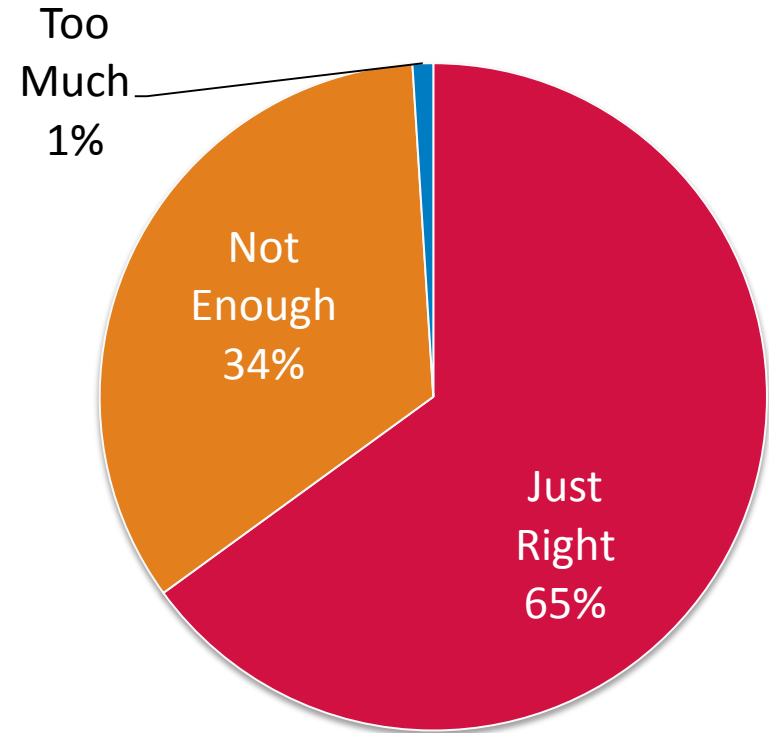
Family Involvement Statistics

- Nationally, 88% of families of students with disabilities report attending an IEP meeting in the current or prior school year.
- Families of students with:
 - OHI 96%
 - TBI 96%
 - SLI 86%
 - ID 85%

Parent Perception of IEP Participation



Goals Development



Family Involvement Overall

Siblings as Caregivers

- 75% of adults with developmental disabilities live at home with family caregivers
- 25% of those caregivers are over the age of 60
- 38% of siblings expect to become primary caregivers
- Siblings are less likely to be effective in their role as caregiver if they have not been involved in the future planning process along with their brother/sister with a disability and parents

Guiding Question 2

What are the barriers to effective parent/practitioner communication?



Parent/ Practitioner Communication

Parent- Teacher Conference Video Clip

What barriers to effective communication are present?

How could those communication barriers negatively impact the student?

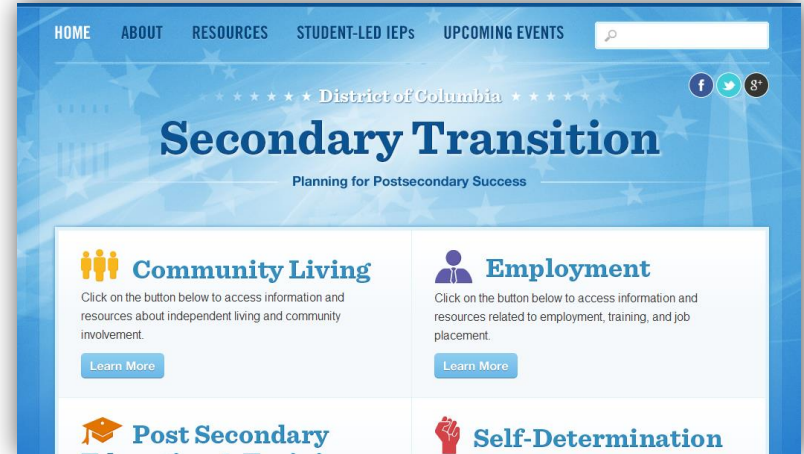
How do they compare to what you see in your school?

