

Parental Engagement in the Special Education Process

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Impact of Engaged Parents on Educational Outcomes



Higher Levels of School Engagement



Positive School Behavior



Higher Rates of Homework Completion



Increased Academic Performance

Higher Importance for Students Receiving Special Education





Parental Engagement in Special Education Requires....

Nebraska







Communication between parents and school Providing parents access to information To promote parental engagement in systems and student level decision making and planning

Barriers to Parent Engagement in Special Education

Parents may experience barriers to involvement:

- ≻ Time
- Informational resources
- Child behavior and communicative challenges
- Stress
- Quality of relationship with the school
- Role as an advocate for their child
- Lack of knowledge





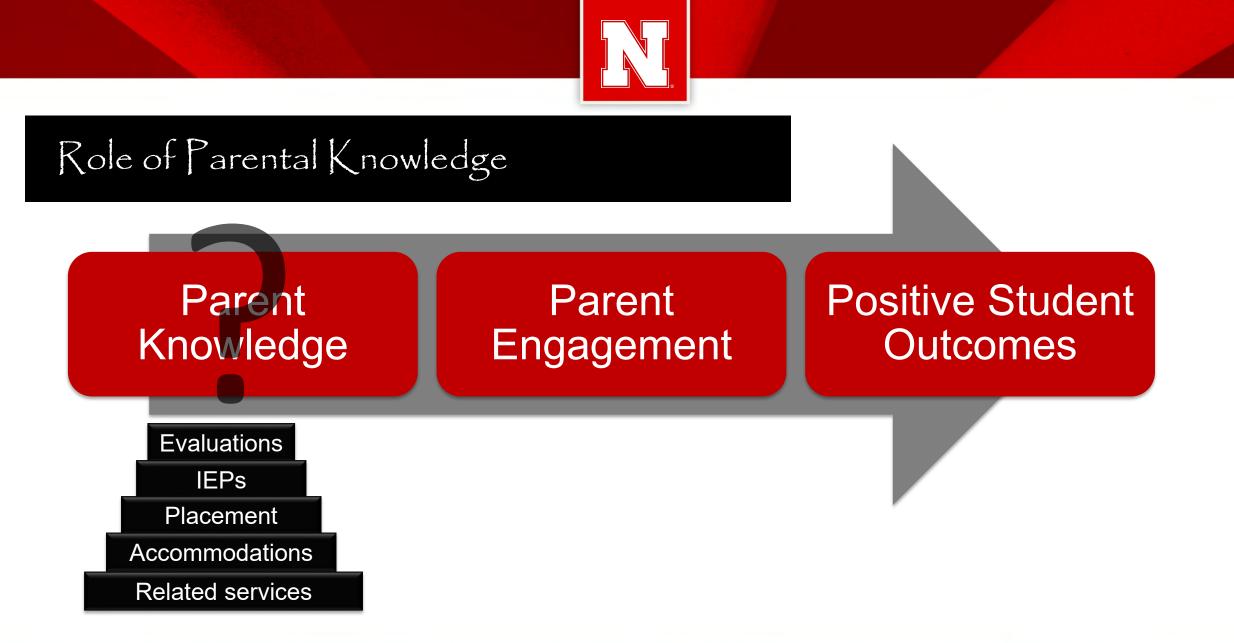






What do you feel parents need to become engaged in the special education process?





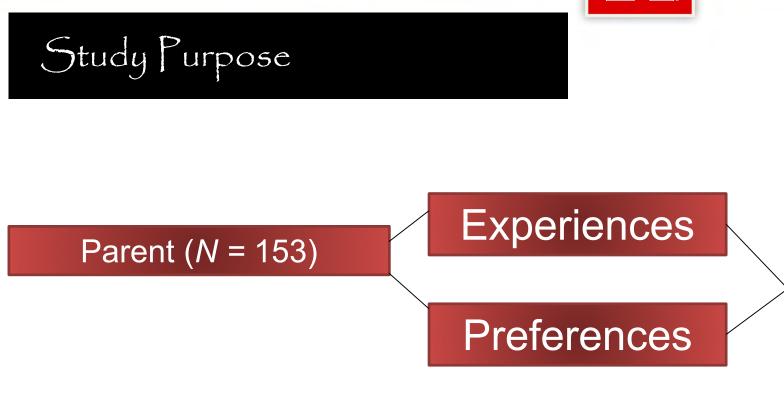






Project 1: Special Education Knowledge and Resources Study





Q1. How do parents acquire information regarding special education services and systems?

Q2. Which special education services and systems topics do parents report being knowledgeable?

