

Welcome to our Workshop!

Using Data Building Partnerships with Parents and Agencies

Janna Murrell and Jay Johnson

Raising Special Kids

Arizona Department of Education



Raising Special Kids
Families Helping Families

Contact Information

- **Janna Murrell**
 - jannam@raisingspecialkids.org
- **Jay Johnson**
 - Jay.Johnson@azed.gov



Teachers Are...

Teachers Are...



[The Teaching Channel](https://www.teachingchannel.com/)

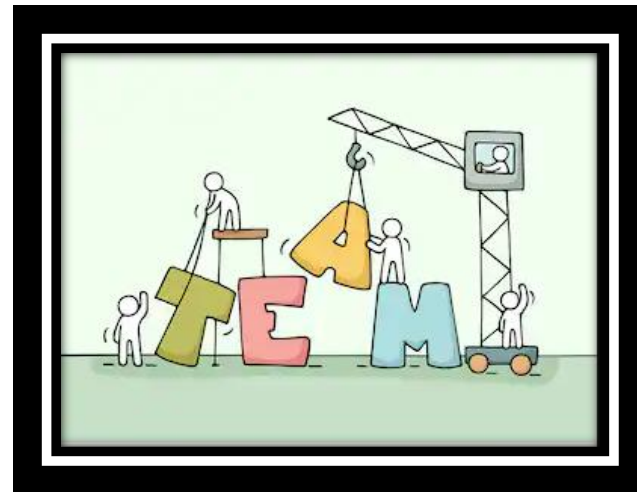


Why did you choose to become an educator?



Session Outcomes

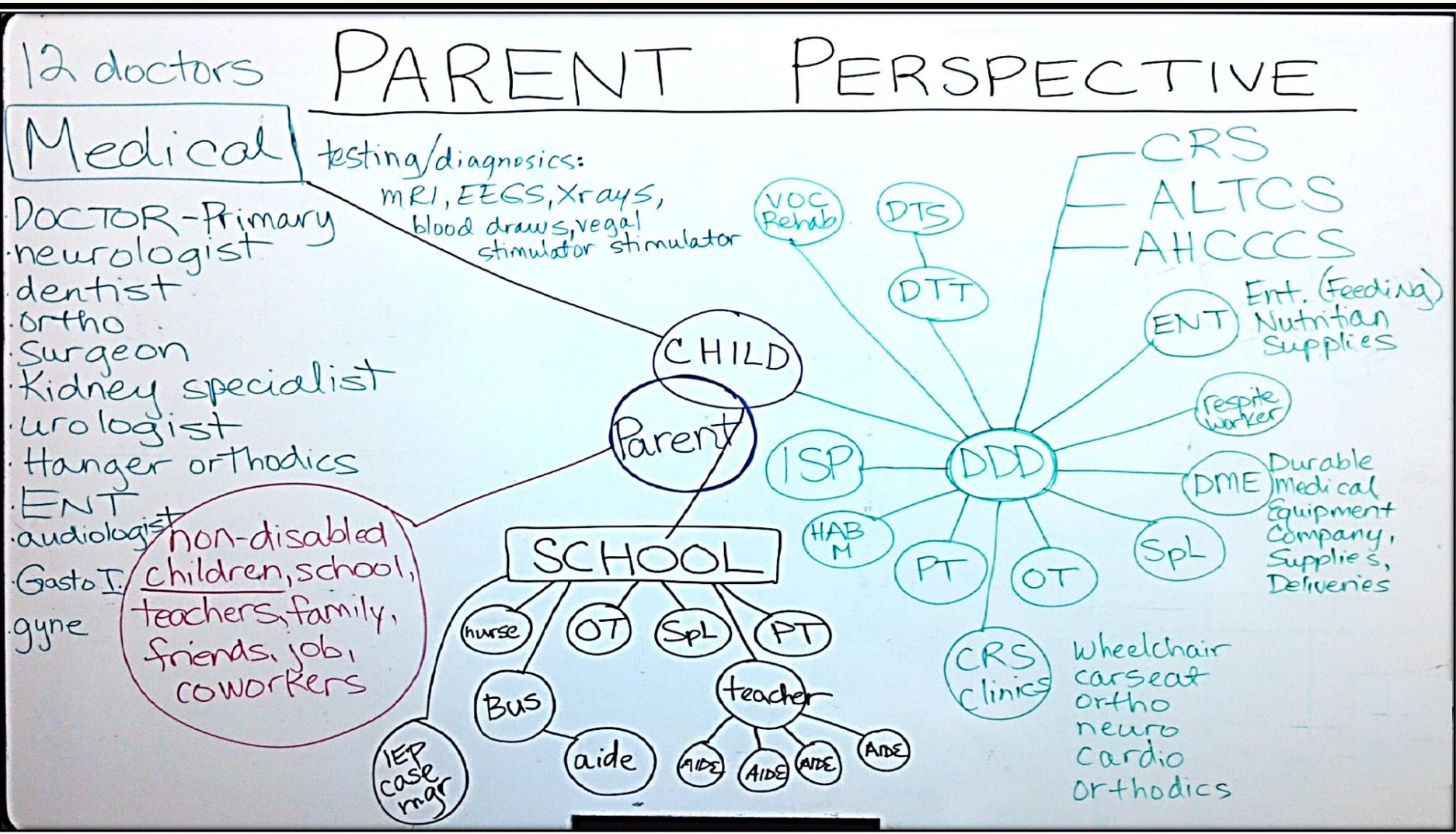
- The team will answer the following questions:
 - What is success and support?
 - How can we partner with families?
 - How can I to create a team approach?
- To answer these questions the team will:
 - Use data
 - Define topic
 - Define relationships
 - Teachers
 - Parents
 - Agencies



Do you sometimes feel like this in your interactions with parents?