Barriers to Effective Communication

- Use of educational jargon by service providers
- Gaps in student and parent knowledge about the process and the available options for transition services
- Failure to create a welcoming environment or to seek input from students and families
- The perception that meetings are:
 - professionally driven
 - document focused
 - time-limited
 - structured based on professional and compliance needs

Parent Resources

- OSSE Secondary Transition Website
 - <http://www.ossesecondarytransition.org>
- Transition Brochure
 - <http://www.mead354.org/page.cfm?p=402>



Philosophy

It is the philosophy of the Mead School District and the specific direction of Special Services to assist all students with disabilities to benefit from their educational program with an appropriate degree of exposure to their non-disabled peers. What is taught should be directly applicable to the students' ability to successfully function in his or her environment. Every effort will be made to transition students to work towards independence. Efforts of Special Services will focus upon the intent of the district's missions by actualizing each student's positive self-image and assisting each student to achieve their potential in their post school setting.

Community Resources

As you become familiar with Special Education and your child's disability, there may be occasions when you will need to access a community resource. Community resources generally focus on specific areas of concern and are not always appropriate for all students. The following list is a sample of community resources located in Spokane:

ARC of Spokane

328-6326

DDD (Division of Developmental Disabilities)

456-2893

BEST (Behavioral Education Skills Training)

474-2663

Learning Disabilities Association of Wa

624-2713/535-5519

Parents of Children w/ Down's Syndrome

448-5837/747-4940

Spokane Mental Health

838-4651

PAVE (Parents are Vital in Education)

326-1722

Shriner's Children's Hospital

455-7844

Social Security Administration

1-800-772-1213

St. Luke's Rehabilitation Institute

838-7279



Special Services

12828 N. Newport Highway
Mead, WA 99021

Phone: (509) 465-7600

Fax: (508) 465-7646

How Does It Work?

What are My Rights?

When your child becomes a "focus of concern", he/she may be referred for evaluation. You will receive a request for your permission to conduct the evaluation. Without your permission the process will end. A copy of Procedural Safeguards: Due Process for Parents and Children will be provided. You are encouraged to read this document, which explains the rights you and your child are guaranteed through the evaluation and IEP process. The information given in the brochure is an overview of the IEP process.

Focus of Concern

A focus of concern may start with school staff, parents, medical personnel, community agencies, or any concerned person. Once a student becomes a focus of concern, notification is made to the building team. Following a team meeting, if there is a need, a special education referral will be made and an evaluation plan is developed.

A team of individuals is determined by the needs of your child. The team may include:

- Parents
- Student (when appropriate)
- General Education teacher(s)
- Special Education teacher(s)
- Support Personnel:
 - Nurse
 - Speech/Language Pathologist
 - Primary Therapist
 - Vision Specialist
 - Hearing Specialist
- School Psychologist
- Educational Specialist
- Counselor
- School Social Worker
- Principal

Evaluation / Eligibility Determination

You will be asked to give permission for the evaluation. With permission, the building team will gather educationally relevant information about the student. Information gathered includes observation, testing, review of records, interviews, and conferences. Following the evaluation, recommendations are made regarding eligibility. If the student evaluated is determined eligible for special education services, an Individualized Educational Plan (IEP) meeting is scheduled. **Evaluation does not necessarily mean your child will be found eligible for or placed in special education services.**

Individual Education Plan (IEP)

Once the need for special education has been determined, an IEP will be written for your child. Development of the IEP is an important step in the process. This written plan outlines the services to be provided for your child. The IEP is:

- Written for every child who receives special education services.
- Developed at a meeting with the parent(s). This meeting may also include the general education teacher, special education service providers, the principal or designee, and your child (if appropriate).
- Reviewed annually to note your child's progress in each goal area. Modifications to the IEP are made at this time or as needed.

The IEP is developed with parent(s) in cooperation with the school staff. The IEP team determines the program and services that best meets the student's needs. The IEP process includes discussions of:

- A student's present level of performance – describes where your child's performance in areas of suspected disability, for example reading, math, speech and language, motor skill development.
- Goals-designating which areas your child is in need of specially designed instruction.
- Objectives – which describe and measure your child's growth in each goal area.
- Placement options
- Necessary staff to assist your child with achieving his/her goals

The IEP is a critical tool in your child's education. It aids in directing and measuring a student's progress.

The IEP directs:

- how student progress will be measured
- the criteria for evaluation
- the specially designed instruction
- the review of student progress.