Q3. What are the optimal circumstances for parents to learn about special education systems and services?

Q4. What are existing barriers to increasing parents' knowledge of special education?



Q1. How do parents acquire information regarding special education services and systems?

1. Conversations with special education teachers/professionals.

2. Paper handouts provided by the school.

3. Conversations with other parents at my child's school and in our community.

4. Conversations with local parent support agency staff.

5. Regional or national websites for families of students receiving special education.

What topics of information regarding special education services and systems do parents receive from the school?

Lowest Rated Content Topics Highest Rated Content Topics How I can best communicate An explanation of the different 43.70% 85.60% with the school disability categories Classroom placement options* 43.70% My legal rights as a parent* 85.50% 48.30% How to advocate for my child 80.50% The purpose of an IEP 0.00% 50.00% 100.00% 0.00% 50.00% 100.00% Parents Parents *Provision required by IDEA *Provision required by IDEA



Q2. Which special education services and systems topics do parents report being knowledgeable?

	Item	% Rated
ble	How often IEP meetings will occur	60.0%
it gea	People who will attend the IEP meeting	58.3%
Most Knowledgeable	How I can advocate for my child	53.4%
	IEPs	50.7%
Kne	How I can best communicate with the school	44.7%
ole	My legal rights as a parent	38.6%
t Geal	How special education services work	34.8%
Least Knowledgeable	The legal rights of my child	37.1%
	How I will be notified about any changes in my child's education or IEP	33.3%
	Classroom placement options	27.2%

Note. Percentages are based on participants that marked item as "Know A lot About".





Q3. What are the optimal circumstances for parents to learn about special education systems and services?

1. Conversations with school special education teachers (meetings, phone calls).

2. Talking with other parents who have a child in special education.

3. Reading information (pamphlets, handouts, and online documents).

4. Online learning videos (watching short YouTube videos on special education).

Note. Items were rated based on mean scores: Very likely to participate (3), Somewhat likely to participate (2) and Not at all likely to participate (1).





Q4. What are existing barriers to increasing parents' knowledge of special education?

1. Time of day/night the learning opportunity is offered.

2. Never hear about learning opportunities to be able to register.

3. Time required to participate in a learning opportunity.

4. Lack of available childcare to attend learning opportunity.

Note. Items were rated according to Mean scores: Not much of a barrier (3), Somewhat a barrier (2), and Definitely a barrier (1).







Project 2: Examining State Department of Education Resources for Parents



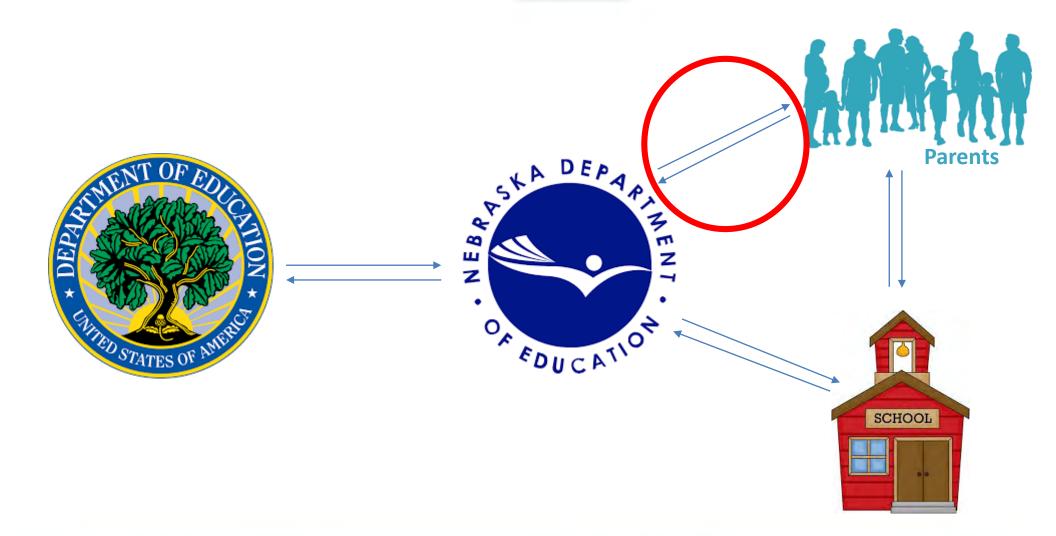


How do parents build knowledge?