Relationships to maintain



Session Outcomes

- **Why are we here?**
 - **Data**
 - **Definition**
 - **Relationships**
 - **Teachers**
 - **Parents**
 - **Agencies**



Council for Exceptional Children

Fall 2018 Target Audiences and Respondents

- Target Audience: 1st wave - 9,103 current and recently lapsed CEC members, self-identified as special education teachers.
- Additional member & non-member respondents via:
 - CEC communication channels;
 - Division and Unit invitations, events;
 - Word of mouth.
- Resulted in 1,570 more and non duplicated requests received access to survey in a second and third wave.
- **Usable responses: 1,467 / potential 10,251 = 14.3%**

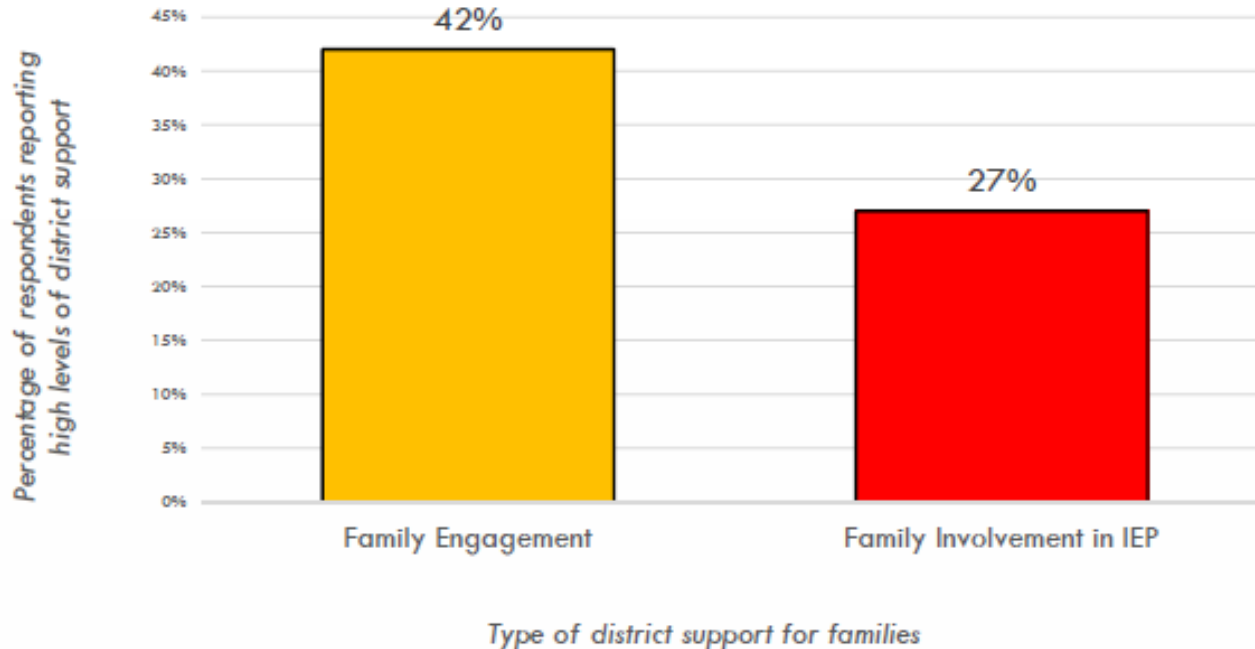


All Educators. Every Child. No Limits.
cec.sped.org



Council for Exceptional Children

District Support for Family Engagement and IEP Involvement



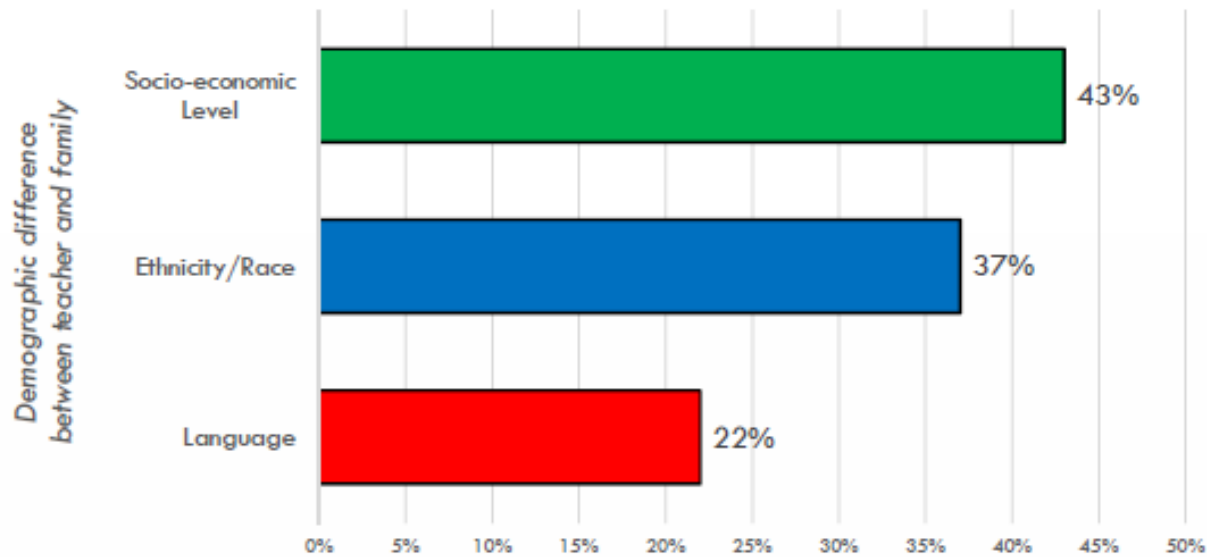
All Educators. Every Child. No Limits.
cec.sped.org



Council for Exceptional Children

Confidence in Engagement with Families

(Figure 11)



