

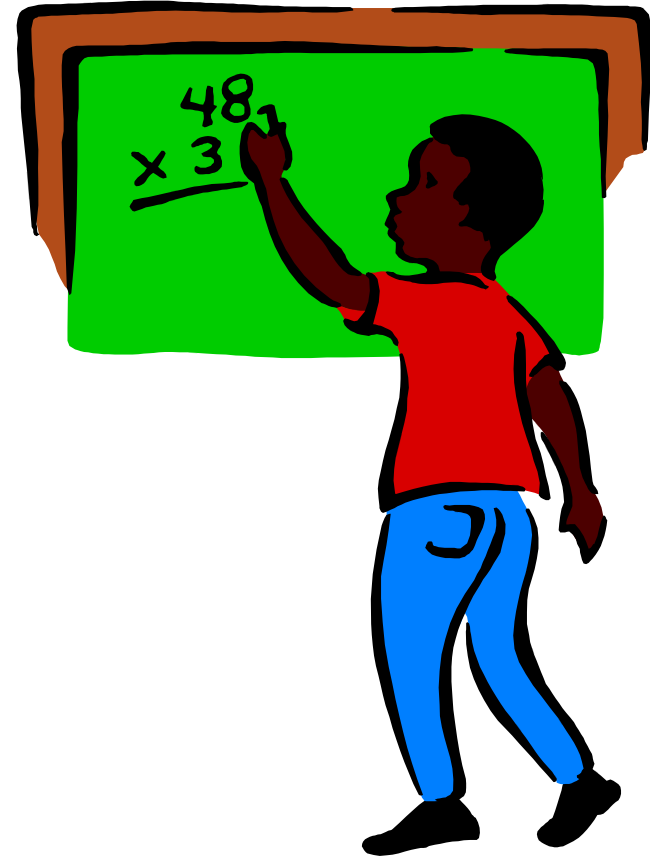
# Role of Families in Ensuring Access to Learning



(c) Statewide Parent Advocacy  
Network 2006

# Ensuring Access & Progress

- High expectations
- Information on student strengths that can be used to master curriculum
- Information on how student's disability impacts learning



# Ensuring Access & Progress



- Sufficient exposure to general curriculum
- Effective instructional strategies
- Needed supports
- Authentic assessment

# Role of Families

- Share information about child's strengths, needs and learning styles
- Set & communicate high expectations to child & professionals
- Be aware of core curriculum standards



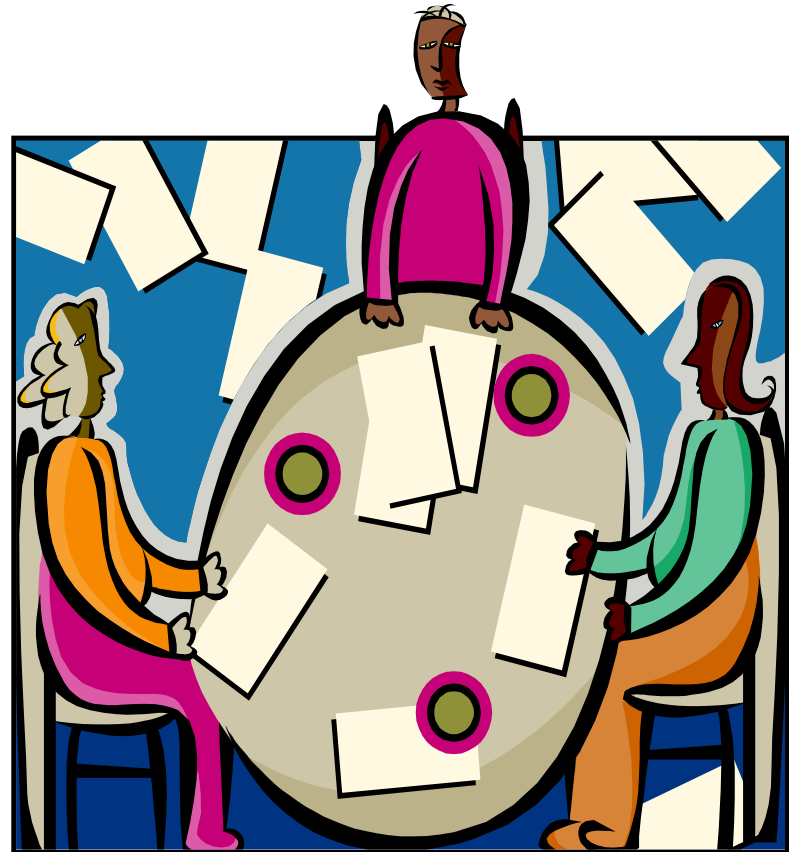
# Family Role



- Learn about & share information on effective instructional strategies
- Monitor child's progress in learning at home and school
- Communicate with school re: child's learning
- Support participation in assessment with accommodations

# Family Role

- Be an ongoing member of the evaluation, IEP, and instructional team
- Participate in school & district activities:
  - Supporting individual student learning
  - Focused on improvement (NCLB, Special Education Parent Advisory Council, PTA/PTSO, etc.)