The Role of SDEs







PURPOSE



1. What information do State Department of Education (SDE) websites provide to parents regarding special education?

2. In what manner (i.e., delivery method, language) do states provide this information to parents?

Comprehensive Review of 51 State Department of Education Websites



Review Procedures



Phase 1: Search Scope and Resource Inclusion

- Standard 14-step process for reviewing websites
- Resources included:
 - Specific to Special Education and IDEA Part B
 - Applicable to Parents
 - Part of the SDE website

Phase 2: Coding Resources

- Coding of resources identified
- Recorded 22 variables





Research Question 1:

What information do State Department of Education (SDE) websites provide to parents regarding special education?



Resources Provided

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Parent Page ≻ 34 states

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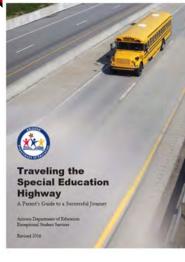
Special Education Home	Parent Rights & Family Information in Specia
Contact Us	Education
A to Z Topic Using	Education
Alternate Assertment	Parent Information
Assessment \ raming instruction	ChildFind
MIRSST - Brain Hurry Regional School Support Teams	- Dispute Resolution
	Nebraska Education Profile
Deta Reporting Desibility Specific Programs	Nucla aska State of the Schools Report
Dispute Researching	Nobraska Youth Leadership Council
Early Childhood Special Education Services	Parent lights for Special Education (Age 3-21)
	English (PDF 2018)
Early Development Victoria	- Spanish (PDF 2012)
Hinano: SPLD	- Vietnamese (PDF 2012)
Hriday News Blast	Part C. Procedural Safeguards
improving Learning for Dhidren with Disabilities (# 20)	+ English (PDF 2018)
Westorite	OSEP Spanish Glossery

Resources ▶ 714 total
▶ Avg. 14 per state

to Disconcert of ry & Secondary Educa	Lw .			
s & Families Educators & Administrators Tracking, Learning & Testing Data & Accountability Finance & Families About th				
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Assistance • Eveluation	Parent Information			
uei .	Special Education/IDEA Section S04/ADA Hassachusetta Organizations/Resources National Organizati			
104	Special Education/IDEA			
Idhand ry Transition for Student Secons	Access for All Control by the Office of Digital Learning at the Department of Elementary and Secondary Education, this web p			
ees, Forms & Notices	Guidance for Parent Advisory Councils This guidance document was designed to ensure that every special education parent advisory council operating in th			
et Guidance es and APR	A Parent's Guide to Special Education(?) Written collaboratively by the Federation for Children with Special Needs and the Department of Elementary and S			
dormation As & Comphance docation Appeals	A Parent's Guide to Selecting A Special Education Advocate in Massachusetts ²⁰ Writes collaboratively by the Federation for Children with Special Needs and the Department of Elementary and S Education process when needed.			
Frinte Assessment	 Links in Advesses Organizations 			
orate Drave Information Tech, and Accessibility	Notice of Procedural Safeguards (Parent's Rights Brochure) English and Translated Versions The Parent's Rights Brochure to designed to anist the parent in understanding the special education protess, and th			
l Resources Its	Parent's Rights in Special Education This page contains resources to antist districts and their Parent Advisory Councils for Special Education to meet the			
	Disability: Definitions and Related Links Definitions of each of the Massachusetts disability categories, and resources for each disability.			
	Best Practices in Early (Biblinest Transition 7) Writen collaboratory by the Department of Early Education and Care, the Department of Public Health, and the I Early Instruments Services into a preschool program.			
	Section 504 and the Americans with Disabilities Act			
	IDEA. Section gos of the Rehabilitation Act and American with Disabilities Act ¹² . This is a publication for parents explaining the differences between IDEA. Section gos and the American with Disab			
	Section paged the Rehabilitation Act of spra (Section page and the Americans with Disabilities Act). This whethe provides information about the differences in these two pieces of legislations and the rights and protect			