Percentage of respondents reporting high level of confidence

Council for Exceptional Children

Key Takeaways on Family Engagement

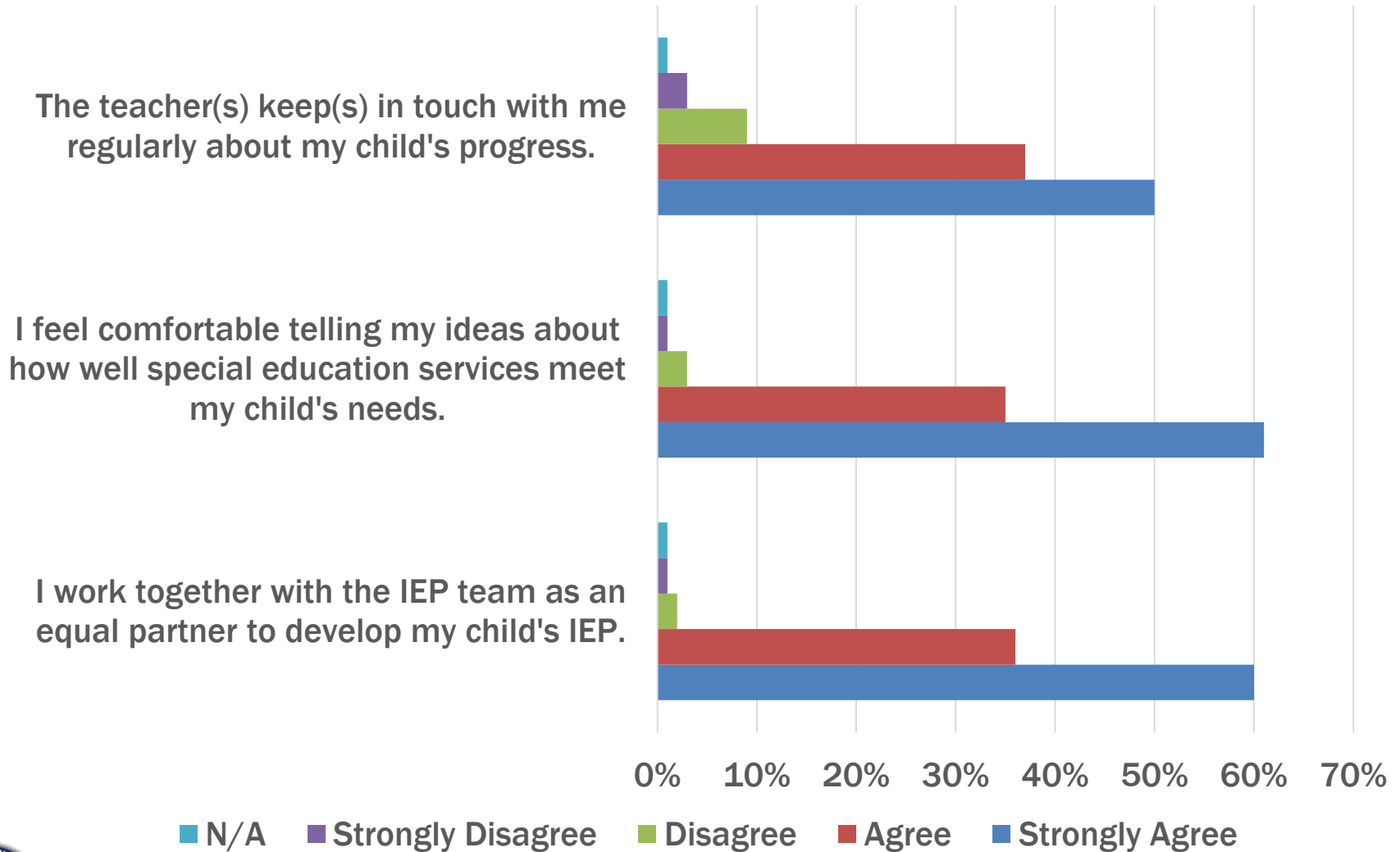
- Teachers were less confident around family engagement than any other topic on the survey.
- In particular, working with families who differ from them demographically.
- Teachers report needing more support to work with families.
- Student's sense of belonging is related to setting served.



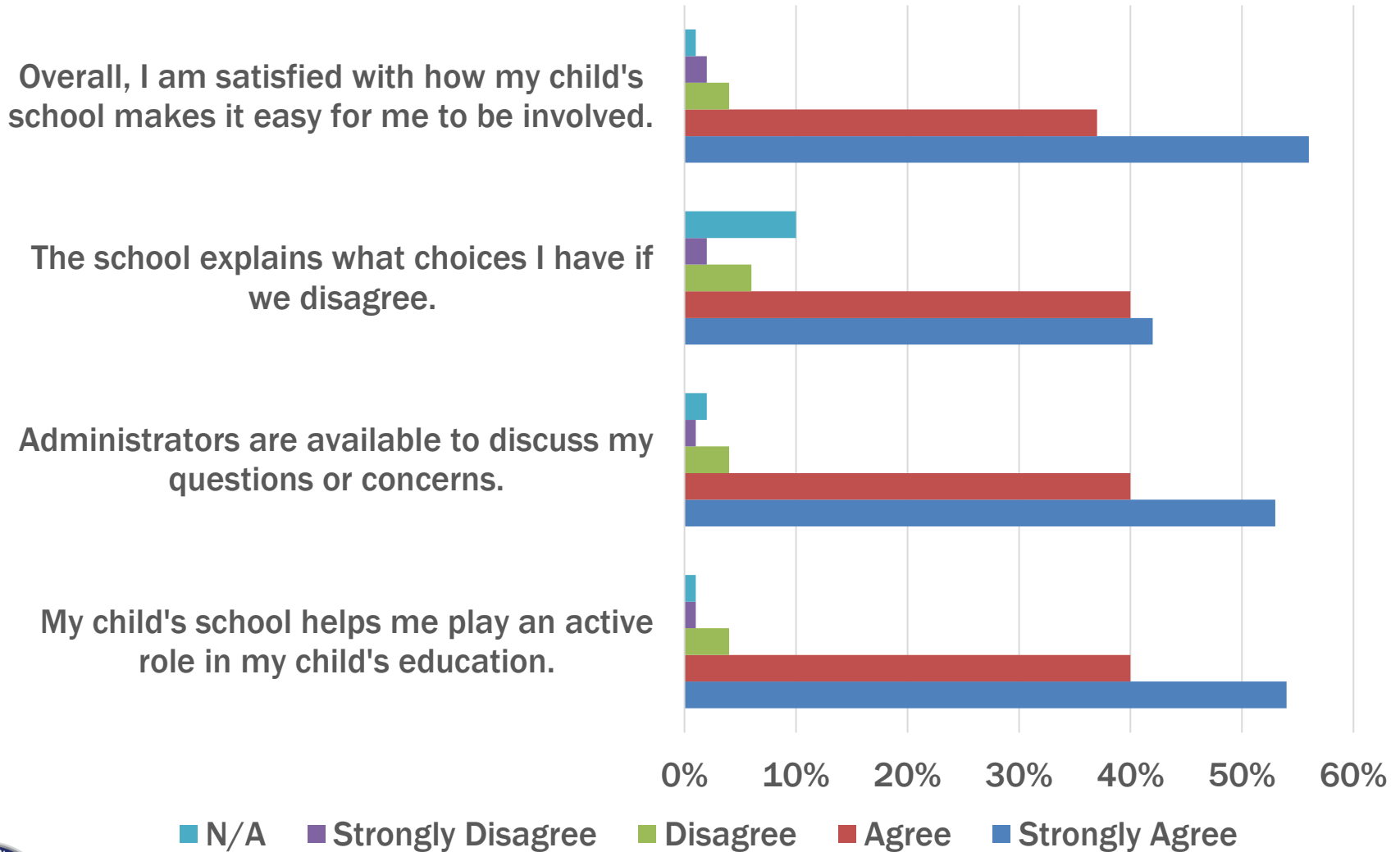
All Educators. Every Child. No Limits.
cec.sped.org