# Strategies to Assist Families



- Develop concise descriptions of core curriculum standards & expectations at each grade level; translate into multiple languages; share with families through PTA/PTSO, NCLB Parent Advisory Council, Special Ed PAC, PTI/CPRC

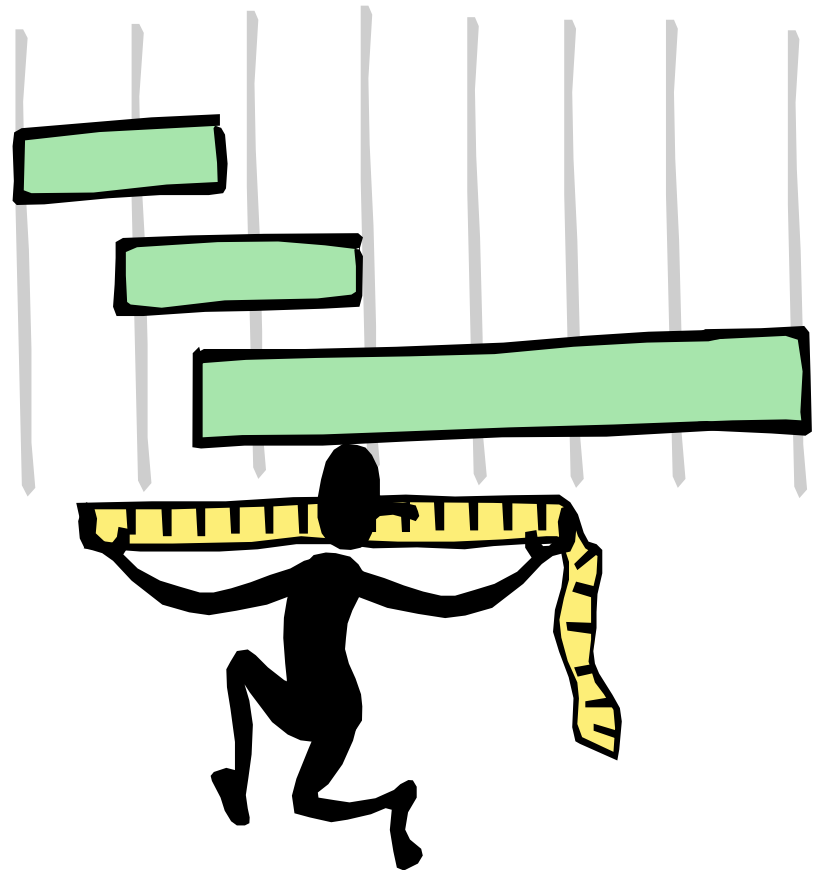
# Strategies to Assist Families



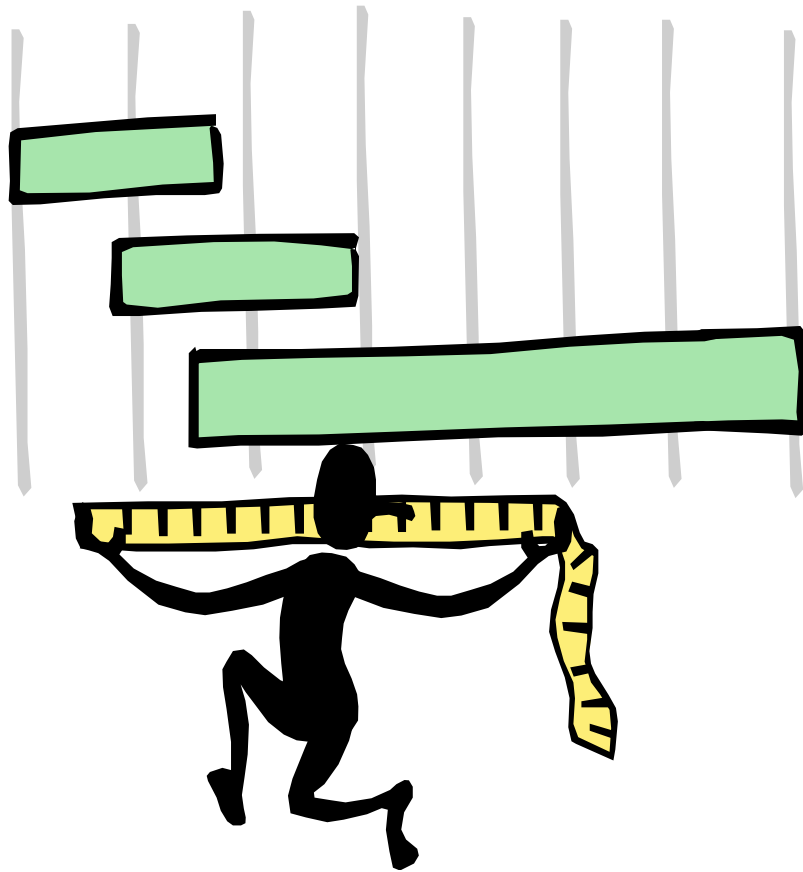
- When discussing evaluation components, describe how each relates to identifying student strengths, needs, learning styles and is connected to standards for all

# It starts with the evaluation

- How does the child's disability affect involvement & progress in the general curriculum?
- How does the child's disability affect social-emotional development, behavior, functional life skills, self-awareness, ability to communicate?
- What are the child's strengths?



# Helpful Tools for Families



- Positive student profile
- Multiple Intelligences Assessment
- Visions, hopes & dreams

# Then comes the IEP...

- How do we develop at least one set of measurable annual goals, tied to the general curriculum, for each identified area of need, that set high but realistic expectations?



# High expectations

- Share information with families on:
