





# Supporting Parents and Families

Resources for Families of Students with Disabilities

DOSE Institute  
September, 2019

# Welcome

- ▶ Your role
- ▶ Our role
- ▶ What brought you to this session?



# Purpose

**To improve outcomes for students with disabilities by supporting families of children with disabilities**



# Topics

- ▶ **Why and What of parent and family engagement**
- ▶ **Meaningful Communication**
- ▶ **Parent Rights**
- ▶ **Perspective**
- ▶ **Resources**



# Defining Family

What does family mean to you?

“Who” does family mean to you?





# Parent and Family Engagement

The why and the what

# Why? ESSA Requirement

- ▶ In consultation with families, LEAs must conduct outreach to involve *all* parents and family members in a *meaningful* way and implement programs, activities and procedures for involvement (equitable)
- ▶ LEAS must coordinate, assist and build capacity of schools in planning and implementing *effective* involvement to *improve outcomes* which may include consultation with employers, business leaders, community organizations and experts (effective)



# Why? Preschool Requirement

- ▶ The state-funded preschool program must provide opportunities for active parent involvement, as well as take into consideration different types of family structures (e.g., single parents, foster parents, extended families) when planning activities.
- ▶ At the following types of opportunities must be made available: home visits, volunteering, two-way communication between school/family, and participation in the program evaluation.



# Parent Involvement: IDEA and KARs

The [Individuals with Disabilities Act \(IDEA\)](#) and [the Kentucky Administrative Regulation for Special Education Programs \(KARs\)](#) recognize the importance of parents. Both contain requirements for parents as members of the students Admissions and Release Committee (ARC).

- ▶ Procedural Safeguards (707 KAR 1:340)
- ▶ Parent participation in ARC meetings (707 KAR 1:320)
- ▶ Use of interpreters (707 KAR 1:320), as necessary
- ▶ IEP Contents (707 KAR 1:320)



# Why? Beyond compliance: Improved outcomes for students

Parent, family, and community involvement correlates with:

- ✓ higher academic performance and school improvement
- ✓ higher grades
- ✓ better attendance
- ✓ lower dropout rates
- ✓ better post secondary outcomes
- ✓ increased student motivation
- ✓ improved behavior and social skills