ADE Parent Involvement Survey



ADE Parent Involvement Survey



Best Practice

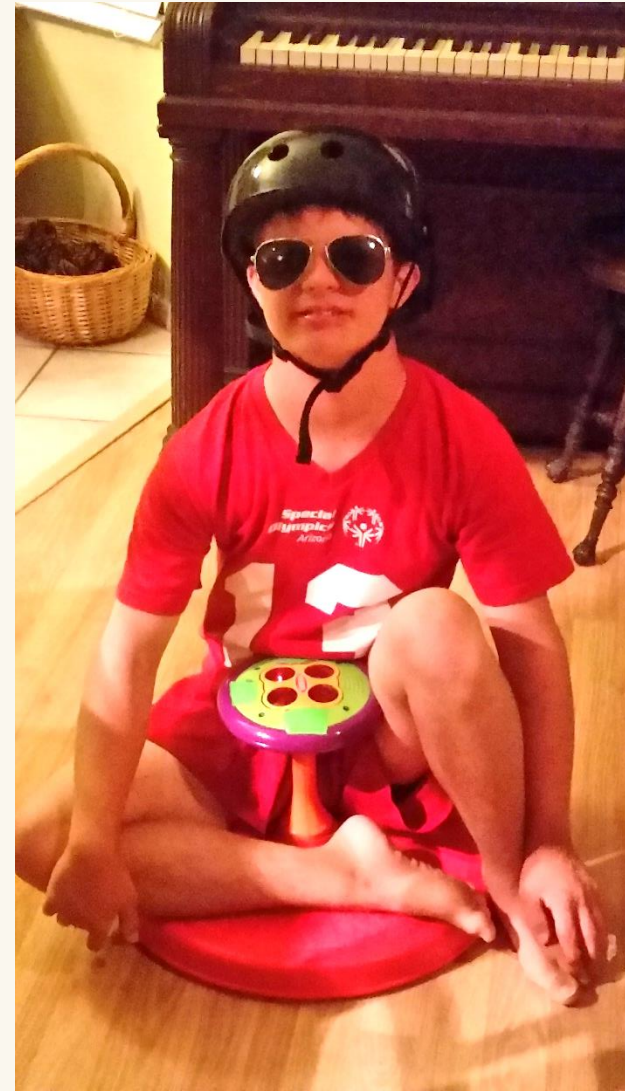
Clarity of
Purpose



- **Teacher leadership**
- **Leadership**
 - **The action of leading a group of people or an organization**
 - **Synonyms: guidance, direction, authority, control, management, superintendence, supervision**
 - **The state or position of being a leader**

Communication and Collaboration

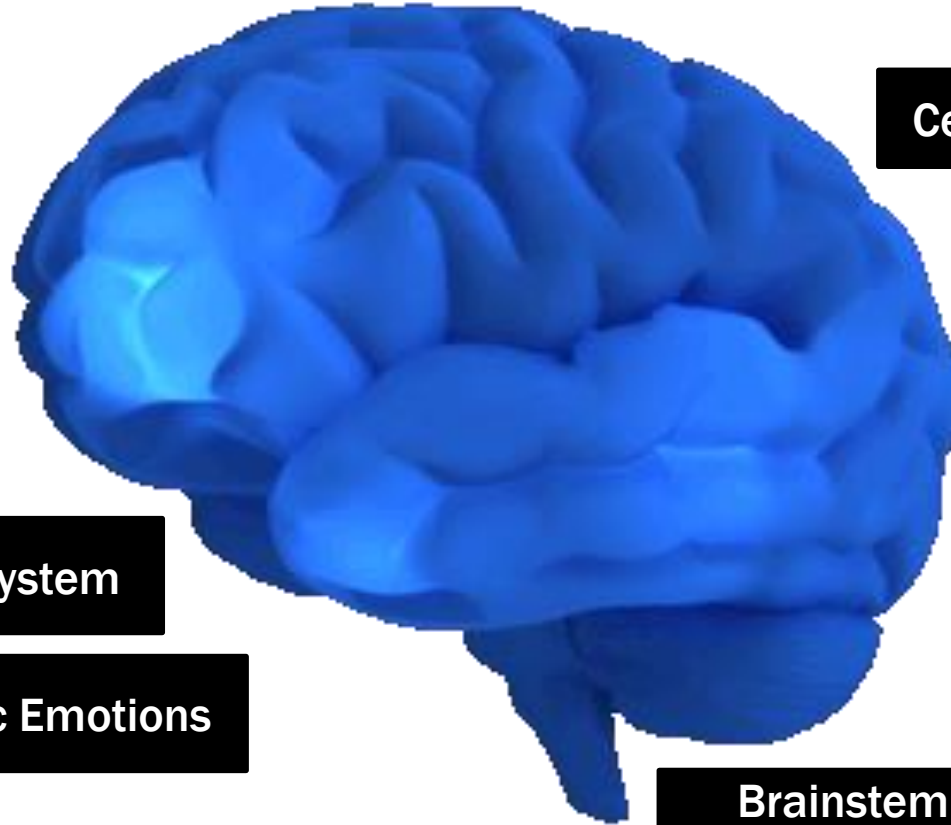
- How do you communicate to every parent that their child is important to you?
- Words are important, but body language and tone are more important.
- How do you team with parents regarding their child's education?
- Relationships build cooperation and success.