Guiding Question 3

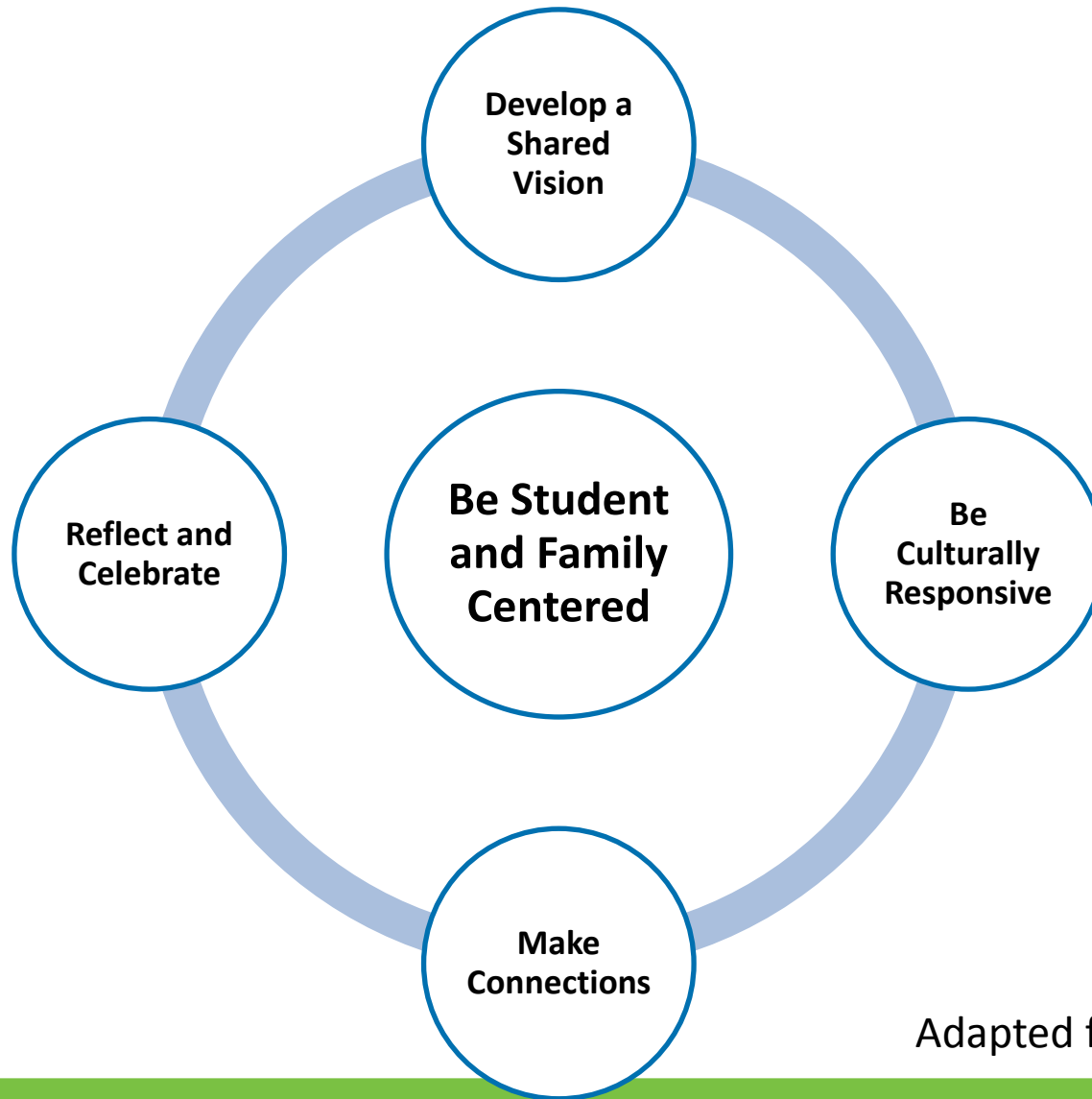
What are the components of quality parent/practitioner communication during the transition planning process?



What we know...

- Effective home/school/community partnerships contribute to improved postsecondary outcomes for students.
- Parent involvement tends to decline across the grades without continued school outreach.
- All parties want more partnerships between schools, families, and communities, but most don't know how to create them.
- Teachers' practices to involve families are as, or more important than family background variables such as race or ethnicity, social class, marital status, or mother's work status for determining whether and how parents become involved in their children's education.

Family Partnership Model



Adapted from deFur, 2012

Be Student and Family Centered

- NTLS2 reports that youth with disabilities say they have strong, positive relationships with their parents and that parents are the first people these youth turn to for support.
- Parents have important information about students.
- Increased parent involvement leads to improved student outcomes.
- Parents will continue to support students after school exit.

