



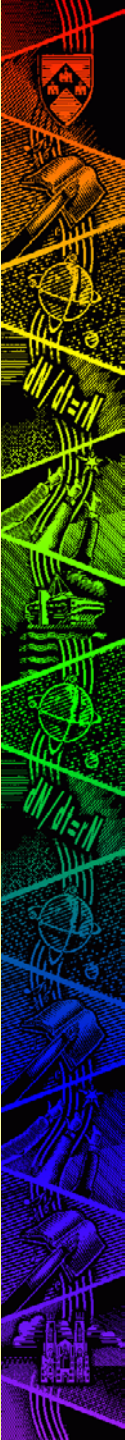
# Parent Wish List for the IEP Process

Presented by  
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MSU Deaf Education Class 10-21-10

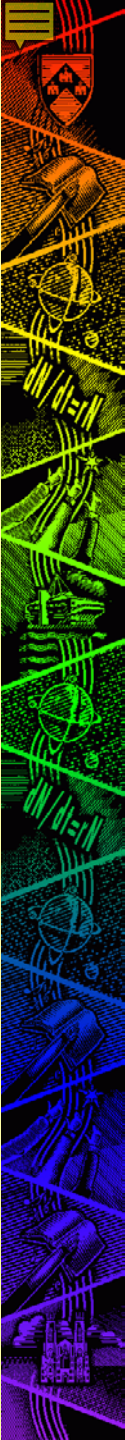
# The Crawford Family





Parent Wish List

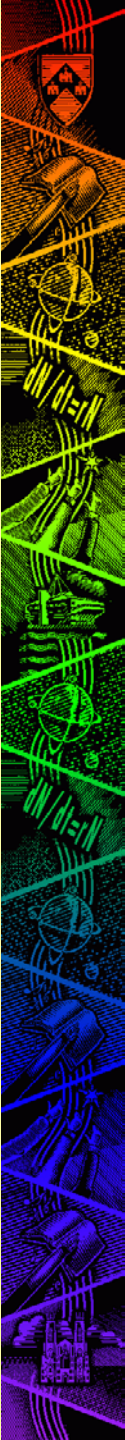
**ENCOURAGE US TO BE  
INVOLVED**



# Why should parents be involved?

Opportunities for parent involvement are guaranteed by federal law through No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA)

- NICHCY handout: Parent Participation – IDEA  
<http://www.nichcy.org/InformationResources/Documents/NICHCY%20PUBS/QA2.pdf>
- Parent Involvement Guide for NCLB  
<http://www2.ed.gov/programs/titleiparta/parentinvguid.doc>



# Why should we encourage parents to be active partners?

## Research shows.....

- The earlier in a child's educational process parent involvement begins, the more powerful the effects
- Family participation in education was twice as predictive of student's academic success as family socio-economic status.
- The more parents participate in schooling, in a sustained way, at every level- in advocacy, decision-making and oversight roles.... – the better for student achievement.
- Although most parents do not know how to help their children with their education, with guidance and support, they become increasingly involved.....

[http://www.michigan.gov/documents/Final\\_Parent\\_Involvement\\_Fact\\_Sheet\\_14732\\_7.pdf](http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf)



# Parent Survey Results

Do you feel you are in control or professionals are in control when decisions are made about communication and education choices for your child?

Parent in control 91%

Professional in control 9%

# Parent Survey Results

## “Parents in Control”

Are you happy with the decisions you made for your child and family?

Yes 92.2%

No 1.1%

Don't Know 6.7%

# Parent Survey Results

## “Professionals in Control”

Are you happy with the decisions the professionals made for your child and family?

Yes	7.7%
No	30.8%
Don't Know	61.5%





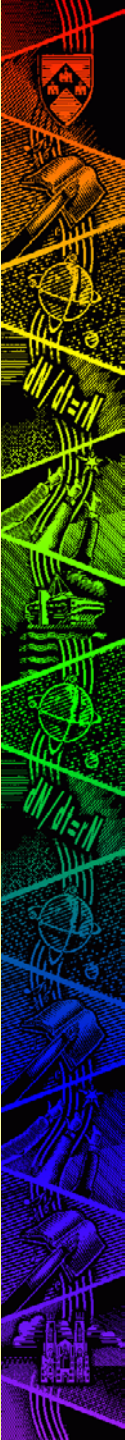
# “Professionals in Control” Comments

- “They make the decisions and then tell us what they are”

- “We were not educated on how to make decisions for our daughter, this has since changed.”