Contractor Special Fit Technical Objects Training Objects Ob





Dispute Resolution > 216 resources





Number of Resources by State

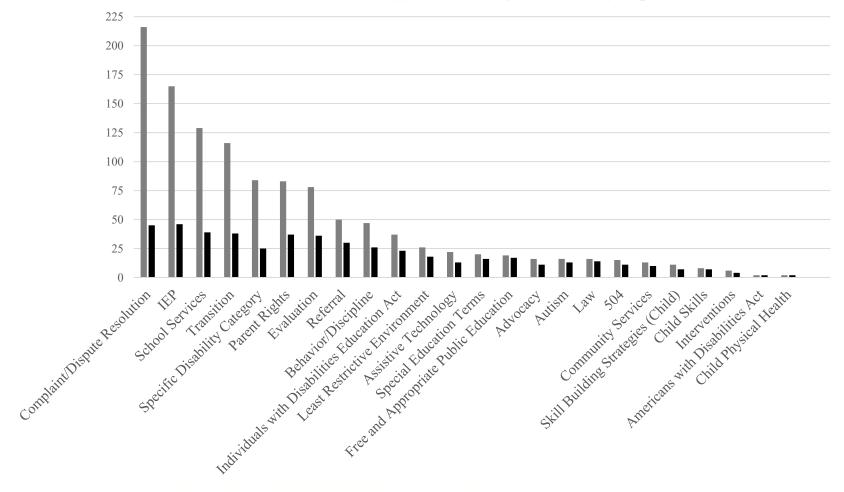
80

70	
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30	
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Number of Resources and States Providing Resources by Topic

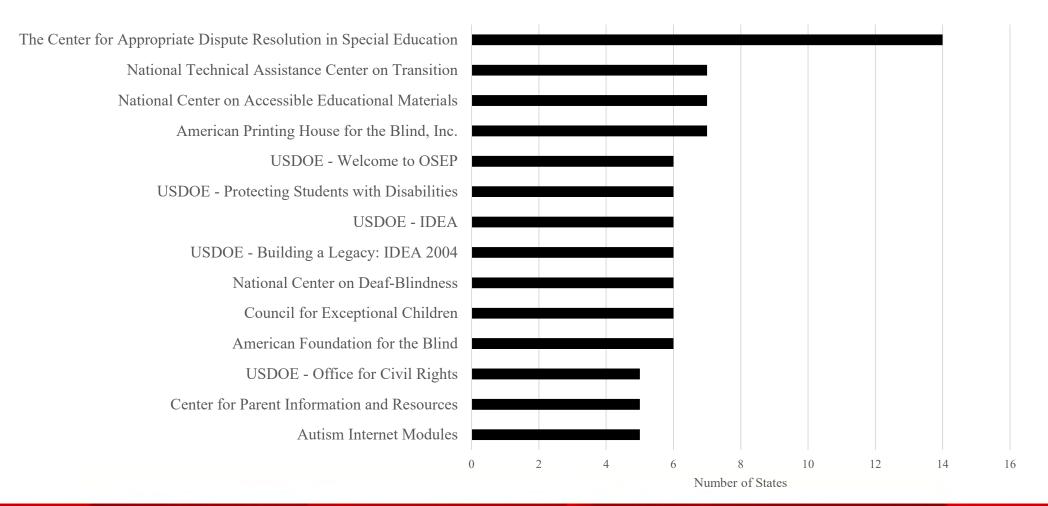


■Number of Resources ■Number of States





External Resources Referenced by Multiple States







Research Question 2:

In what manner (i.e., delivery method, language) do states provide this information to parents?



Resource Formats

Video (*n*=54)

resources

Provided by

21 states

At the Table: Preparing for Your First Evaluati... 🕓 🌧

At the Table: Preparing for Your First Evaluation Planning Meeting for Your Child

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PACER CENTER

➢ 8% of

Print (*n*=656)
 ▶ 66% Print
 ▶ 25% Website text

Parents' Bill of Rights

As a parent of a child with a disability, you have the right o

- Annuk mikiyidadikeed pilacatsig program (BEP) promogo and represent your child's summer
- Receive a copy of your child's realisation, drongers with it, and respect one independent
- Provide a statistic report from outside sources as part of the evaluation process.
- Ensures all education treards perturning of your child and by previded with a copy of the indevidualize education program.
- 6 Drugges with the decision of the individualized education program (EEP) team and private compliant procedures, including: Blog a chald compliant with the Department of Educations was been Education, utile paid mechanics, have as impactial doe process brusing, and uppeal the flat process decision for the court.
- 1 Participant in reverse of the order situational releasement programs (EPA) and in any dimension in changer supports of the EPA, or well as reserve a sorress status of normal inform a changer to your, (1047) subconstant information to the provinsion of a first and networkers to child a changer.
- Have your child placed in the lasst restrictive travescented and is a general education classes to manual ensure appropriate
- Request an accounsidation to privide effective communications if you have larsted English language prefacence.

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Audio (n=3)
▶ 0.4% of resources
▶ Provided by 1 state



Language ➤ 89.5% of resources in English

> Other: Avg.

