



Promoting Family-School Partnership through the IEP Development Process.

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+ Presuppositions



- Every child deserves an excellent education and can achieve at high levels
- All families care about and want the best for their children
- Families are assets in supporting student learning
- Teachers' perceptions about families shape their family engagement efforts



+ Why are Family-School Partnerships Important in Early Childhood?






+ Family-Professional Partnerships: What Families and Professionals Want from Each Other

- Communication
- Commitment
- Equality
- Skills
- Trust
- Respect

Blue-Banning et al 2004



Family-Professional Partnership Framework



Connect Module 4- Family-Professional Partnerships
<http://community.fpg.unc.edu/connect-modules/learners/module-4/introduction>



+ Family-Professional Partnerships



The current definition of family-professional partnership is a "relationship in which families (not just parents) and professionals agree to build on each other's expertise and resources, as appropriate, for the purpose of making and implementing decisions that will directly benefit students and indirectly benefit other family members and professionals" (Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015, p. 161).



+ Challenges to Family-Professional Partnerships

- Sontag and Schacht (1994) found that substantial numbers of Latina/o and Native American families of children with a disability reported problems about getting accurate information about services their children needed
- Research suggesting that participation challenges continue for many families, particularly families whose first language is not English (Harry, 2008; Lian & Fontanez-Phelan, 2001; Salas, 2004; Tellier-Robinson, 2000).
- Along with language barriers, families from diverse cultures may have different understandings of the roles of families in partnership with schools (Ladky & Peterson, 2008).



+ Challenges to Family-Professional Partnerships

- For example, many Afro-Caribbean populations place a high value on preparing young children for school by teaching them pre-academic skills and proper behavior. These families do not see needs for family involvement in school-based activities (Mitchell & Bryan, 2007)
- Families appear to engage in high levels of home-based involvement by emphasizing educational values, providing educational resources to their children, and ensuring their children have adequate nutrition and rest (Hill & Torres, 2010; Martinez, DeGarmo, & Eddy, 2004; Niemeyer, Wong, & Westerhaus, 2009; Tang & Kao, 2012)



+ Resources Family-Professional Partnerships

- Connect Module 4- Family-Professional Partnerships
<http://community.fpg.unc.edu/connect-modules/learners/module-4/introduction>
- School, Family & Community Collaboration
<http://www.ideapartnership.org/using-tools/dialogue-guides/topical-guides.html?id=1693:family-school-and-community-collaboration>
- Kansas Parent Information Resource Center
<http://www.kpirc.org/>
- Beach Center on Families and Disabilities
<http://www.beachcenter.org/default.aspx?Script=1>

+ Rationale

- IDEA does not regulate discussion at the IEP meeting. However 34 CFR 300.320 through 34 CFR 300.324 implicitly set an agenda of items that must be discussed.
- IDEA imposes the requirement that parents be treated as equal participants in the meetings, contributing to the discussion about the child's needs and joining with the other participants in deciding what services and placement the child will receive.



+ Doug C v Hawaii June 13, 2013

- **Question** - If there are logistical scheduling conflicts for an IEP meeting, is priority given to the schedules of the school staff or the parent?
- **Answer** - Priority is given to the parent. "The attendance of [the]... parent, must take priority over other members' attendance ... an agency cannot exclude a parent from an IEP meeting in order to prioritize its representatives' schedules." Unless a parent affirmatively refuses to attend an IEP meeting, the school is obligated to accommodate them.



+ Doug C v Hawaii June 13, 2013

- **Question** - Can the school cure the failure to include the parent at an IEP meeting by convening a second IEP meeting with the parent within 30 days?
- **Answer** - No. Parental involvement, after-the-fact is "not enough because the IDEA contemplates parental involvement in the creation process."