  - Relationship between expectations & achievement
    - Children rarely exceed our expectations
  - Importance of letting children try & fail
    - Value of learning from our mistakes
  - Success stories



# Help families understand the purpose of IDEA



Gabe Palacio

- To ensure that children with disabilities receive educational benefit that allows them to progress from grade to grade, learning the knowledge and skills of non-disabled peers
- To provide the services and supports needed for each child with disabilities to become a productive adult, contributing to the community

# Help Families Understand Effective Services

- Special education:
  - Specially designed instruction
  - Supplementary aids & services for the student, teacher, other students
  - Related services
  - Transition to adult life services



# Help Families Understand Intersection of IDEA/NCLB



- Expectations:  
Standards for all
- Inputs:
  - Highly qualified teachers & paraprofessionals
  - Effective instructional strategies
  - Needed supports
  - Parents as partners



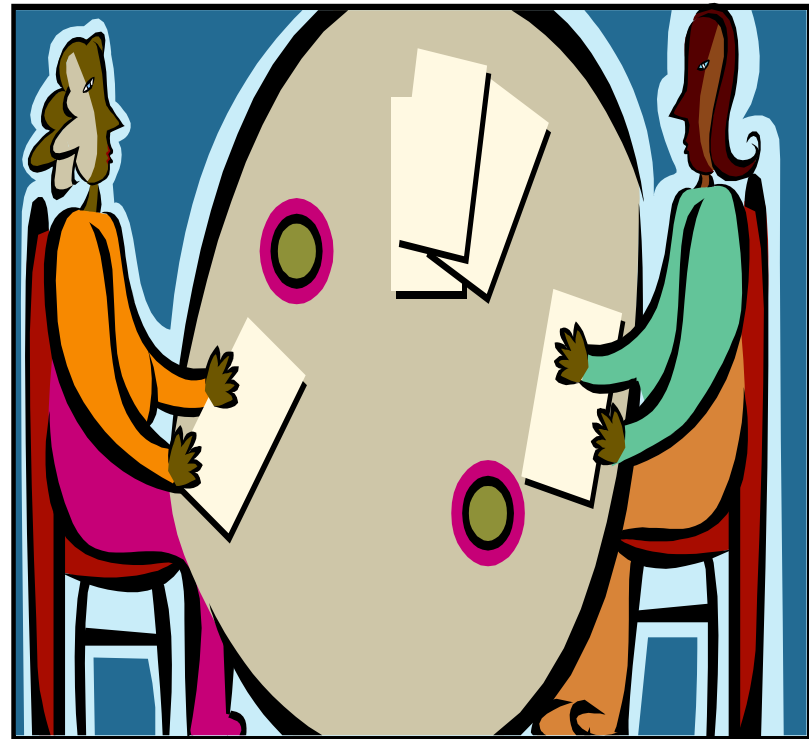
# Monitoring Progress



- Build role for family in IEP progress monitoring
- Help family understand ongoing reports
- Tie progress monitoring to *CCCS*