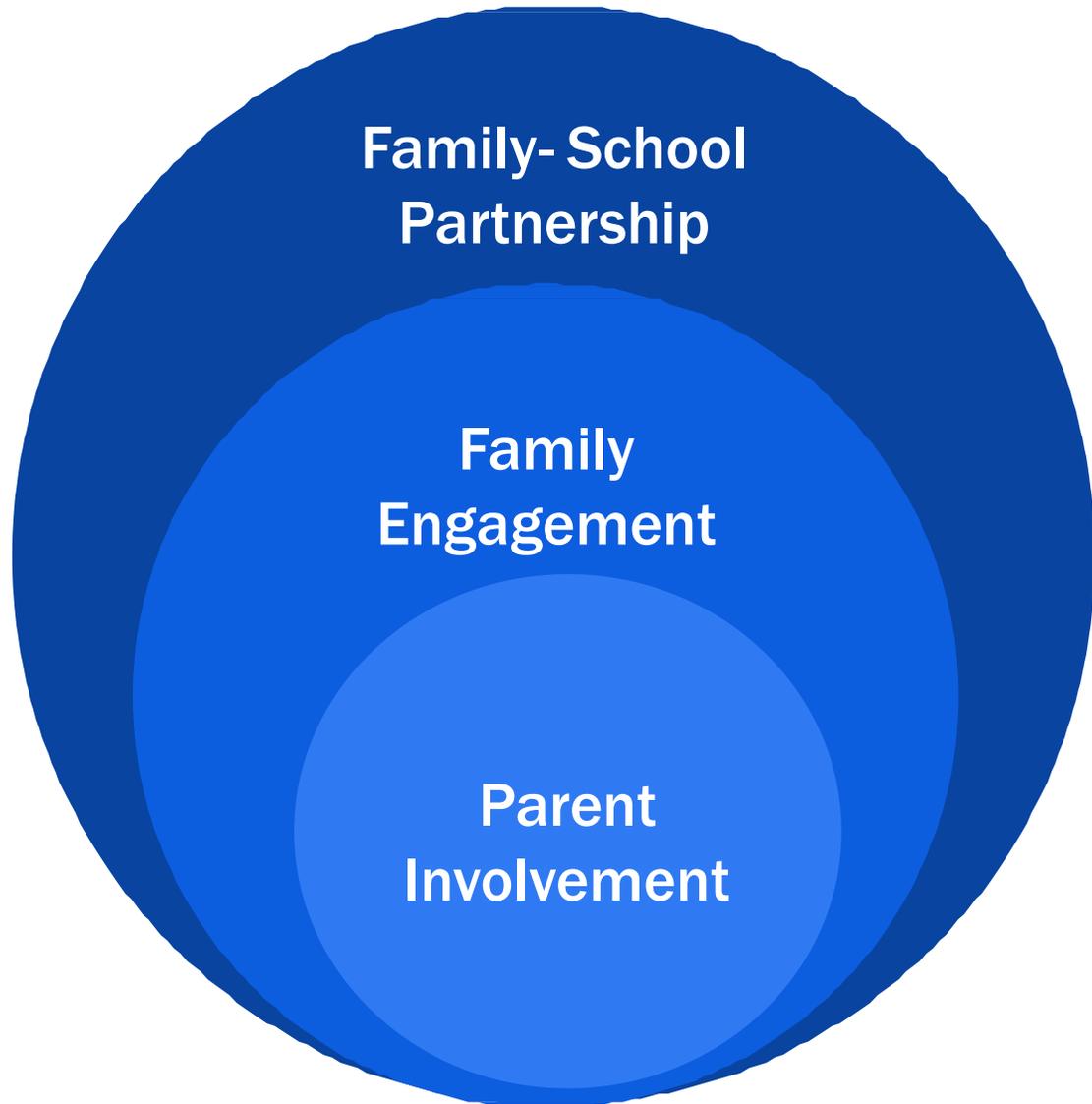
# Why? Importance to DOSE

How or where do these things impact your work?

- ✓ higher academic performance and school improvement
- ✓ higher grades
- ✓ better attendance
- ✓ lower dropout rates
- ✓ better post secondary outcomes
- ✓ increased student motivation



# What is parent and family engagement?



**It all starts with  
building  
relationships.**

*-Jot thoughts 1 and 2-*



# Parent Involvement

Refers to the *amount* of participation a parent invests when it comes to their child's schooling.

- ▶ Lack of planning can result in “random acts or events”
- ▶ Typically small numbers of parents participate

A focus on relationship building can lead you in a productive direction.



# Family Engagement

**Collaborative and strength-based process that builds positive, goal-oriented relationships**

- ▶ **Qualitative focus connected to student strengths, needs and goals**
- ▶ **Systematic and intentional**
- ▶ **Greater number of families impacted**
- ▶ **Leads to increased student success**