2.4 per state

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Derechos de los padres y sus hijos en la educació n especial

Aviso de garantí as de procedimiento

Una explicació n de las Garantí as de procedimiento disponibles bajo las estipulaciones del Acta para la Educació n de los Individuos con Discapacidades (IDEA)

los Reglamentos de Colorado para la Administració n del Acta Educativa para los Niñ os Excepcionales (ECEA)

El Acta para la Educació n de los Individuos con Discapacidades (IDEA), la ley Federal concerniente con la oducació n de estudiantes con discapacidades, requiere que las escuelas ofrezcan a los pa dres de un nín o con una discapacidad un aviso que contença una explicació n completa de las ga







- Results represent a snapshot of SDE websites
- Quality of information not measured
- Limited information was collected on external resources provided
- Additional research is needed to understand how resources support parent knowledge





Conclusions



Conclusions



Project 1

- Special Education Teachers are perceived to be a primary resource for parents to improve knowledge on special education.
- ✓ Parents have varied perspectives on the type of information provided to parents by the schools.
- ✓ Parents feel more knowledgeable about processes involved with special education and less knowledgeable on legal aspects.
- Parents like to receive information to improve knowledge on special education in various modes.
- ✓ Learning opportunities that are varied in time and delivery mode will reduce parent identified barriers to improving knowledge on special education.

Project 2

- ✓ Hundreds of resources exist
- High percentage of resources focused on dispute resolution and IEPs
- ✓ SDEs frequently use external resources
- Nearly all resources are available in print-based format
- Resources are provided predominantly in English





Action Step: Consider where you obtain **your** knowledge on special education. How do you share this with parents?

Parents identify "Conversations with Teachers" as the primary and one of the preferred methods of getting information about special education.

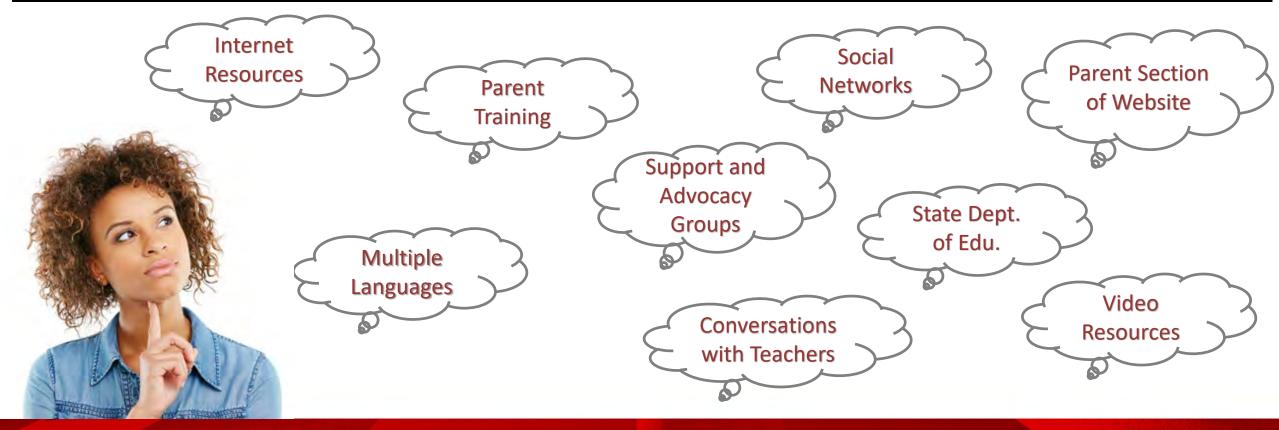








Action Step: Offer Various Methods of Information to Parents to Increase Knowledge of Special Education







Action Step: Have You Connected Parents to Others who Have Similar Experiences?

- Parent Training and Information Centers
- Community Parent Resource Centers
- Support Groups
- Parent Connectors





Action Step Identify the content that is most important for parents

Nehraska

- ✓ What information is most important?
- How does this information support all parents?
- ✓ In what sequence should information be provided?





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Website: http://cehs.unl.edu/secd/acfwb/



Academy for Child and Family Well Being



A few announcements from the MSLBD Planning Committee...

Join the MSLBD mailing list to get a link to *RE*Thinking Behavior delivered directly to you!

RETHINKING Behavior

A magazine for professionals serving children and youth with behavioral needs.

Symposium hashtags: #MSLBD #RethinkingBehavior



MSLBD Party and Annual Lip Sync Battle <u>Friday night 8 – 11 pm</u> <u>Atlanta Ballroom</u> Bring your FREE drink ticket and your sweet dance moves!

Follow MSLBD on Facebook and Twitter



SAVE THE DATE!

Second Annual Richard L. Simpson Conference on Autism

October 10-11, 2019 KU Edwards Campus | Overland Park, Kansas *Registration opens April 25, 2018*





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