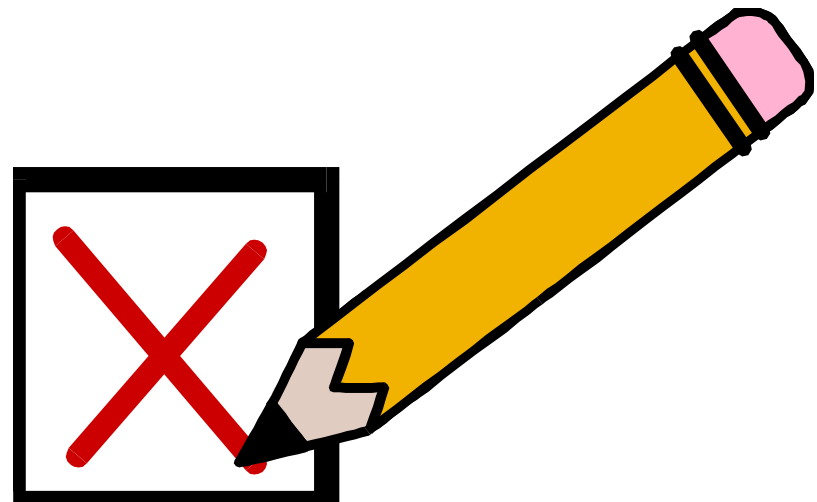
# Monitoring Progress

- Ensure special education parents are scheduled for regular parent-teacher conferences
- Ensure that general educators participate!



# Measuring Progress

- Discuss with families the value of participation in the regular assessment with accommodations
  - Children are taught what they are expected to know



# Measuring Progress



- Develop parent guide to state assessment system, available accommodations, & understanding reports; translate; disseminate to families

# Help families support learning at home



- Share with families the core knowledge & skills that are expected at each grade
- Provide families information on how to foster that knowledge & those skills at home

# Encourage families to:

- Read to & with their child; surround their child with literature
- Talk with & listen to their child; ask their child questions & be patient for the response!
- Provide needed supports to complete homework..but don't do it for their child!



# Encourage families to:



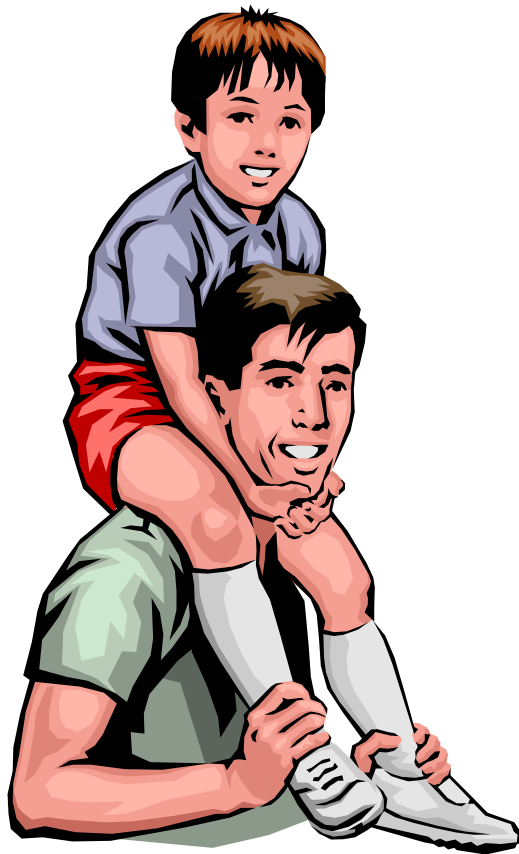
- Monitor & limit TV viewing & computer game playing
- Go to the library
- Practice real-life skills related to learning (shopping, writing notes, reading signs, cooking, etc.)

# Help families support learning at home

- Provide families with “learning guides” and “pre-teaching” guides that can help them introduce &/or reinforce learning at home



# Help families support learning at home



- Engage families in designing "learning activity" events scheduled at convenient times & locations that bring families & students together around literacy, math, science, social studies, etc.