# “Parents in Control” comments

- “My child is now in college but we were in control of the decisions made for the education of our child. we knew our rights and were able to stick to them to get the best possible education for our child”
- “Ultimately the parent has the final say in their child’s education, even if it leaves the professional unhappy with the parent”
- “Ultimately, I am the one who carries out the decisions at home for my small child. Now that she is older, she definitely has a voice in those decisions, and we look to professionals for information but not the last voice.”



Parent Wish List

**BE RESPECTFUL AND  
PROFESSIONAL**

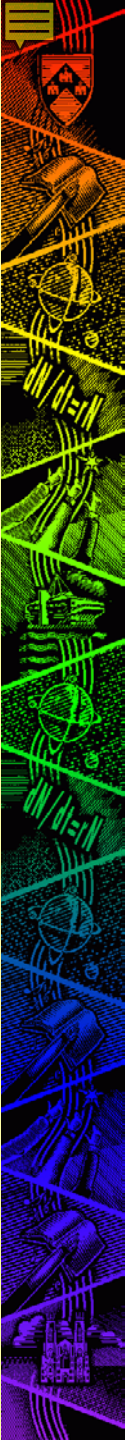
# Respect the family's choices....be a partner

- Establish trust by first establishing a relationship based on the family's needs.



# Professionalism

- Introductions of IEP team members
- Agenda, agenda, agenda!!
- Allow sufficient time for an interactive meeting. Expect questions
- Prepare....share information with the parent prior to the IEP meeting
- Acronym use – explain terms



Huh??

IDEA

FAPE

LRE

IEP


LEA

# Develop an Agenda



## Make a list that that includes:

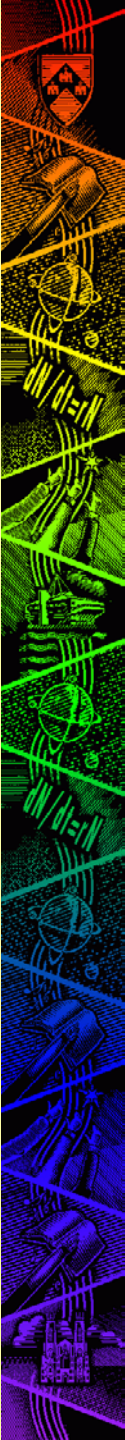
- Long term goals for the child – should be a stretch but realistic
- Child's strengths
- Areas of concern
- Educational needs—translate from areas of concern or weaknesses
- Related services needed
- Accommodations and modifications needed



# Why the conflict between schools and parents?

- **Lack of funding and resources -**  
Nicholas Martin: Congress was supposed to fund 40% of special education services thru IDEA - the best they have ever done is 18%
- **Parent Leader concerns: (N. Martin)**
  - IEP team members have differing objectives and constraints
  - (financial, staffing, etc..)
  - Parents may be unprepared for meetings
  - IEP process is complicated and confusing
  - Staff may not give adequate time to meetings
  - Meetings are not scheduled at convenient times for parents,
  - Teachers may have limited understanding of IEP process,
  - Parents may feel intimidated by school personnel and not see themselves as equal partners,
  - IEP meetings may lack a clear structure including introductions, purpose, agenda and objectives.