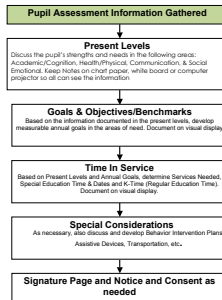
Required Team Members

- Parents of the child
- Regular Education Teacher of the Child
- Special Education Teacher/Service Provider
- LEA Representative
- Individual who can interpret the instructional implications of evaluation results





Family Friendly IEP Conference Flow Chart



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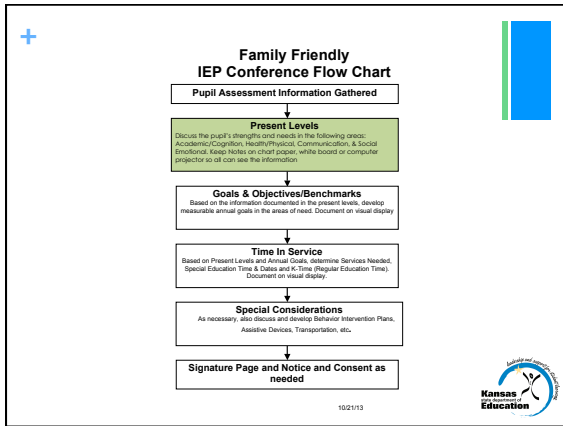




Format for Family Friendly Eligibility and/or IEP Meeting

- Participant's Preparation Prior to Meeting
 - Complete Assessment
 - Written Evaluation Reports (if also doing eligibility)
 - Summarized PLAAFP information
 - Draft of potential goals
 - Baseline data for Potential Goals
 - Recommendations for services





Format for Family Friendly Eligibility and/or IEP Meeting

- **Roles**
 - Facilitator
 - Recorder (chart paper)
 - Time Keeper (optional)
 - Observer (optional)
- **Materials**
 - Visual Display with PLAAFP headings (cognition/academic, health/physical, communication, and Social-Emotional), space to list and prioritize needs, and space to summarize services. (Chart Paper, White Board, Elmo or Projector Display)

Kansas Education

Format for Family Friendly Eligibility and IEP Meeting

- **Introductions and Purpose**
 - Have participants introduce themselves and their roles
 - Explain the purpose of the meeting and describe the agenda for the meeting

Kansas Education

+ Format for Family Friendly Eligibility and IEP Meeting

■ Review Assessment/Present Level Information

(recorder summarizes and documents on chart paper, placing information in the most appropriate area)

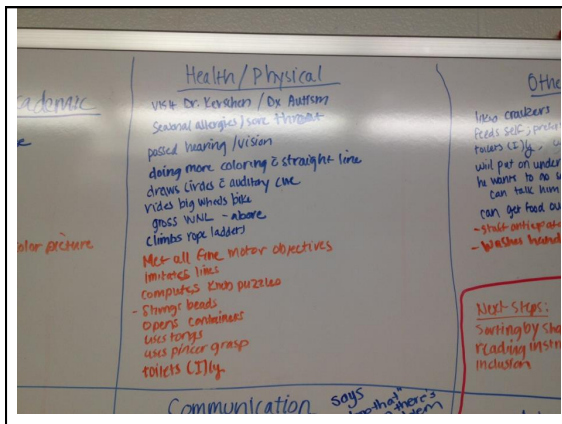
- By PLAAFP Area
 - Health/Physical
 - Social Emotional
 - Academic/Cognition
 - Communication
- Asking Parents to share first



+ Question Prompts for Health/Physical Information

- How child's health?
- Have you seen any changes in your child's health?
- What kinds of things does your child like to do outside? On the playground?
- How does your child use their hands?
- Has your child had a hearing and vision screening
- What does the child do at mealtime (eating, drinking)? Are there differences across settings and with different people



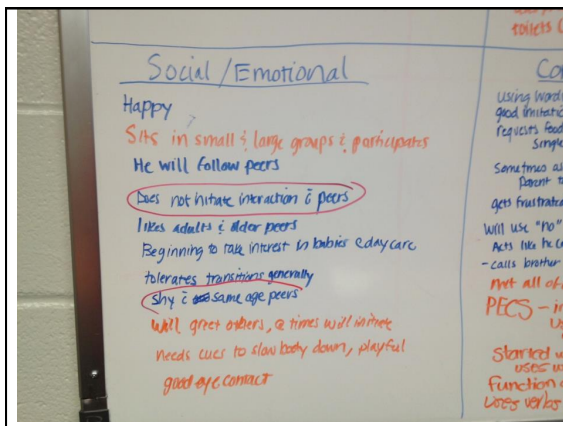


+ Question Prompts for Social-Emotional Information



- What does your child typically do around other children, familiar adults, strangers?
- What does your child do when he/she is upset or needs comfort?
- What types of activities do you and your child like to do together?
- What does the child do when she/he can't get or doesn't have what she wants?
- How does your child respond to delays in receiving expected attention and/or help from others?