WHY?



Be Student and Family Centered

HOW?



- Teach families about the IEP process
- Encourage families to invite others
- Be welcoming
 - Meeting Agenda
 - Name Tags
 - Notebook/Pen
- Provide clear, structured opportunities for family members to share
 - Stories
 - Info on Student Strengths
 - Concerns

Develop a Shared Vision

- Starting the IEP transition process with a shared vision:
 - Orients team to the purpose of the meeting
 - Provides clear opportunity for student and family input
 - Drives team action steps
 - Goals
 - Assessment
 - Course of Study
 - Leads to high, appropriate expectations for student outcomes

WHY?



Be Culturally Responsive

- 42% of students in SPED in 2008 were from culturally and linguistically diverse (CLD) backgrounds (US DOE, 2010)
- Less than 20% of school professionals are from diverse cultures (National Center for Education Statistics, 2009)
- US IEPs are reflective of a future oriented culture that values individualism – TRANSITION PLANNING MAY BE A FOREIGN CONCEPT FOR FAMILIES!

WHY?



Be Culturally Responsive

- Send meeting invitations that include:
 - Expected length of meeting
 - Expected number of team members
 - Clear invitation to parent(s) to include others in the meeting
- Provide parents with community resources and the opportunity to connect with other families
- Welcome parent(s) to the school building



Be Culturally Responsive

- Meet with parent(s) and interpreter prior to the meeting to:
 - Ensure that they are speaking the same language
 - Provide interpreter with a glossary of IEP terms
- Be aware of the cultural context of verbal and non-verbal language
- Ensure parental understanding prior to ending meeting
- Provide a copy of the translated documents soon after the meeting



Make Connections

- Parents should have connections to:
 - Teachers
 - School-based Service Providers
 - Community Service Providers
- Partnership connections allow parents to share responsibilities and work towards a common goal

WHY?

- *“Who do I ask questions of? Who is that person? Just let me know whose door I should be knocking on to get these services and who to go to if they need to be improved.”*
 - A parent who had expressed concerns that she did not know who could offer transition help

Make Connections

HOW?



- Provide parents with school and community service provider contact lists
- Invite parents to career/college fairs and other transition related events
- School creates opportunities for parents of students with disabilities to come together and share information
- Each team member is assigned a role with clear responsibilities related to the student's transition plan

Reflect and Celebrate

- Focus on student strengths
- Communicate with parents about transition accomplishments both large and small
- Publically acknowledge the team's successes
- Create a safe, productive environment that allows for honest reflection



Parent Communication Evaluation & Reflection

Please check “√” 4 = *very good* 3 = *good* 2 = *fair* 1 = *unsatisfactory* 0 = *poor*

	4	3	2	1	0
Student and Family Centered Transition Planning					
Developing a shared vision for transition planning					
Being culturally responsive					
Making connections between families and school/community service providers					
Reflection					
Celebration					
Subtotal					
TOTAL	/24				

Wrap Up

Guiding Questions:

1. What roles do parents play in the transition planning process?
2. What are the barriers to parent/practitioner communication?
3. What are the components of quality parent/practitioner communication during the transition planning process?

Sources

- Ankeny, E. M., Wilkins, J., & Spain, J. (2009). Mother's experiences of transition planning for their children with disabilities. *TEACHING Exceptional Children*, 41(6), 28-36.
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- deFur, S. (2012). Parents as collaborators: Building partnerships with school- and community-based providers. *TEACHING Exceptional Children*, 44(3), 58-67.
- Heller, T., & Kramer, J. (2009). Involvement of adult siblings of persons with developmental disabilities in future planning. *Intellectual and Developmental Disabilities*, 47(3), 208-219.

Sources

- Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *TEACHING Exceptional Children*, 44(3), 14-20.
- MEAD School District: Parent Brochure --
<http://www.mead354.org/page.cfm?p=402>
- Pleet, A. M, & Wandry, D. L. (2009). *Engaging and Empowering Families in Secondary Transition: A Practitioner's Guide*. Arlington, VA: Council for Exceptional Children.
- Special Parent Information Network (SPIN) – www.spinhawii.org
- Virginia Self-Determination Project: Parents --
<http://www.imdetermined.org/parents/>