

Assisting Schools to Improve Facilitation of Family Involvement: IEP

Assisting Schools to Improve Facilitation of Family Involvement: IEP



National Center for Special Education Accountability Monitoring (NCSEAM)



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



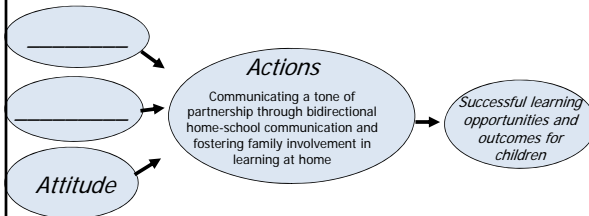
The 4 A's

- 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)

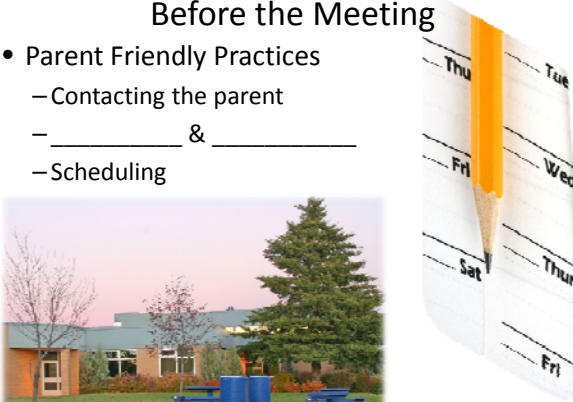
Before the Meeting

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



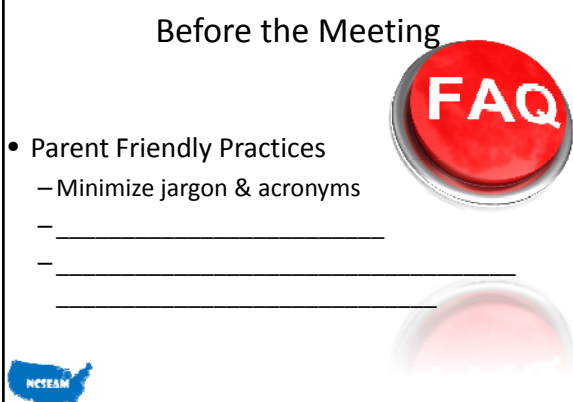
Before the Meeting

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



Before the Meeting

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



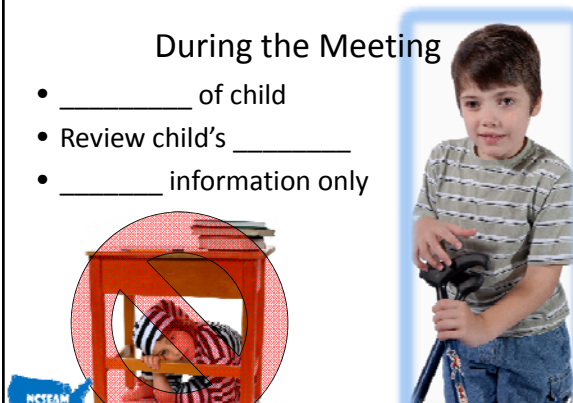
During the Meeting

- _____
- _____
- _____
- _____



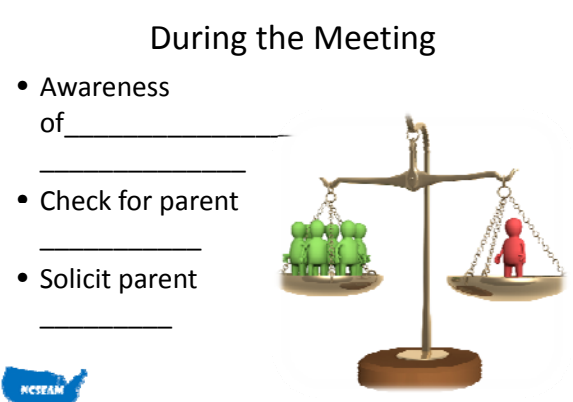
During the Meeting

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



During the Meeting

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




During the Meeting

- Clear explanations
 - _____
 - _____
 - Modifications & accommodations





Assisting Schools to Improve Facilitation of Family Involvement: IEP

During the Meeting






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



After the Meeting

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




Feedback. . .



Questions for you. . .

- 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

It's about Better Results

We're Done for Today!

www.accountabilitydata.org



Assisting Schools to Improve Facilitation of Family Involvement: IEP

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.

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.

20

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.