# Family-School Partnerships



## Embraces a *belief system*

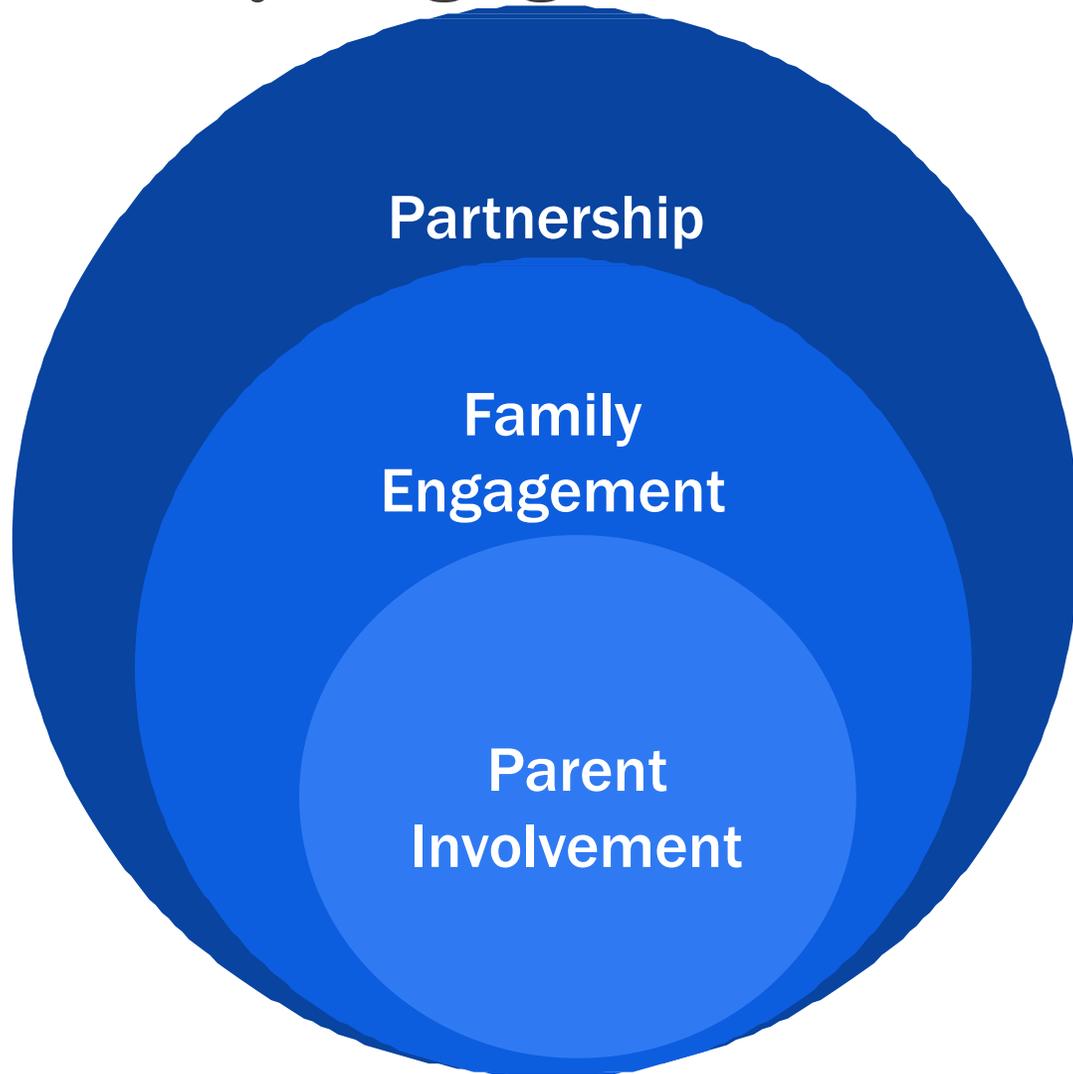
- ▶ Families are equal partners in their child's education
- ▶ Embedded throughout school improvement initiatives (not a stand alone program)