Working with parents

- First contact a positive one
- Use a parent's name
- Use a child's first name
- Ask "Tell me more about that..."
- Say "No, I am not busy for you, I have a few minutes."
- Explain your preferred method of communication
- Ask the parent their preferred communication method
- Applied mathematics (4 positives + 1 negative = ZERO)

The Brain



Cerebral Cortex

Decision Making

Limbic System

Basic Emotions

Brainstem &
Cerebellum

Basic Functions

Define Leadership and Partnerships



- **Talk to partner**
 - How do we define teacher leadership?
 - How can we talk with parents?
 - How can we include parents in the IEP Process?
 - How do we gain support from school teams, parents, and agencies?

**Norms of
Collaboration**

**Facilitation
and
Support**

**Accountability
for Results**

Session Outcomes

- **What is success and support?**
 - Data
 - Definition
 - Relationships
 - Teachers
 - Parents
 - Agencies



Categories of Engagement

Higher Education

- **full- or part-time**
- **community college** (two-year program)
- **college/university** (four- or more year program)
- **one complete term**

Competitive Employment

- **pay at or above the minimum wage**
- **setting with others who are nondisabled**
- **20 hours a week**
- **for at least 90 days (includes military)**

Categories of Engagement

Other Postsecondary Education or Training

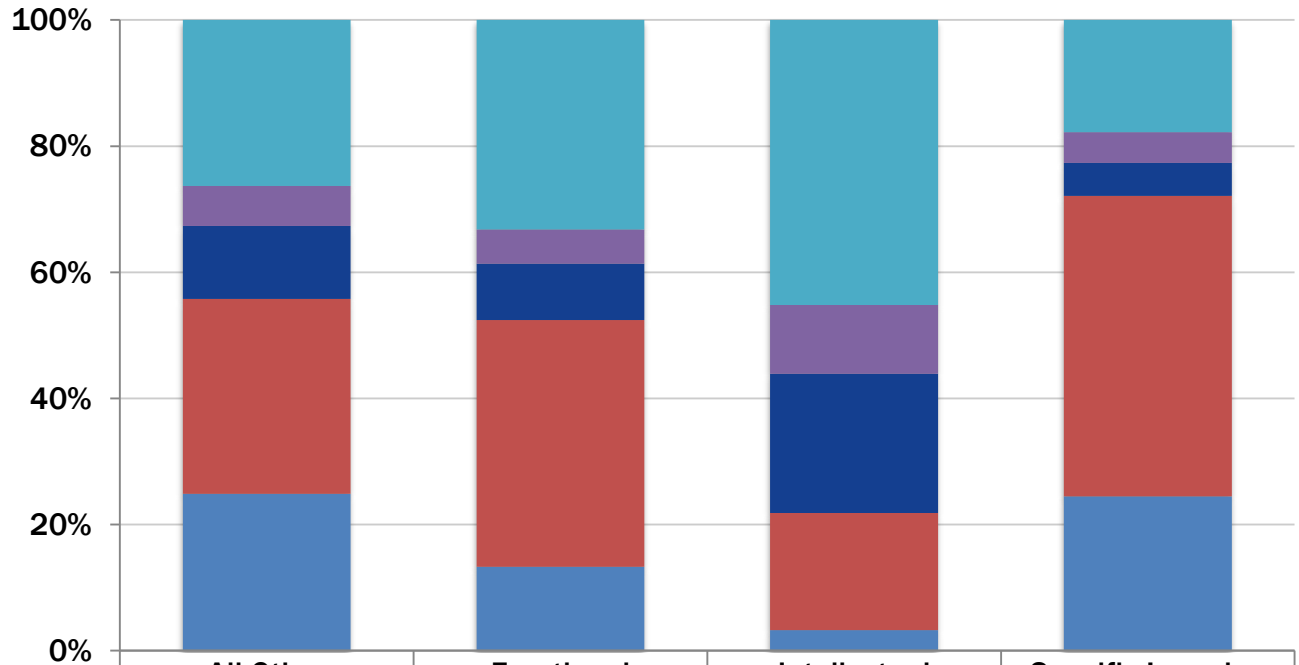
- **full- or part-time**
- **at least one complete term**
- **education or training program** (e.g., Job Corps, adult education, workforce development program, or vocational technical school that is less than a two-year program)

Other Employment

- **work for pay or self-employed**
- **at least 90 days**
- **includes working in a family business** (e.g., farming, working in a store, fishing, ranching, catering services)