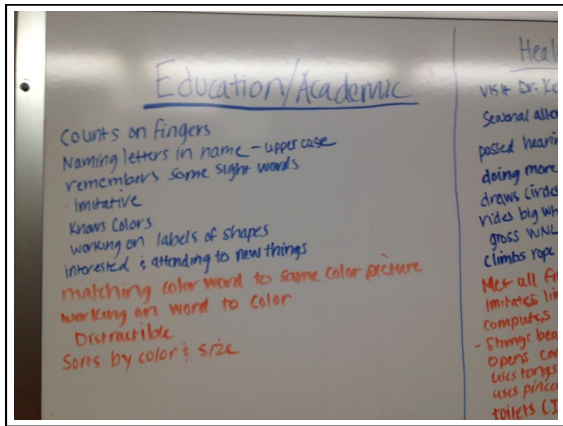




+ Question Prompts for Academic/Cognition Information


- What do you see your child doing at home when they play? What kinds of toys do they like best?
- Do they ___ (count, look at books, etc.)? How does that look?
- What kinds of things does your child do when they encounter a problem or obstacle?
- Have you seen your child use something learned at one time at a later time or in another situation?






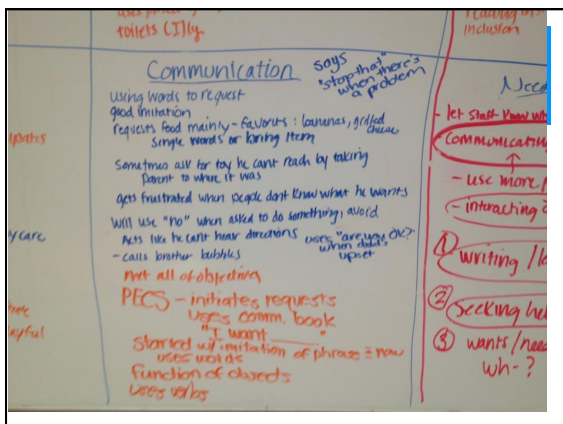
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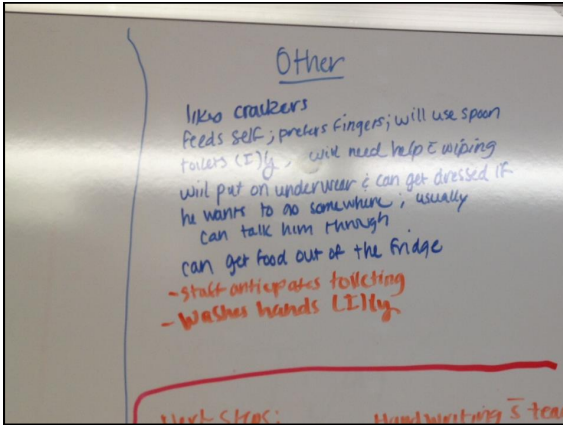
Question Prompts for Communication Information



- How does your child use words and language in everyday situations (e.g. home, at preschool, with other children, with strangers)?
- How easy is it for you to understand what your child says? Others?
- Typically, who many words does your child in their communication (1-2 at a time, 3-5 at a time, longer sentences)?
- How does your child understand and respond to directions and requests from others?
- Can your child use his/her understanding to communicate problems or attempt solutions that others suggest?







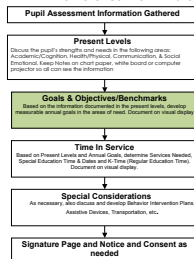
+ Format for Family Friendly Eligibility and IEP Meeting

- **For Eligibility - Discussion of eligibility**
 - Complete eligibility paperwork
- **For Eligibility - Check-In with Parents**
 - Would they like to end the meetings here or are they comfortable moving on to the development of the IEP
- **Review PLAAFP information that has been recorded and provide an opportunity for the team to add additional information** (recorder documents on chart paper)



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Family Friendly IEP Conference Flow Chart