# Epstein's Six Types of Parent Involvement

1. Parenting
2. Communicating
3. Volunteering
4. Learning at home
5. Decision Making
6. Collaborating with Community



# Revisiting: What is parent and family engagement?



## Jot Thoughts 3 and 4

1. Where would you place your district?
2. Where can you have direct impact?
3. What steps can you take this year?



# Barriers to Family-School Partnerships

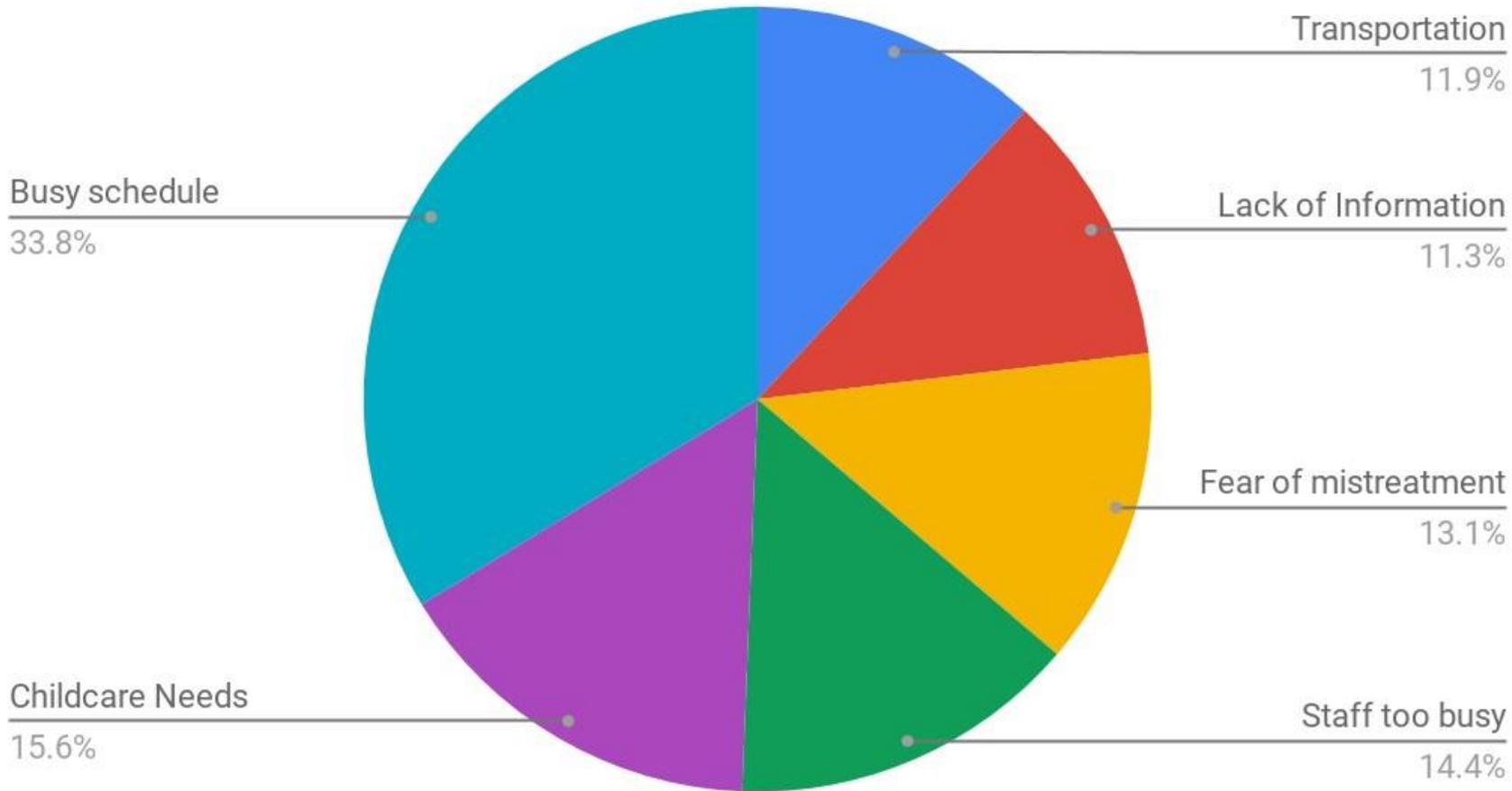
What are some potential barriers to partnership that exist for families of students with disabilities?

BARRIER



# Survey- Huffington Post Article

## Barriers to Family-School Partnership



# Barriers for Parents: Possible Solutions

- ▶ **Survey and Evaluate**
  - survey needs, interest and ideas
  - evaluate effectiveness of programs regularly
  - schedule and location
- ▶ **Collaborate**
  - district resources: Title programs, FRC, RTM
  - higher education/industry
  - cultural liaisons
  - local business and community partners
  - develop outreach strategies
- ▶ **Communicate**
  - policies and procedures
  - various family structures
  - various language and cultures
  - timely



# Barriers for Parents- Share your ideas



# Parent Survey

- ▶ For all parents of students with IEP's during the 2017-18 school year
- ▶ Distributed to 89,859 (assumed)
- ▶ Multiple ways to access the survey
  - Direct link on the KyPSO website
  - “QR” code
  - Paper
- ▶ Available in English and Spanish



# Parent Survey- Results

*“Did the school involve you in a meaningful way to improve services and results for your child?”*

- ▶ First and essential item of the survey
  - used for federal reporting purposes (Indicator 8)
  - deliberately worded to capture the language of the indicator itself
  - Response options were simply “Yes” and “No.”
- ▶ 90.61% of respondents gave an affirmative (“Yes”) response.
- ▶ Other items included in the survey were not reported as part of Indicator 8, but are considered valuable to the state for feedback related to parent.



# Parent Survey- Increasing Participation

- ▶ 89, 859 potential respondents
- ▶ 3,942 respondents
- ▶ Only 23% of parents responded



# Parent Survey- Increasing Quality



Table 1

*Overall meaningful involvement, the level of understanding IEP (mean ratings), school staff welcoming, and transition agencies data of races, disabilities, and ages.*

	School Involves parents meaningfully (%)	School Staff are Welcoming (%)	Understand IEP (Mean Score 1-5)	Transition Agencies (%)
White (N=3078)	91.10	89.99	4.27	82.59
African-American/Black (N=256)	86.72	89.06	4.32	72.58
Hispanic (N=89)	82.02	83.15	4.25	88.46
Other races (N=289)	89.27	89.27	4.27	70.27

# Parent Survey- Increasing Quality<sub>1</sub>

*Overall meaningful involvement, the level of understanding IEP (mean ratings), school staff welcoming, and transition agencies data of races, disabilities, and ages.*