Disability Data

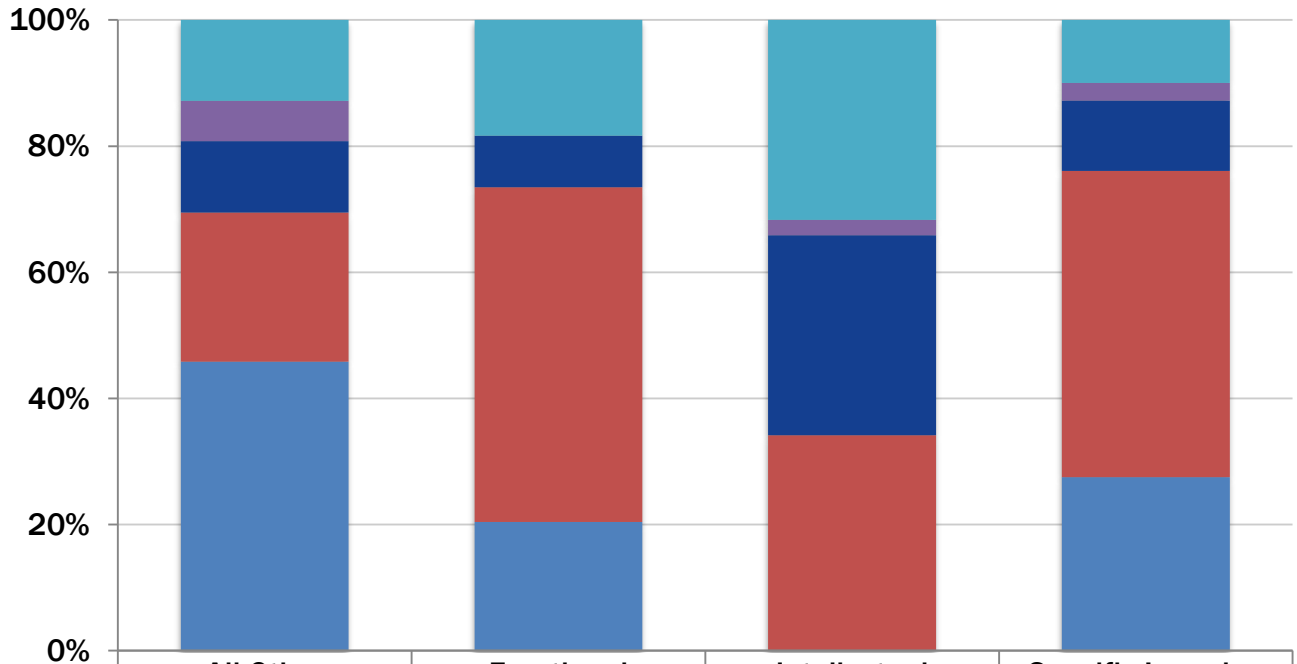
Non-Voc Rehab Respondents' Post-Secondary Outcomes by Disability Type



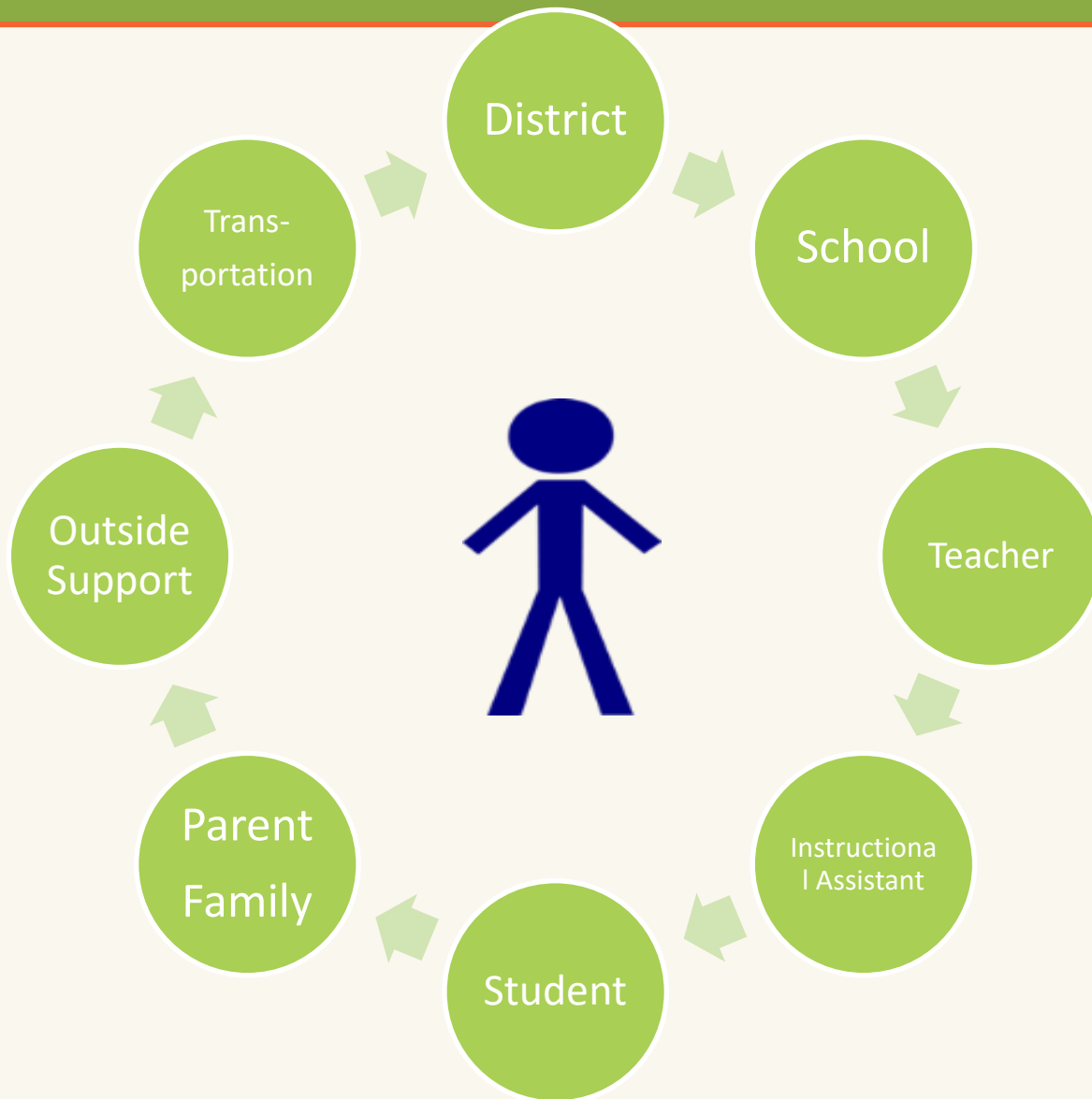
| | All Other Disabilities (1497) | Emotional Disturbance (572) | Intellectual Disability (458) | Specific Learning Disability (3900) |
|---|-------------------------------|-----------------------------|-------------------------------|-------------------------------------|
| Not Engaged | 26.3% | 33.2% | 45.2% | 17.8% |
| Some Other Employment | 6.3% | 5.4% | 10.9% | 4.9% |
| Enrolled In Other Postsecondary Education Or Training | 11.6% | 8.9% | 22.1% | 5.2% |
| Competitive Employment | 30.9% | 39.2% | 18.6% | 47.7% |
| Enrolled In Higher Education | 24.8% | 13.3% | 3.3% | 24.5% |