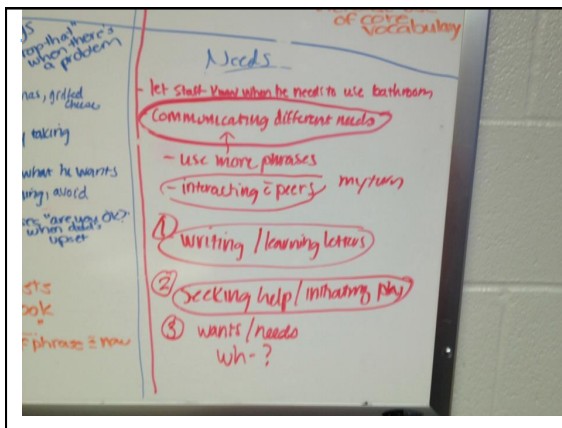
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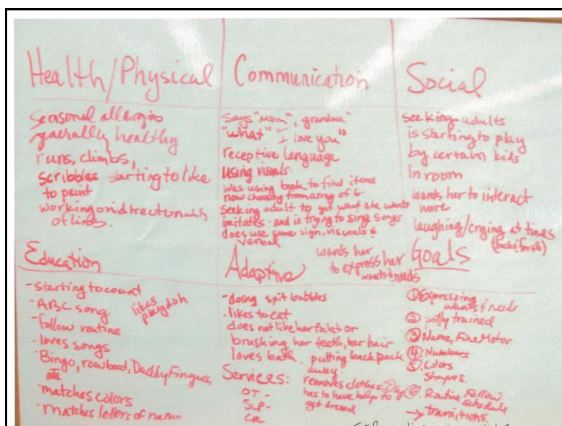


+ Format for Family Friendly Eligibility and IEP Meeting

- Discussion of needs and record potential goals (recorder documents on chart paper)
- Prioritize goals







+ Early Childhood Outcomes and the IEP

1. Have positive social relationships
2. Acquire and use skills and knowledge
3. Take appropriate action to meet their need



+ Striving for Functional Measureable IEP Goals

- Will the skill increase the child's ability to interact with people and objects within the daily environment?
- Will the skill have to be performed by someone else if the child cannot do it?
- Does the skill represent a general concept or class of responses?
- Can the skill be taught in a way that reflects the manner in which the skill will be used in daily environments?
- Can the skill be elicited by the teacher/ parent/therapist/ caregiver within the classroom/home activities?



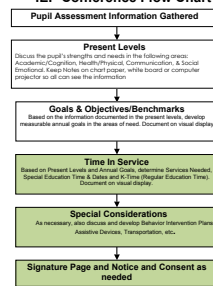
+ Steps to Integrating EC Outcomes (ECO) with the IEP

- In the review of existing data, look for information related to the ECO
- IF the child is transitioning from a Part C Infant Toddler Program, organize the discussion of the child at the 90 day transition meeting in relation to the ECO
- During the evaluation, probe for information on caregiver concerns related to the ECO.
 - Encourage families to describe their child's typical day in the context of ECO areas, such as how he interacts with others, how he learns and solves problems, and how he gets his own needs met.
- Compare the child's functional skills and behaviors with those expected for other children his age.

+ Steps to Integrating EC Outcomes (ECO) with the IEP

- Include functional authentic assessment in the evaluation that will provide the team with information on all three ECO.
 - Consider the child's functioning in the context of everyday activities and routines, in the three ECO areas.
- Document supporting evidence for ECO rating throughout the assessment and evaluation process
- During the IEP meeting, organize the discussion of the child in relation to the ECO:
 - Discuss how the child is functioning in the ECO areas and how the child's skill's and behaviors in the ECOS areas compare with other children the same age.
- In the PLAAFP, organize the description of strengths and need as they relate to the three outcome areas.

+ Family Friendly IEP Conference Flow Chart



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+ Preparing Parents for Meeting

- Talk with them prior to the meeting about the purpose and process to be used for the meeting.
- Help the parent to prepare their thoughts so they are as ready to share during the meeting as other team members.
- Understand parents expectations and concerns prior to the meeting
- Avoid the use of jargon/explain terms that may be unfamiliar to the parents



+ Strategies for Parent Friendly IEP Meetings

- Only require the attendance of those individuals who are necessary.
- Schedule the meeting when those present can stay for the entire meeting
- Don't be afraid to break an IEP meeting into several sessions if the IEP cannot be completed in a reasonable amount of time (2 hour time limit on the length of any individual meeting.) *Once the team is comfortable with the format, most eligibility/IEP meetings can be reasonably completed in 1 hour*



+ Questions/Comments