	School Involves parents meaningfully (%)	School Staff are Welcoming (%)	Understand IEP (Mean Score 1-5)	Transition Agencies (%)
Speech/Language Impairment (N=959)	92.60	92.49	4.26	88.89
Autism (N=572)	89.51	89.51	4.40	76.36
Developmental Delay (N=454)	90.31	89.87	4.28	76.19
Specific Learning Delay (N=488)	91.39	89.96	4.27	87.59
Mild Mental Disability (MMD) (N=219)	89.95	92.24	4.30	85.56
Functional Mental Disability (N=65)	89.23	90.77	4.11	83.33

# Parent Survey- Feedback, Input and Ideas?





# Communication

Thoughts and Ideas

# Communication

Effective and reciprocal communication is a *must*. Every initiative should include plans for:

- ▶ Public communication, and
- ▶ Student specific communication



# Public Communication

- ▶ Encourages transparency by providing families and stakeholders with information about programs and supports for students
- ▶ Provides information on progress of the initiative and impact on students in general



# Student-Specific Communication



- ▶ Inform parents of individual student progress including:
  - Successes and challenges
  - Ways to reinforce learning at home
  - Inform parents of misbehavior in advance of ARC meetings (avoid “blindsiding” parents in a team meeting)

# Welcome Input from Parents

Encourage parents to plan in advance for ARC meetings and give earnest consideration to their input

- ▶ Provide parents with ARC planning form as a tool to prepare for meetings in advance
- ▶ [HDI Resources](#)



# Communication- Share your ideas





# Parent Rights

**Knowing and sharing information**

# Parental Rights- IDEA and KARs

- ▶ **Procedural Safeguards (707 KAR 1:340)**
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- ▶ **IEP Contents (707 KAR 1:320)**



# Parent Rights



## Resources available on the UK HDI Parent Involvement webpage

- ▶ Kentucky Parent Guide for Special Education
- ▶ Kentucky Guide to Special Education Due Process
- ▶ Due Process Fact Sheets (English and Spanish)

<https://www.hdi.uky.edu/spdg/parents>



# Perspective

Seeing both sides of the table

# Welcome to Holland





# Resources

**Support, ideas and information to review**

# Human Development Institute (HDI)

HDI's mission promotes the inclusion, independence and contributions of people with disabilities and their families throughout the lifespan. HDI's Parent Involvement Initiative provides a webpage full of resources regarding special education supports for students and families.

<https://www.hdi.uky.edu/spdg/parents>



# Ky. Special Parent Involvement Network ([KY- SPIN](#))

**KY-SPIN is a statewide non-profit organization. The mission of KY-SPIN, Inc. is to link families and individuals with disabilities to valuable resources that will enable them to live productive, fulfilling lives. They offer a variety of resources and [workshops](#).**



# Kentucky Autism Training Center (KATC)

The mission of the Kentucky Autism Training Center is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC provides outreach opportunities, supports, workshops and resources for individuals with ASD (and their families) in education, early childhood, mental health, and employment.

Kentucky's Family Guide  
to Autism Spectrum Disorders



# Arc of KY



The Arc of Kentucky advocates for the rights of citizens with intellectual and developmental disabilities, offering services and supports that enhance the quality of life through interdependence, friendship, choice, and respect for individuals with intellectual and developmental disabilities. In some cases, the Arc of Ky will provide advocates to attend ARC meetings with families.



# Resources

- ▶ <https://www.parentcenterhub.org/>
- ▶ <https://www.teacher.org/daily/special-education-family-involvement/>
- ▶ <https://kidsnow.ky.gov/professionals/kysf/Pages/default.aspx>  
(Strengthening Families)
- ▶ <https://kidsnow.ky.gov/professionals/kysf/Pages/YOUTH-Thrive.aspx> (Strengthening Families)
- ▶ <http://groundswell.prichardcommittee.org/cipl-fellowship/>  
(Commonwealth Institute for Parent Leadership)
- ▶ <https://www.familieslearning.org/>  
(National Center for Families Learning)



# Resources continued



- ▶ [Partnering with Families and Communities](#)
- ▶ [Strategies for Equitable Family Engagement](#)
- ▶ [Language Focused Family Engagement \(WIDA\)](#)
- ▶ [PACER: Engaging Culturally Diverse Families for Student Success](#)
- ▶ [PBIS: Family Engagement Checklist](#)
- ▶ [Webinar: Engaging Families of Children with Disabilities\(USED and MSG\)](#)

# Closing questions?



# Thank you!

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