SPECIAL EDUCATION
FAMILY ENGAGEMENT
STRATEGIES

Strategies to Improve Climate and Education Outcomes
WHY MOVE BEYOND INVOLVEMENT TO ENGAGEMENT

Raising the next generation is a shared responsibility. When families, communities, and schools work together, students are more successful and the entire community benefits. For schools and districts across the U.S., family engagement is becoming an integral part of education reform efforts.
DUAL CAPACITY FRAMEWORK
IDEIA PARENT INVOLVEMENT

- IDEIA requires *parents or guardians to be equal* partners and provide opportunities in shared decision making within
  - the Individual Education Program (IEP)
  - Home to school collaboration
  - Due process
  - Evaluation, placement, and service implementation decisions

- **Compliance** with the law is important, but it should not be the only professional emphasis when working with families with children with disabilities

- **Communication** is a key element of building relationships that engage families in the education of their children
COMMUNICATION IS KEY

- Communication is a key factor in establishing and maintaining a home school partnership to support the development of a child with a disability.

- Effective communication has critical components:
  - **Quantitative**: regular and predictable
  - **Qualitative**: positive, specific, and respectful
ENGAGEMENT HAPPENS AT MANY LEVELS

Target Population
- Student, Parent and Family
- Educators

Engagement Levels
- Classroom
- School
- District
- State
- National

Types of Activities
- Information Sharing
- Connecting
- Modeling and Training
- Shared Decision Making
SUPPORT AT THE SCHOOL LEVEL

- Provide resources such as time, planning support, and professional development to enable special educators and service providers to collaborate with families and regular educators

- Establish predictable communication routines with families
  - Before the year begins
  - Provide contact information of all involved in the education and support of their child
  - Establish a main contact person
  - Set up a time and communication schedule throughout the year so parents know what’s happening
  - Provide any upfront information about the progress monitoring and evaluation of the child’s performance and when and how that will happen

- Provide parents with specific ways they can help their child at home
  - Concrete suggestions about how to handle academic and behavioral issues
  - Allow families to observe how these issues are applied within the classroom
  - Model techniques for families
SUPPORT AT THE DISTRICT LEVEL

- Distribution of family-friendly informational materials including translated material in the family’s native language
- Centralize services to families so that they have easy access to social services
- Support capacity building for school personnel to increase effective communication and collaboration with families
What are the practices you are doing well and what will you add or improve?
RESOURCES

- **Handbook on Family and Community Engagement**

- **Family Empowerment and Disability Council Issue Brief: May 2012**

- **Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships**
WE ARE HERE TO HELP YOU

- IRIS Center Modules

https://iris.peabody.vanderbilt.edu/module/tran/
LIFECOURSE TOOLS

www.lifecoursetools.com
PERSON CENTERED PLANNING

http://www.personcenteredplanning.org/

What is person-centered planning?

We're glad you asked! Person-centered planning is a process-oriented approach to empowering people with disability labels. It focuses on the people and their needs by putting them in charge of defining the direction for their lives, not on the systems that may or may not be available to serve them. This ultimately leads to greater inclusion as valued members of both community and society.

Person-centered planning involves the development of a "toolbox" of methods and resources that enable people with disability labels to choose their own pathways to success; the planners simply help them to figure out where they want to go and how best to get there.

In this site you will find:
- an overview of the person-centered planning process
- a self-study course covering the basic processes involved
- a quiz section to help you focus on areas you may need to cover more thoroughly
- a compendium of readings and activities for you to use on your own
- various links and downloadable resources.

NEW!!

The Yang-Tan Institute is proud to announce the development of two new related resources! The Citizen-Centered Leadership Development Community of Practice multi-module distance learning course and the Introduction to the Citizen-Centered Leadership Development webinar series. Check them out!

... all of which are geared toward facilitating and enhancing your awareness of and appreciation for person-centered planning. We think you will enjoy your visit with us!
Transition to Adulthood

Jun 21, 2017

Life is full of transitions, and one of the more remarkable ones occurs when we get ready to leave high school and go out in the world as adults. When the student has a disability, it’s especially helpful to plan ahead for that transition. In fact, IDEA requires it.

Quick Jump Index

- Quick summary of transition
- IDEA's definition of transition services
- Considering the definition
- Students at the heart of planning their transition
- When must transition services be included in the IEP?
- A closer look at what to include in the IEP
- The domains of adulthood to consider

http://www.parentcenterhub.org/transitionadult/
NATIONAL COLLABORATIVE ON WORKFORCE AND DISABILITY

http://www.ncwd-youth.info/
I’M DETERMINED

Welcome to I’m Determined!

The I’m Determined project, a state-directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.

https://www.imdetermined.org
Welcome
National Network of Partnership Schools
Working Together for Student Success

Established at Johns Hopkins University in 1996, NNPS invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school.

*Based on more than three decades of research on parental involvement, family engagement, and community partnerships, NNPS's tools, guidelines, and action team approach may be used by all elementary, middle, and high schools to increase student achievement and success.

News
Call for
AMERICANS WITH DISABILITIES ACT

https://www.ada.gov/index.html
NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION

https://www.transitionta.org/
ALABAMA DEPARTMENT OF REHABILITATION SERVICES

http://www.rehab.alabama.gov/home
FOR HELP CONTACT

Alabama Parent Education Center
AL Parent Training and Information Center
www.alabamaparentcenter.com
334-567-2252 or 866-532-7660
PO Box 118 * Wetumpka, AL 36092

Lorraine Barnes
lbarnes@alabamaparentcenter.com
Charisa Hagel
secretary@alabamaparentcenter.com
Teresa Moulton
ptitraining@alabamaparentcenter.com