



Parents And Professionals In Special Education

Francis J. DeMatteo



Parents And Professionals In Special Education:

Parent-professional Collaboration in Special Education Short. Nichole L.,2012 The purpose of this study was to obtain information on relationships between professionals in schools and parents of students with disabilities who meet criteria to qualify for an Individual Education Plan IEP through the school s special education program Research looked to explore perceptual differences in the designing implementing and evaluating of a student s special education It also explained the role of parents in their child s education the benefits of parental involvement and collaboration and barriers to a successful parentprofessional relationship The importance of bridging a connection between educators and parents was emphasized through information from federal law In conclusion suggestions were made to help parents and professionals strengthen their working relationship by addressing barriers and creating opportunities for collaboration Recommendations were also made for future research specifically focusing on student perspectives and comparing perceptions of parents of general and special education children

The Art of Collaboration Katharine G. Shepherd,Kervick Colby T.,Djenne-amal N. Morris,2016-12-27 The Art of Collaboration Lessons from Families of Children with Disabilities co authored by two professors of education and a parent of a child with disabilities draws on the literature as well as original research to explore the meaning of collaboration and the benefits and barriers to developing positive school and family partnerships The voices and stories of families of children with a variety of disabilities and experiences are at the heart of the book providing insights into how we might re conceptualize collaboration as an ongoing process and an art built on a shared commitment to improving the lives of children and families The book begins with an overview of the research on collaboration and explores key themes including the process of identifying a disability the meaning of parent knowledge and expertise in the digital age the potential to join parent and professional knowledge for the benefit of the child and family and approaches leading to meaningful collaboration and communication These include a variety of family centered tools and practices strategies for promoting parent advocacy and leadership and a focus on hope and resiliency Each chapter concludes with questions for reflection and suggested activities making it an ideal resource for both parents and professionals Throughout the authors critique the collaborative process while focusing on its promises and possibilities for families educators and other professionals

Do You Hear what I Hear? Janice Fialka,Karen C. Mikus,1999 A book to be used for self reflection personnel preparation and parent professional trainings Cover and title page Parents and Professionals Partnering for Children With Disabilities Janice M. Fialka,Arlene K. Feldman,Karen C. Mikus,2012-04-03 Cultivate effective partnerships between parents and professionals through honest respectful and skillful communication The authors draw upon the metaphor of dance to better understand the complexities and possibilities of forming partnerships between educators administrators early childhood providers therapists support staff other professionals and parents of children with disabilities This revised edition of Do You Hear What I Hear Parents and Professionals Working Together for Children With Special

Needs is rich with stories examples and practical insights This book written from both the parent s and the professional s points of view provides a developmental approach to understanding and forging positive adult relationships while also providing concrete ways to advocate for children The authors years of experience as successful consultants trainers and educators lends this helpful resource a deep sense of realism and compassion They remind the reader of how essential the parent professional partnership is and why it IS a dance that matters Key features include Practical insights and evidence based approaches to forming partnerships Easy to read non technical language that speaks to both the heart and the mind Sample letters and other forms of communication shared between professionals and parents Stories and examples of real world conversations between parents and professionals Effective ways to handle difficult situations Rich with humor and heart this highly readable book offers helpful steps for self reflection personnel preparation and parent professional training Educators and parents will find expert guidance for listening to each other s music trying out each other s dance steps and working toward a new dance that includes contributions from all with the ultimate reward of seeing children achieve their highest potential Parents and Professionals Partnering for Children With Disabilities Janice M. Fialka,Arlene K. Feldman,Karen C. Mikus,2012-04-05 The authors use a dance metaphor to capture the complexities and possibilities of building strong partnerships between professionals and parents of children with disabilities Power and Partnership in Education Derrick Armstrong,2020-07-24 Recent legislation the 1981 and 1993 Education Acts have emphasized the need for parents to work as partners with professionals in the assessment of children s special educational needs This book explores that notion of partnership and subjects it to critical scrutiny It describes the assessment process from both the parental and professional standpoints looking in particular at the parent professional relationship and the barriers that might inhibit effective partnerships between parents and professionals The child s viewpoint is equally important and later chapters examine children s own accounts of the assessment process Policy and Power in Inclusive Education Melanie Nind,Jonathan Rix,Kieron Sheehy,Katy Simmons,2023-04-14 The movement towards inclusive education is undoubtedly an international phenomenon and it has resulted in the development of policy initiatives impacting on schools in all nations This informative wide ranging text brings together key illustrative material from an international field It adopts a critical perspective on policy issues but goes beyond this by making explicit the assumptions that drive policy development Readers will be encouraged to develop their own framework allowing them to conduct policy analysis and evaluation within their own educational context Students and researchers interested in how principles of inclusive education are being translated into educational practices around the world will find this book an enlightening read Parents and Professionals in Special Education Jane B. Schulz,1987-01-01 Inclusive Education : Practices and Challenges Dr. Deepa Sikand Kauts,2021-09-11 This book is an attempt to create awareness among practitioners and to strengthen the focus on inclusion in their strategies and future plans for education and highlight the areas that need particular attention to promote inclusive education and

strengthen policy development With this we would move a step further and look into the current research trends in inclusive education as well as policy backdrops which provide us with the fair idea that how this idea of equity pedagogy is being propagated in the national educational policies of our country and further their translations in the Indian education realm Papers compiled exhibit major concerns issues challenges and various practices for ensuring inclusion and inclusive pedagogical strategies for effective inclusive education The researchers have also taken into account the social cultural and learning diversities and the factors that facilitate to spot and remove barriers to learning and participation in education It has the power to widen the scope of universal education by promoting access to all learners and accelerating educational equity too This book also focuses on how stakeholders can contribute to the continuous growth of inclusive education and its implications for society communities schools and classrooms as well to provide clarity on theoretical and research perspectives to promote the integration of theory and practice of inclusive education The volume will be highly beneficial for teachers parents policymakers administrators and students who care about the needs of the learners and the development of an equitable education system in our country