# Encourage families to:

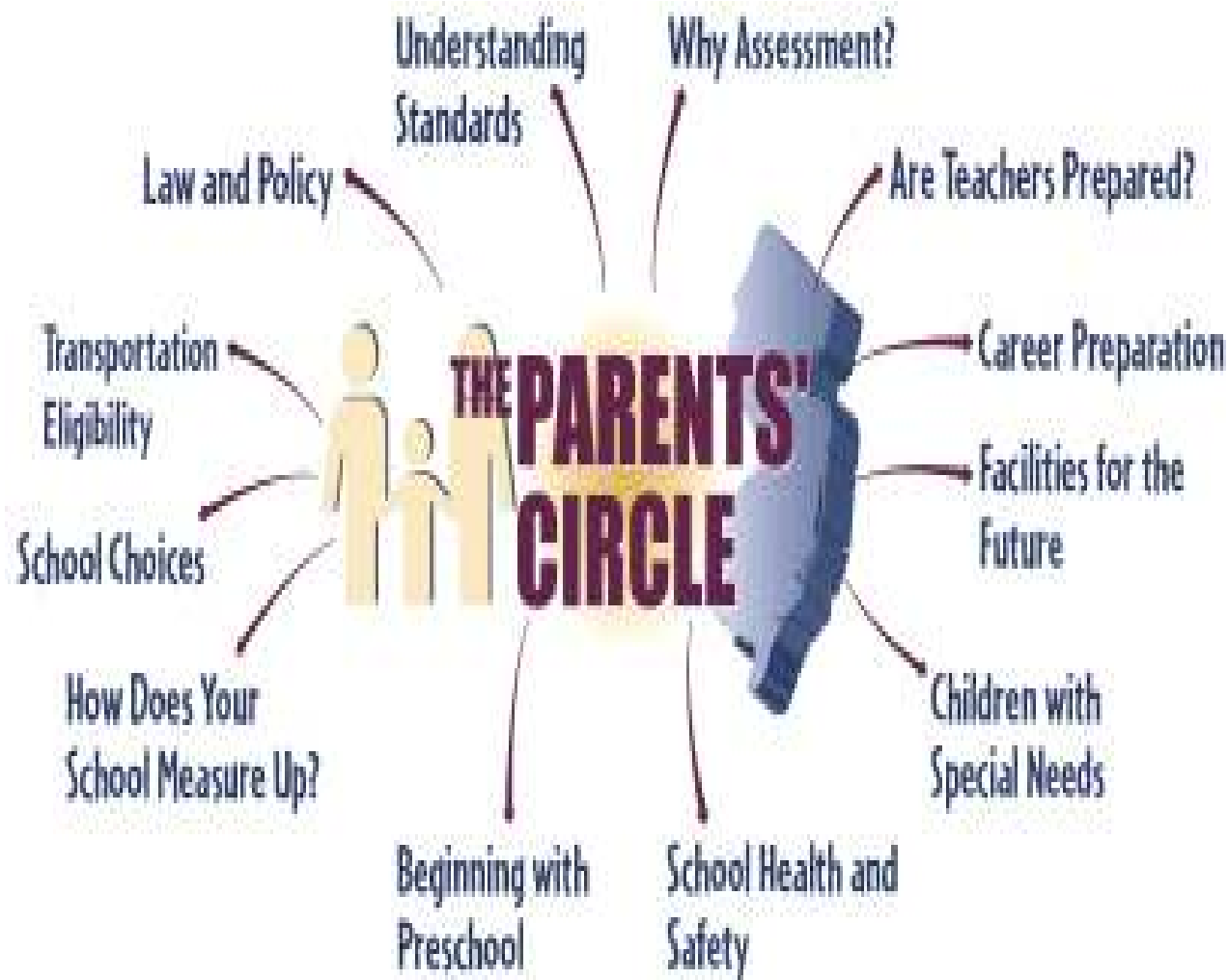


- Watch TV programs relevant to the curriculum.
- Play games, work on puzzles, solve problems.
- Participate in curriculum-related events at school.
- Go places and see things.
- Talk about careers.
- Encourage curiosity.

# Our attitude is key

- How we describe a child's present levels of performance
- How we talk about standards and goals
- How we discuss the assessment options
- What we call our workshops:
  - Developing an IEP for Achievement
  - NCLB, IDEA, & Students with Disabilities: Together We Can!





**Information Center**

# National PTA Standards for Parent Involvement



- Provide regular, two-way, and meaningful communication between school & home.
- Promote & support parenting skills.
- Help parents play a key role in their child's learning.

# National PTA Standards for Parent Involvement

- Welcome parents in the school and seek their support & assistance.
- Enlist parents as full partners in decision-making about school improvement.
- Use community resources to support schools, students, & families.