Disability Data

Voc Rehab Respondents' Post-Secondary Outcomes by Disability Type



| | All Other Disabilities (203) | Emotional Disturbance (49) | Intellectual Disability (41) | Specific Learning Disability (251) |
|---|------------------------------|----------------------------|------------------------------|------------------------------------|
| Not Engaged | 12.8% | 18.4% | 31.7% | 10.0% |
| Some Other Employment | 6.4% | 0.0% | 2.4% | 2.8% |
| Enrolled In Other Postsecondary Education Or Training | 11.3% | 8.2% | 31.7% | 11.2% |
| Competitive Employment | 23.6% | 53.1% | 34.1% | 48.6% |
| Enrolled In Higher Education | 45.8% | 20.4% | 0.0% | 27.5% |



Education of students who have disabilities is a shared responsibility

Parents want your help

They are stretched thin

What could be some barriers to having a successful IEP collaboration with parents?

- Parent's acceptance of the disability
- Age of the child
- Parent brings "negative baggage" from prior schools/ districts
- Parent not receiving a draft copy of the IEP to review in advance of the meeting to create questions and/ or seek support
- IEP being "handed" to them at meeting/ feeling rushed to sign it
- Using acronyms/ words parents do not understand "PROMBUE"
- Participants leaving early or not showing up to meetings
- Not knowing what type of meeting it is or what will be discussed
- Language barriers and not providing a trained interpreter
- Focusing on the child's deficits versus their strengths

What are some ideas to having a successful IEP collaboration with parents?

- Tell them we have IEP training workshops in English and Spanish at Raising Special Kids at no cost to them
- Provide a draft copy of the IEP to the parent to review in advance of the meeting so the parent can ask meaningful questions, and if need be, seek support or additional information
- Have professionals describe the services in “parent friendly” language- “How this will look to John in the classroom is...”
- Elicit parent comments and concerns before related service staff may need to leave so their questions can be answered
- Provide a meeting notice; and offer phone conference calls to parents who can't take off work but can take a break or lunch to participate by phone
- Focus on strengths and what you like about their child

Define Success and Support



- **Talk to partner**
 - **What is student success and support?**
 - **How do we gain support from school teams, parents, and agencies?**

**Norms of
Collaboration**

**Facilitation
and
Support**

**Accountability
for results**

Best Practice

**REQUEST TO INVITE OUTSIDE AGENCY REPRESENTATIVE(S)
TO THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING**
Form I-1-A (New 10/2006)

_____ **SCHOOL DISTRICT**

[If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact _____ at _____.]

Dear _____ Date _____

A purpose of your child's upcoming individualized education program (IEP) meeting is to discuss his / her post high school goals and the transition services needed to achieve those goals. We would like to invite individuals or representatives from the following agencies who may assist with the transition planning for your child.

Name, if known

Agency

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Before we can invite these individuals or representatives the district needs your written consent (permission).

Sincerely,

Name and Title of District Contact Person

.....
I understand the action proposed by the school district and

(Please check the appropriate box below, sign, date and return one copy of this request to the school district)

- I give my consent for all of the above identified individuals or representatives to be invited to my child's IEP meeting. I understand that my consent is voluntary and may be revoked at any time before the identified individuals or representatives have been invited.
- I give my consent for the following above identified individuals or representatives to be invited to my child's IEP meeting _____.
- I do not give my consent for any of the above identified individuals or representatives to be invited to my child's IEP meeting.

Signature of parent or legal guardian or adult student

Date

You and your child have protection under the procedural safeguards (rights) of special education law. The school district must provide you with a copy of your procedural safeguards once a year. Enclosed is a copy or earlier this year you received a copy of your procedural safeguard rights in a brochure about parent and child rights. If you would like another copy of this brochure, please contact the district at the telephone number above. In addition to district staff, you may also contact _____ at _____ if you have questions about your rights.



Best Practice

PURPOSE: The purpose of this form is to gather parent input prior to an IEP meeting, which will assist the IEP team in developing the IEP. This form can also be used to gather parent input for other purposes, such as during the referral and evaluation process, preparation for other meetings with the parent, etc.

PARENT INPUT FORM

Date: _____

To: _____ Re: _____
Parent(s)/guardian(s)/adult student Student name

The IEP team, which includes you, will be meeting soon to discuss your child's IEP. The information you provide can help our team develop the most appropriate IEP for your child. Your input is extremely valuable. Please take a few moments to complete the following questions, and return this form to your child's school by: _____

Date

What are the strengths of your child?

Please complete one of the following sentence starters....

From the information presented today:

- I learned...
- I have a new perspective on...
- In the future, I hope to implement...
- I now understand...



How to Refer a Family to Raising Special Kids

Families can always contact us directly

602-242-4366 or **800-237-3007**

info@raisingspecialkids.org

Or complete our referral form so we can contact the family.

Forms are available at www.raisingspecialkids.org

We will follow up with you after making contact with the family you referred!

Resources

- **Raising Special Kids**
(800) 237-3007
www.raisingpecialkids.org
- **Arizona Center for Disability Law**
(602) 274-6287
www.acdl.com
- **Arizona Technology Access Program (AzTAP)**
(800) 477-9921 or (602) 728-9535
<http://aztap.org/>
- **EPICS** (Education for Parents of Indian Children with Special Needs)
(505) 767-6630 www.epicsproject.org

Resources

- **CPIR** (Center for Parent Information and Resources) <http://www.parentcenterhub.org/>
- **ECTA Center** (The Early Childhood Technical Assistance Center) <http://ectacenter.org/>
- **NTACT** (National Technical Assistance Center on Transition) <http://transitionta.org/>
- **NAPTAC** (Native American Technical Assistance Center) <http://naptac.org/>
- **CADRE** (The National Center on Dispute Resolution in Special Education) <http://www.directionservice.org/cadre/>

ADE Resources

- **Parent Engagement Resources from ADE**
 - [Family Engagement Strategies](#)
 - [Parent Involvement Survey – Parents](#)
 - [Traveling the Special Education Highway](#)



Contact Information

- **Janna Murrell**
 - jannam@raisingspecialkids.org
- **Jay Johnson**
 - Jay.Johnson@azed.gov



Thank you for Being Here!