Annual Report to Congress on the Implementation of the Education of the Handicapped Act Special Education Programs (U.S.). Division of Educational Services,1987 *Annual Report to Congress on the Implementation of Public Law 94-142, the Education for All Handicapped Children Act* United States. Office of Special Education. State Program Implementation Studies Branch,1987 *Handbook of Communication and People With Disabilities* Dawn O. Braithwaite,Teresa L. Thompson,1999-12 Each chapter provides a state of the art literature review practical applications of the material and key words and discussion questions to facilitate classroom use Jacket

Delivering Psycho-educational Evaluation Results to Parents Francis J. DeMatteo,2020-07-26 Delivering Psycho educational Evaluation Results to Parents presents a concrete and adaptable Feedback Model that efficiently communicates complex evaluation results to parents in an easily understandable manner The book discusses a model rooted in basic learning principles effective communication practices and practitioner empathy towards the parent experience of the home school relationship hinging upon practitioners and parents jointly creating a permanent product of the evaluation results during the feedback process It provides early career school psychologists with a parent friendly Feedback Model that can be adapted to their school based setting The text includes specific verbiage to explaining constructs in the cognitive achievement visual motor and social emotional domains along with considerations in application to working with diverse populations The text is intended for school psychologists and professionals who complete psycho educational evaluations for special education eligibility More specifically the text is envisioned to support the graduate training of school psychologists and the professional development of early career professionals in the field

"To Assure the Free Appropriate Public Education of All Handicapped Children" ,1987 Resources in Education ,1997-04 **Responsive Collaboration for IEP and 504 Teams** Albert Johnson-Mussad,Laurel Peltier,2022-04-19 Your guide to responsive collaboration A responsive and

collaborative approach meets the needs of students with disabilities in partnership with their families Written to empower all members of the IEP or 504 team this book guides educators and parents alike through the implementation of a responsive decision making process on behalf of students Learning disruption due to the pandemic has affected millions of students This book offers practical tools for improving the fit between the learning profile of individual students and schooling Responsive Collaboration for IEP and 504 Teams provides a framework that identifies opportunities to build connections between educators establish relationships with service providers strengthen school family partnerships address inequities and develop student self determination Readers will find guidance on Referral and eligibility determination Individualized plan development Responsive teaming over time Other key practices related to responsive teaming with links to implementation tools Drawing on the principles of social justice and responsive practice this is your guide to navigating the complexities of IEP and 504 Team meetings for the benefit of students educators and families

Working with Parents of SEN Children after the Code of Practice Sheila Wolfendale, 2013-11-26 First Published in 1997 This book forms part of a series that brings together wide ranging contributions which are written from both professional and parental viewpoints offer an assessment of what has been achieved explore a number of problematic issues and experiences and illustrate developments that are beginning to take shape It will appeal to those with a special interest in and commitment to home school work in all its actual and potential facets The intention in this book is to report upon the early impact of the Code of Practice 1994 within its legislative context the 1993 Education Act Part Three The book blends a number of ideological perspectives on partnership with descriptions of collaborative ways of working between parents and professionals

Exploring Early Years Education and Care Linda Miller, Rose Drury, Robin Campbell, 2002 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company

Communication and Organizational Knowledge Heather E. Canary, Robert D. McPhee, 2010-07-02 This book provides an overview of communication centered theory and research regarding organizational knowledge and learning It brings the work of scholars in communication management information technology and other disciplines together in a coherent volume that represents existing research and theory on communication related knowledge work Chapters address what constitutes knowledge how knowledge functions within and across organizations and how organizational members develop and manage knowledge for organizational purposes The book also provides a forum for these scholars to pose directions for future research and theorizing It will serve as a reference tool for scholars and practitioners to identify and understand communicative features of organizational knowledge processes

Narrowing the Achievement Gap for Native American Students Peggy McCardle, Virginia Berninger, 2014-08-21 There has been much talk and effort focused on the educational achievement gap between white versus black Hispanic and American Indian students While there has been some movement the gap has not appreciably narrowed and it has narrowed the least for Native American students This volume addresses this disparity by melding evidence based instruction with culturally sensitive

materials and approaches outlining how we as educators and scientists can pay the educational debt we owe our children In the tradition of the Native American authors who also contribute to it this volume will be a series of stories that will reveal how the authors have built upon research evidence and linked it with their knowledge of history and culture to develop curricula materials and methods for instruction of not only Native American students but of all students It provides a framework for educators to promote cultural awareness and honor the cultures and traditions that too few people know about After each major section of the volume the editors will provide commentary that will give an overview of these chapters and how they model approaches and activities that can be applied to other minority populations including Blacks Hispanics and minority and indigenous groups in nations around the globe

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