Parent Wish List

# **GIVE US UNBIASED INFORMATION**

# Self-assessment

- Is your personal belief system crossing the line into bias?
  - Do you have an outcome in mind for this family? -- Do you know what's best for them?
- Do you have experiences working with families who have been successful with diverse modes/methods of communication?
- Can you share information effectively and equitably without conveying bias?
- **What is your intention?**

# Owning Your Bias

- Private practitioners
- Schools/Orgs with a published communication philosophy

**“I have a background in the McGillicuddy Mode, so you need to take that into consideration here. There may be other viable options for you to explore, and I strongly encourage you to do so!”**



# Ask Yourself...

- How are you helping families explore their choices? Or are you a gatekeeper??
- Do you believe that the parents will make the right choice for their child?
- Do you understand that sometimes making the 'wrong' choice gets you to the right decision?
- **Can you support someone else's choice that's different from your own choice & PBS?**

# How To Get Parents Started



Encourage them to learn about Special Education Law:

- **Go to trainings**

- Find trainings in your area from your parent information centers or support groups [www.aboutspecialkids.org](http://www.aboutspecialkids.org) & [www.insource.org](http://www.insource.org)

- **Search websites**

- Do your research
  - Identify topics you need to research like, Least Restrictive Environment, related services, assistive technology, acoustics, communication access, recommended teaching methods or strategies, etc.....

- **Get advice from professionals**

- Acquire professional backing for appropriate services or accommodations
  - Obtain letters of support from doctors, therapists, specialists, etc...



# Getting Organized!

## •Keep Good Records

*A notebook should contain information that will help the IEP team better understand the students educational history and needs*

– Here are some suggestions:

## •Current IEP

- Evaluations
- Progress reports
- Educational History – Grades/placements
- Copies of letters/emails that have been sent to teachers or staff at school
- Letters and Notes from Teachers and Staff/Communication Notebook
- Special Education Laws and Procedural Safe Guards
- Information About the Child's Hearing Loss/ Audiograms
- Outside therapy reports
- Child's work samples

# Homework!

## ✓ Review Current IEP

- Identify goals that have been obtained
- Identify goals that have seen progress but still need work
- Identify goals that have seen little to no progress and why?

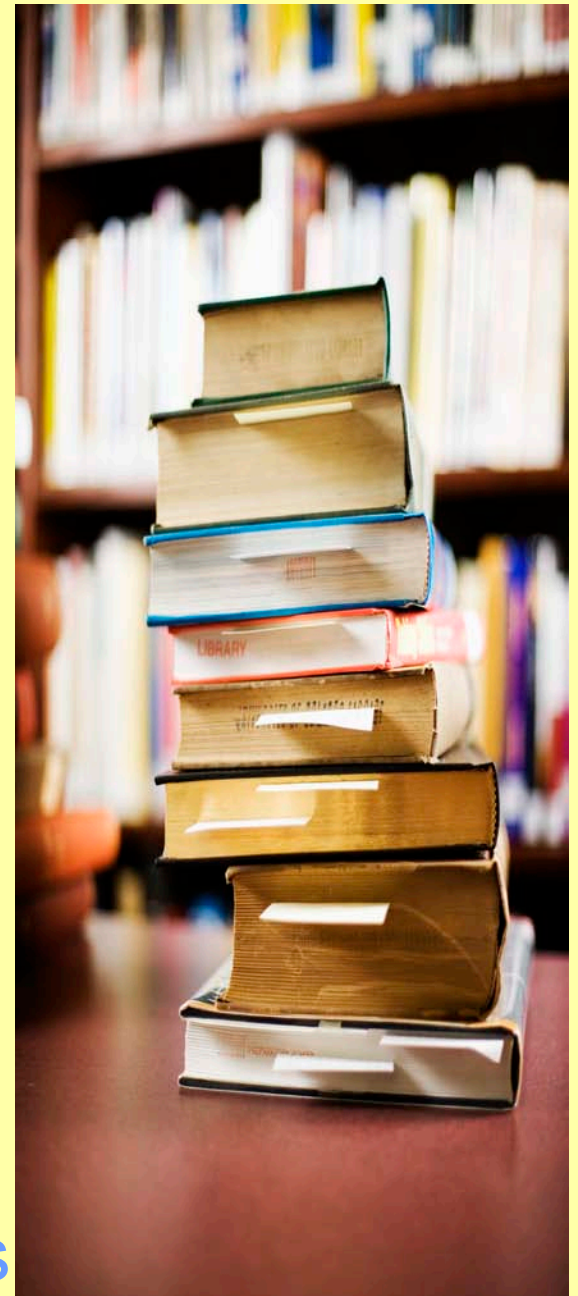
## ✓ Review related services

- Amount and type

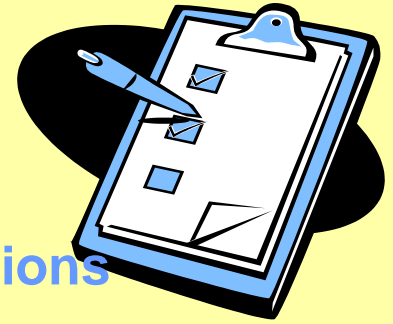
## ✓ Review Accommodations and Modifications