**Planning
Resources**

Additional Planning/Resources

- [AAPPD](#) (Arizona Association of Providers for People with Disabilities)
- [A LIFETIME OF LEARNING AND EARNING](#): A Family Guide to Work Preparation for Deaf and Hard of Hearing High School Students
- [Arizona Career Information System](#)
- [Arizona Department of Economic Security](#)
- [Arizona Department of Health Services](#)
- [Assistive Technology Forms from the Monroe County Intermediate School District AT Forms](#)(Monroe County Intermediate School District is a regional educational services agency including 9 constituent public school districts, 2 charter schools, and 14 non-public schools.)
- [Casey Family Programs](#) (Casey Life Skills is a free practice tool and framework for working with youth in foster care. It assesses independent living skills and provides results instantly.)
- [Cost Of Living Calculator](#) (Use the cost of living comparison calculator below to compare the cost of living in two cities. Simply enter your current income, select your current city, as well as the city you are relocating to and click calculate. The cost of living calculator will provide you with the equivalent income needed to maintain your current standard of living.)



Additional Planning/Resources

- Developmental Disabilities
 - [Authorization for Disclosure of Protected Health Information](#)
 - [DDD Eligibility Referral Form](#) (The first step in the application process)
 - [Developmental Disabilities](#) (The mission of DDD is to empower individuals with development disabilities to lead self-directed, healthy and meaningful lives. The Division provides supports and services that help enable individuals with opportunities to exercise their rights and responsibilities of independent decision-making and engagement in the community.)
 - [Help for Individuals with Developmental Disabilities and their Families](#) (The Division provides supports and services based upon need, state and/or federal guidelines and the availability of funds. Most services to children and adults with developmental disabilities are delivered at home and in community-based settings.)
 - [Find Out If You or A Family Are Eligible for DDD Services](#) (The Department of Economic Security (DES) Division of Developmental Disabilities (DDD) provides services to individuals with developmental delays and disabilities and their families. The services are based on age, specific eligibility based on federal requirements and referral/application processes.)
 - [Third Party Liability Questionnaire](#)
- [Disability.gov](#) (Connecting people with disabilities, their families and caregivers to resources)



Additional Planning/Resources

- [DO IT](#) (Disabilities, Opportunities, Internetworking, and Technology)
- [Employability Skills Survey](#) (This survey lists the skills and talents that employers value. You will build these skills in school. Read the list and assess where you are now. Mark each box that best describes your level of skill. Note your best skills and those skills you need to improve at the bottom of the survey. Also note how you might build those skills that you need to improve.)
- [Essential Life Skills for All Teens](#) (SOURCES: 21st Century Life Skills, Casey Life Skills, Ready by 21, Employment Literacy: SCANS 21st Century Skills, Equipped for the Future, California Career Planning Guide)
- [Everyday Life Project](#)
- [Future Planning Guide](#) (Future Planning is creating a guide for a person with an intellectual or developmental disability (I/DD) to lead a good life as independently as possible.)
- [IEP Goals and Objectives Bank from Redmond, Oregon](#) (The Goal Bank has been designed to allow users to locate specific goals. Content Areas included to locate the specific strands and Individual Goals.)
- [Index of Learning Styles Questionnaire](#)
- [Info to Go](#) (This page from Laurent Clerc National Deaf Education Center includes information about student transition beyond secondary education.)
- [Learning Styles Survey](#) (This survey can help you identify the ways you learn best. You will also learn study tips for your learning style. This can help you study and, thus, learn better. When you are in the world of work—just like in school—you will learn new things often.)
- [My K-12 Road Trip to College and Career](#) (Links to student planning guides, resources, and power points slides for use within the classroom or with parents (K-12 road trips).



Additional Planning/Resources

- [National Resource Center for Supported Decision-Making](#) (NRC-SDM builds on and extends the work of Quality Trust's Jenny Hatch Justice Project by bringing together vast and varied partners to ensure that input is obtained from all relevant stakeholder groups including older adults, people with intellectual and developmental disabilities (I/DD), family members, advocates, professionals and providers.)
- [NLS That All May Read](#) (National Library Service for the Blind and Physically Handicapped is a free braille and talking book library service for people with temporary or permanent low vision, blindness, or a physical disability that prevents them from reading or holding the printed page.)
- [Office of Disability Employment Policy](#) (To develop and influence disability employment-related policies and practices, ODEP sponsors the following five policy development and technical assistance resources)
- [PACER's National Parent Center on Transition and Employment](#) (Founded in 2014, PACER's decades of experience providing high quality assistance and support to parents, youth, and professionals on transition topics.)
- [Personal Preference Indicators A Guide for Planning](#) (The Personal Preference Indicators were developed by the Center for Learning and Leadership/UCE specifically to support our work with self-advocates, families, professionals and our academic and community colleagues.)
- [Raising Special Kids](#)
- [Self-Advocacy: Navigating Disclosure in the Workplace](#) (A key consideration during the job-seeking process is how, when, and why to disclose a disability to an employer.)
- [Student Led IEP's](#) (Form to prepare students to begin IEP Meetings)
- [U.S. Department of Education](#) (Office of Career, Technical, and Adult Education)



Additional Planning/Resources

- [Virginia Career VIEW](#) (Vital Information for Education and Work is recognized as the Commonwealth's Career Information Delivery System for all students in grades K-8 in Virginia. We are located at Virginia Tech as part of the College of Liberal Arts and Human Sciences in the School of Education.)
- [Wisconsin Assistive Technology Initiative Assessment Package Forms in Form-Fillable Format](#) (The WATI Assistive Technology assessment package is a process-based systematic approach to providing a functional assessment of the student's need for assistive technology in their customary environment.)
- [Wisconsin Assistive Technology Initiative Assistive Technology Checklist](#)