## ✓ Recent Evaluations

## ✓ Report Cards / Progress Reports



# H & V IEP Checklist



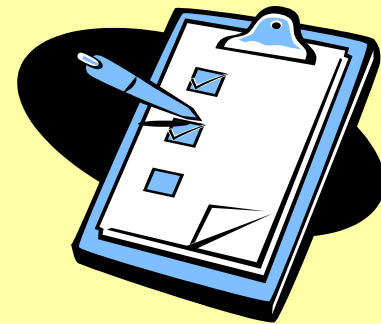
## Recommended Accommodations and Modifications for the Student with Hearing Loss

- ✓ **Amplification Options**
- ✓ **Assistive Devices**
- ✓ **Communication Accommodations**
- ✓ **Physical Environment Accommodations**
- ✓ **Instructional Accommodations**
- ✓ **Curricular Modifications**
- ✓ **Evaluation Modifications**
- ✓ **Other Considerations**

[http://www.handsandvoices.org/pdf/IEP\\_Checklist.pdf](http://www.handsandvoices.org/pdf/IEP_Checklist.pdf)



# Consideration of special factors

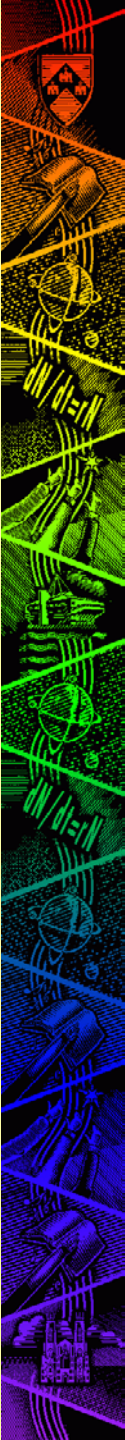


## Develop a Communication Plan

**PART B DEVELOPMENT, REVIEW, AND REVISION OF IEP, Consideration of special factors 34CFR300.324(2)(iv)The IEP Team- (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;**

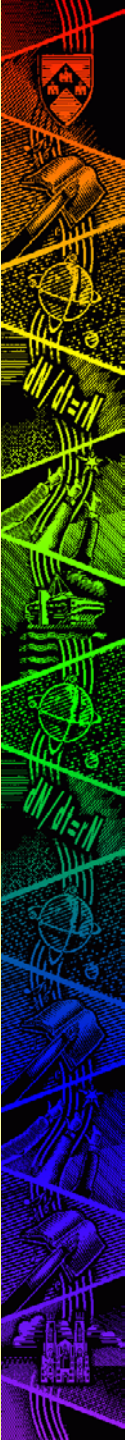
**Sample Communication Plan –**

**<http://www.cohandsandvoices.org/resources/complan.htm>**



Parent Wish List

**KEEP THE FOCUS ON THE  
THE CHILD**



# Final thought.....

Successful partnerships between schools and families grow over time in a climate of mutual respect and consideration, where there's a strong common focus on the well-being of the child.

# Resources

- Hands & Voices Website Articles
- Wright's Law Seminars, website, books
- PEI forms (H&V site)
- IEP checklist (H&V site)
- Nicholas Martin – A Guide to Collaboration for IEP Teams
- National Deaf Education Project NDEP - [www.ndepnow.org](http://www.ndepnow.org)
- IEP Manual – Advocacy Inc.  
[http://www.advocacyinc.org/PDF/IDEAManual2007\\_Engcolor.pdf](http://www.advocacyinc.org/PDF/IDEAManual2007_Engcolor.pdf)
- [www.AdvocacyInstitute.org](http://www.AdvocacyInstitute.org)

# Questions

